

**LIU Brooklyn**  
**2018 - 2019**  
**Graduate Bulletin**



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# LIU Brooklyn

## 2018 - 2019 Graduate Bulletin

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

*General Information: 718-488-1000*

*[www.liu.edu/brooklyn](http://www.liu.edu/brooklyn)*

*Admissions: 718-488-1011*

*Email: [bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu)*

Notice to Students: The information in this publication is accurate as of September 1, 2018. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

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**TABLE OF CONTENTS**


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|  |    |  |    |
|--|----|--|----|
| <b>LIU</b>   | 4  | Residence Life Rates   | 21 |
| <b>ABOUT LIU BROOKLYN</b>                                | 5  | Financial Policies   | 22 |
| Mission Statement  | 5  | Payment Plans  | 23 |
| Overview   | 5  | Student Health Insurance   | 23 |
| Undergraduate and Graduate Offerings                     | 5  | <b>FINANCIAL AID</b>   | 24 |
| University Policies                                      | 6  | Application Process  | 24 |
| <b>DIRECTORY</b>   | 7  | Awards   | 24 |
| <b>ACADEMIC CALENDAR 2018-2019</b>                       | 9  | Standards for Satisfactory Academic Progress                                     | 25 |
| <b>ADMISSION</b>   | 11 | <b>STUDENT ENGAGEMENT AT LIU BROOKLYN</b>  | 27 |
| Classification of Students                               | 11 | Athletics  | 27 |
| Students Presenting International Credentials            | 11 | Campus Ministry  | 27 |
| Veterans   | 11 | Cultural Programs and Exhibitions  | 27 |
| Visiting Students  | 12 | Living on Campus   | 27 |
| Enrollment and Admission, Related Policies               | 12 | Public Safety  | 27 |
| Transfer Credits   | 12 | Student Engagement   | 27 |
| New York State Immunization Law                          | 12 | <b>FACILITIES</b>  | 29 |
| Admission Processing Center                              | 12 | Arnold and Marie Schwartz Gym  | 29 |
| <b>ACADEMIC POLICY</b>                                   | 13 | Downtown Brooklyn Speech-Language Hearing Clinic                                 | 29 |
| Academic Responsibility                                  | 13 | Kumble Theater for the Performing Arts   | 29 |
| Grades and Symbols                                       | 13 | Psychological Services Center  | 29 |
| Quality Points   | 13 | Steinberg Wellness Center / Wellness, Recreational and Athletic Center (WRAC)    | 29 |
| Absence from Final Examination                           | 13 | Student-Run Businesses   | 30 |
| Application for Degree                                   | 13 | <b>STUDENT SERVICES AND RESOURCES</b>  | 31 |
| Academic Integrity                                       | 13 | Alumni Community   | 31 |
| Discipline   | 13 | Bookstore  | 31 |
| Appeals Process  | 14 | Center for Learning and Academic Success   | 31 |
| Criminal Background and Drug Testing                     | 14 | English Language Institute   | 32 |
| Related Curricular Matters                               | 14 | Enrollment Services  | 32 |
| <b>REQUIREMENTS FOR DEGREES</b>                          | 16 | Information Technology   | 32 |
| <b>REGISTRATION</b>                                      | 18 | International Student Services   | 33 |
| Registration and Advisement                              | 18 | Mathematics Center   | 33 |
| Course Load  | 18 | Multimedia Language Laboratory   | 33 |
| Admission of Undergraduate Students to Graduate Programs | 18 | Student Support Services   | 33 |
| Maintenance of Student Standing                          | 18 | Testing Center   | 33 |
| Leave of Absence   | 18 | Veteran Services   | 33 |
| Withdrawal   | 18 | Writing Center   | 34 |
| Auditing of Courses                                      | 20 | <b>SPECIAL PROGRAMS</b>  | 34 |
| Student Access to Educational Records                    | 20 | After School and Evening School-age Child Care - FUN (Family UNiversity Program) | 34 |
| Administrative Matters                                   | 20 | <b>LIU BROOKLYN LIBRARY</b>  | 35 |
| <b>TUITION AND FEES</b>                                  | 21 |  |    |
| Rate Schedule  | 21 |  |    |

|   |     |
|---|-----|
| <b>HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING</b>                       | 36  |
| <b>RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES</b>            | 44  |
| School of Arts and Communication  |     |
| <b>SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES</b> | 90  |
| <b>SCHOOL OF EDUCATION</b>  | 119 |
| <b>SCHOOL OF HEALTH PROFESSIONS</b>                                       | 156 |
| <b>LIU PHARMACY</b>   | 211 |
| <b>PROGRAMS</b>   |     |
| Athletic Training, Health and Exercise Science                            | 158 |
| Biology   | 45  |
| Business  | 92  |
| Chemistry and Biochemistry  | 52  |
| Communication Sciences and Disorders                                      | 168 |
| Counseling and School Psychology  | 122 |
| English   | 55  |
| Mathematics   | 60  |
| Media Arts  | 62  |
| Nursing   | 37  |
| Occupational Therapy  | 174 |
| Physical Therapy  | 185 |
| Physician Assistant Studies   | 193 |
| Political Science   | 76  |
| Psychology  | 79  |
| Public Administration   | 112 |
| Public Health   | 198 |
| Social Science  | 88  |
| Social Work   | 203 |
| Speech Language Pathology   | 210 |
| Teaching, Learning and Leadership   | 136 |
| Technology, Innovation and Computer Science                               | 109 |
| <b>LIU BROOKLYN APPROVED PROGRAMS</b>                                     | 212 |
| <b>LIU TRUSTEES AND SENIOR LEADERSHIP TEAM</b>                            | 214 |
| <b>LIU BROOKLYN FACULTY</b>   | 215 |

LIU

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**Accreditation and Program Registration**

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

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## ABOUT LIU BROOKLYN

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### Mission Statement

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

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### Overview

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

LIU Brooklyn was founded in 1926 and is the original unit of Long Island University. Its beautifully landscaped, 11-acre campus is a self-contained urban oasis, steps away from world-class arts and entertainment venues like Brooklyn Academy of Music and Barclays Center, as well as the restaurants and cafes of Fort Greene and the Fulton Mall shopping district. Just a 10-minute subway ride from the professional and cultural opportunities of Manhattan, the vibrant campus includes residence halls for more than 1,000 students.

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus' success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 36 NEC titles, including 13 in the last three seasons. The campus currently fields 19 NCAA Division I teams.

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

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

Commons, located in Metcalfe Hall, is a food court, including Habanero Mexican Kitchen, the All Tossed Up salad bar, Grille Works, and the Express Station. Peet's Coffee is located on the third floor of the Arnold and Marie Schwartz Hall of the Arts and Humanities, and the Smoothie Bar is located in the Steinberg Wellness Center.

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

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

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

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

LIU Brooklyn offers nearly 200 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Academic units include the LIU Brooklyn Honors College, the Richard L. Conolly College of Liberal Arts and Sciences with its School of Arts and Communication; the School of Business, Public Administration and Information Sciences; the School of Education; the Harriet Rothkopf Heilbrunn School of Nursing; the School of Health Professions; LIU Global; LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences); and the School of Professional and Continuing Studies. The campus

is known for its nationally recognized Honors College, which was the first of its kind in the country and emphasizes a holistic, liberal arts background.

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

#### **LIU Brooklyn Office of Admissions**

1 University Plaza  
Brooklyn, NY 11201  
718-488-1011  
bkln-admissions@liu.edu  
www.liu.edu/Brooklyn/admissions

#### **LIU Brooklyn Office of Enrollment Services**

718-488-3320  
brooklyn-enrollmentservices@liu.edu  
www.liu.edu/Brooklyn/enrollment-services

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## Undergraduate and Graduate Offerings

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**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 United Nations Graduate Certificate Program.

The **School of Business, Public Administration and Information Sciences** offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Business Administration (B.B.A.) with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management and Marketing; Bachelor of Science in Accounting, Business Finance, Business Management (available with a concentration in Human Resource Management), Computer Science, Entrepreneurship, Healthcare Management, Marketing and Technology Management; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, Human Resource Management, International Business, Management, Management Information Systems, and Marketing (the M.B.A. is also available as a cohort accelerated One-Year M.B.A. for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; and a Master of Public Administration (M.P.A.) in Health Administration and in Public Administration.

The **School of Education** offers, on the undergraduate level, the Bachelor of Arts and the Bachelor of Science degrees in various disciplines in urban education, as well as a Bachelor of Science in Inclusive Early Childhood Education

(dual certification in early childhood and special education). On the graduate level, the school offers the Master of Science in Education degree in the areas of Early Childhood Urban Education, Childhood Urban Education (with extensions in Middle Childhood Education and bilingual), Urban Adolescence Inclusive Education (dual certification), Teaching Urban Children with Disabilities, Teaching English to Speakers of Other Languages (TESOL), School Counseling, Bilingual School Counseling and School Psychology; the Master of Science degree in Mental Health Counseling and Marriage and Family Therapy; and Advanced Certificates in Bilingual Education, School Counseling, Bilingual School Counseling, Mental Health Counseling, Marriage and Family Therapy and Applied Behavioral Analysis.

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

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

**LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences)** offers an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree. In collaboration with the School of Business, Public Administration & Information Sciences, a dual degree Doctor of Pharmacy (Pharm. D) / Master of Business Administration (M.B.A) is available. LIU Pharmacy offers the Master of Science degree in Pharmaceutics (with concentrations in Industrial Pharmacy and Cosmetic Science), Drug Regulatory Affairs and in Pharmacology/Toxicology. It also offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree.

**LIU Global** is designed for students who

desire a hands-on learning approach in a variety of international locations. The college offers a Bachelor of Arts in Global Studies and minors in Arts and Communications, International Relations, Social Entrepreneurship and Spanish.

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

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## University Policies

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

**Ronald Edwards**

Title IX Coordinator

Long Island University

700 Northern Boulevard

Brookville, New York 11548

Phone: (516) 299-4236

For further information on notice of non-discrimination, visit [www.ed.gov](http://www.ed.gov) for the address and phone number of the office that serves your area, or call 1-800-421-3481.

DIRECTORY

| Department Name   | Phone  | Office Hours  | Email/Website  |
|---|--|---|--|
| Admissions  | 718-488-1011   | (M,Th,F) 9 a.m. - 5 p.m.<br>(Tu,W) 9 a.m. - 6:30 p.m.   | bkln-admissions@liu.edu<br>www.liu.edu/brooklyn/admissions       |
| Bookstore   | 718-858-3888<br>718-488-1017   | (M-Th) 9:30 a.m. - 6:30 p.m.<br>(F) 10 a.m.- 3p.m.  | www.liunet-brooklyn.bncollege.com                                |
| Campus Ministry   | 718-488-3399   | (M,Th,F) 9 a.m. - 5 p.m.<br>(Tu,W) 9 a.m. - 6:30 p.m.   | www.liu.edu/brooklyn/campus-life                                 |
| <b>Colleges and Schools</b>   |  |   |  |
| Honors College  | 718-780-4023   | (M-Th) 9 a.m. - 6 p.m.<br>(F) 9 a.m. - 5 p.m.   | bkln-honors-staff@liu.edu<br>www.liu.edu/brooklyn/honors-college |
| LIU Office of Veterans and Military Affairs   | 516-299-2256 (School Certifying Official)<br>718-488-1390 (Success Coach)<br>718-780-6003 (Student Veterans Resource Center) | (M, Th, F) 9 a.m. - 5 p.m.<br>(Tu, Wed.) 9 a.m. - 6:30p.m.  | bkln-svrc@liu.edu  |
| LIU Pharmacy  | 718-488-1234   | (M-F) 9 a.m. -5 p.m.  | www.liu.edu/pharmacy   |
| LIU Global  | 718-780-4312   | (M-F) 9 a.m. - 5 p.m.   | global@liu.edu<br>www.liu.edu/global                             |
| Richard L. Conolly College  | 718-488-1003   | (M,Th,F) 9 a.m. - 5 p.m.<br>(Tu,W) 9 a.m. - 6:30 p.m.   | www.liu.edu/brooklyn/conolly                                     |
| School of Business, Public Administration, and Information Sciences                           | 718-488-1121   | (M, Th, F) 9 a.m. - 5 p.m.<br>(Tu, W) 9 a.m. - 6:30 p.m.  | business@brooklyn.liu.edu<br>www.liu.edu/brooklyn/sbpais         |
| School of Education   | 718-488-1055   | (M-Th) 9 a.m. - 6:00 p.m.<br>(F) 9 a.m. - 5 p.m.  | www.liu.edu/brooklyn/soe   |
| School of Health Professions  | 718-780-6578   | (M-F) 9 a.m. - 5 p.m.   | www.liu.edu/brooklyn/health                                      |
| Harriet Rothkopf Heilbrunn School of Nursing  | 718-488-1059   | (M-F) 9 a.m. - 5 p.m.<br>Summer (M-Th) 9 a.m. - 5:30 pm   | www.liu.edu/brooklyn/nursing                                     |
| School of Professional and Continuing Studies   | 718-488-1364   | (M-F) 8:30 a.m. - 5 p.m.  | scs@brooklyn.liu.edu<br>www.liu.edu/brooklyn/scs                 |
| Dean of Students  | 718-7488-1042  | (M,Th,F) 9 a.m. - 5 p.m.<br>(Tu,W) 9 a.m. - 7:00 p.m.   | www.liu.edu/brooklyn/campus-life                                 |
| Development and Alumni Relations  | 718-780-6562   | (M-F) 9 a.m. - 5 p.m.   | www.liualumni.com  |
| Enrollment Services<br>• Financial Services / Bursar<br>• Registration<br>• Academic Advising | 718-488-1037   | (M,Th,F) 9 a.m. - 5 p.m.<br>(Tu,W) 9 a.m. - 7:00 p.m.   | bkln-enrollmentservices@liu.edu<br>www.liu.edu/brooklyn/es       |
| International Student Services  | 718-488-1389   | (M,Th,F) 9 a.m. - 5 p.m.<br>(Tu,W) 9 a.m. - 6:30 p.m.   | www.liu.edu/brooklyn/international                               |
| Learning and Academic Success: Tutoring Center  | 718-488-1040   | (M-Th) 10 a.m. - 7 p.m.<br>(F) 10 a.m. - 5 p.m.   |  |
| Library   | 718-488-1680 or<br>718-488-1081  | (M,W,Th) 8 a.m. – 10 p.m.<br>(Tu) 9 a.m. – 10 p.m.<br>(F) 9 a.m. – 5 p.m.<br>(Sat) 9 a.m. – 6 p.m.<br>(Sun) 11 a.m. – 5 p.m.<br>Summer (M-Th) 9 a.m. – 8 p.m. | www.liu.edu/brooklyn-library                                     |
| LIU Promise   | 718-488-1042   | (T, W) 9 a.m. - 7 p.m<br>(M, Th, F) 9 a.m. - 5 pm   | bkln-promise@liu.edu   |



|  |  |   |  |
|--|--|---|--|
| Mathematics Center   | 718-246-6317   | (M-Th) 10 a.m. - 7 p.m.<br>(F) 10 a.m. - 5 p.m.<br>(Sat) 10 a.m. - 3 p.m.   | <a href="http://www.liu.edu/brooklyn/mathcenter">www.liu.edu/brooklyn/mathcenter</a>       |
| English Language Institute   | 718-488-1323<br>718-780-4361                         | (M-Th) 9 a.m. - 6 p.m.  |  |
| Multimedia Language Laboratory                                     | 718-780-4568   | (M, T, Th) 8 a.m. - 6 p.m.<br>(W) 8 a.m. - 8 p.m.<br>(F) 9 a.m. - 5 p.m.  |  |
| Public Safety  | x 1078 (on campus)<br>emergencies: 718-488-1078      |   | <a href="http://www.liu.edu/brooklyn/publicsafety">www.liu.edu/brooklyn/publicsafety</a>   |
| Steinberg Wellness Center (Wellness, Recreation & Athletic Center) | 718-488-3009 (Fitness Center)<br>718-780-4052 (Pool) | Fitness Center (Academic Year)<br>(M-Th) 7 am - 10 pm<br>(F) 7 am - 7 p.m.<br>(Sat) 8 p.m. - 4 p.m.<br>Pool (Academic Year)<br>(M-F) 7 a.m.- 2 p.m. and 4 p.m. - 7 p.m.<br>(S) 9:30 a.m. - 4 p.m. |  |
| Student Support Services   | 718-488-1044   | (M - F) 9 a.m. - 5 p.m.   |  |
| Testing Center   | 718-488-1392   | (M-Th) 9 a.m. - 6 p.m.<br>(F) 9 a.m. - 5 p.m.   | <a href="http://www.liu.edu/brooklyn/testingcenter">www.liu.edu/brooklyn/testingcenter</a> |
| Veteran Services   | 718-488-1587   |   | <a href="mailto:bklnmilitaryveterans@liu.edu">bklnmilitaryveterans@liu.edu</a>             |
| Vice President of Academic Affairs and Chief Operating Officer     | 718-488-1001   | (M-F) 9 a.m. - 5 p.m.   |  |
| Writing Center   | 718-488-1095   | Fall and Spring Hours:<br>(M-Th) 9 a.m. - 8 p.m.<br>(F) 9 a.m. - 5 p.m.<br>(Sat) 10 a.m. - 4 p.m.<br>Summer Hours:<br>(M-F) 9 a.m. - 5 p.m.<br>(Sat) 10 a.m. - 4 p.m.                             |  |

**ACADEMIC CALENDAR 2018-2019**

**Fall 2018**

|                |  |
|----------------|--|
| September 3    | Labor Day-holiday  |
| September 4    | Convocation Day  |
| September 5    | Weekday classes begin  |
| September 5-18 | Registration and program changes                             |
| September 8-9  | First weekend session classes begin                          |
| September 14   | Awarding of September degrees                                |
| September 18   | Registration and program changes end                         |
| October 5      | Last day to apply for comprehensive examination              |
| October 8      | Registration Begins for Spring 2018 (tentative date)         |
| October 19     | Last day to apply for January degree                         |
| October 20-21  | First weekend session final examinations/last class meeting  |
| October 27-28  | Second weekend session classes begin                         |
| November 6     | Election Day-classes in session                              |
| November 9     | Last day to Withdraw from full semester class(es)            |
| November 21    | Wednesday follows a Friday schedule                          |
| November 22-25 | Thanksgiving holiday   |
| November 26    | Classes resume   |
| December 8-9   | Second weekend session final examinations/last class meeting |
| December 13    | Semester classes meeting Monday through Friday end           |
| December 14    | Last day to submit thesis                                    |
| December 14-20 | Final examinations-undergraduate and graduate                |
| December 21    | Winter recess begins   |

**Winter 2019**

|            |                                |
|------------|--------------------------------|
| January 7  | Intersession Classes Begin     |
| January 18 | Final Class Meeting/Final Exam |

**Spring 2019**

|                         |  |
|-------------------------|--|
| January 18              | Awarding of January degrees                                |
| January 21              | Martin Luther King Day - no classes                        |
| January 22              | Weekday classes begin                                      |
| January 22 - February 4 | Registration and program changes                           |
| January 26-27           | First weekend session classes begin                        |
| February 4              | Registration and program changes end                       |
| February 18             | President's Day-no classes                                 |
| February 22             | Last day to apply for May degree                           |
| March 4                 | Summer 2019 Registration Opens                             |
| March 4                 | Fall 2019 Registration Begins for Continuing Students      |
| March 9-10              | First weekend session final examinations                   |
| March 11                | Spring recess begins                                       |
| March 18                | Classes resume   |
| March 23-24             | Second weekend session classes begin                       |
| April 5                 | Last day to withdraw from full semester class(es)          |
| May 3                   | Last day to submit thesis and complete degree requirements |
| May 4-5                 | Second weekend session final examinations                  |
| May 4-5                 | Semester classes meeting Saturday-Sunday end               |
| May 7                   | Semester classes meeting Monday through Friday end         |
| May 8-14                | Final examinations-undergraduate and graduate              |
| May 16                  | Commencement Ceremony (tentative)                          |
| May 17                  | Conferral of May degrees                                   |

**Summer I 2019**

|                    |  |
|--------------------|--|
| May 18-19          | Weekend session classes begin                            |
| May 20             | Last day to add Weekend Session Class                    |
| May 20             | Weekday classes begin                                    |
| May 21             | Registration and program changes end for weekday classes |
| May 24             | Last day to add Weekend Session Class                    |
| May 25-27          | Memorial Day-holiday                                     |
| June 13            | Last day to withdraw from course(s)                      |
| July 1             | Last day of class  |
| Last Class Meeting | Final examinations                                       |
| July 4             | Independence Day - Holiday - All Offices Closed          |
| July 6-7           | Weekend session final examinations                       |

**Summer II 2019**

|                    |  |
|--------------------|--|
| July 8             | Weekday classes begin                                      |
| July 9             | Registration and program changes end for weekday classes   |
| July 12            | Last day to apply for September degree                     |
| July 12            | Last day to apply for comprehensive examination            |
| July 13-14         | Weekend session classes begin                              |
| July 15            | Last day to add Weekend Session Class                      |
| August 2           | Last day to withdraw from course(s)                        |
| August 15          | Last day to submit thesis and complete degree requirements |
| August 16          | Last weekday class   |
| Last Class Meeting | Final examinations   |
| August 24-25       | Weekend session final examinations                         |

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## ADMISSION

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Applicants are strongly encouraged to submit an application online at [www.liu.edu/apply](http://www.liu.edu/apply).

A paper application may also be obtained by visiting the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, N.Y. 11201-5372, e-mailing [bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu), or by calling 718-488-1011. A bachelor's degree (or its equivalent) from an accredited institution, indicating an acceptable record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline.

The completed application must be submitted with a personal statement of approximately 500 words. In general, applicants must also submit official transcripts from all colleges and universities attended showing all undergraduate and graduate coursework taken and degrees received, if any. Some departments may request letters of recommendation, resumes, test scores, writing samples, portfolios, copies of professional licenses or other additional documents. Applicants should refer to the section of this bulletin for their program of interest as well as the departmental web site to determine what documents are required for admission by their program as well as to determine where credentials and materials are to be sent for processing. An application fee of \$50 is required. LIU Brooklyn encourages students to self-manage their application, which means it is the responsibility of the applicant to collect all required documents needed for admission and submit them to the Admissions Office. Students needing assistance and clarification are encouraged to email the Graduate Admissions Office at [bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu).

Most graduate programs are available each semester on a rolling admissions basis. However, it is strongly encouraged that applications and supporting materials be submitted as early as possible. Several graduate programs have specific application deadlines. Examples of these programs are the Doctor of Physical Therapy (D.P.T.) which is due March 1; the Master of Physician Assistant Studies due on January 15; the Ph.D. in Clinical Psychology due on December 1; the Master of Speech-Language Pathology due on February 1; and the Master of Social Work due on April 15.

Consult the section for your academic discipline for additional information.

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## Classification of Students

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All students admitted to the master's programs will be classified as matriculants or non-degree students. Matriculants must submit evidence of a bachelor's degree or its equivalent. They must have an acceptable record in undergraduate and other studies as reflected in official transcripts of all colleges and universities attended. Usually a B average in the undergraduate major subject is

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

Applicants must receive satisfactory scores on any required examinations. Applicants for the Master of Public Health, Ph.D. in Clinical Psychology, Speech-Language Pathology, Education, Doctor of Physical Therapy, Physician Assistant Studies and all graduate Pharmacy programs must submit GRE scores from the General Aptitude Test at the point of application. Additionally, individuals who apply for the Ph.D. in Clinical Psychology must submit GRE scores from the GRE Subject Test in Psychology.

A student will be classified as matriculant when accepted into a degree program. Students admitted with technical or academic deficiencies (e.g., incomplete official transcripts) will be classified as matriculants with conditions, pending fulfillment of those conditions. Technical deficiencies must be removed before the end of the first semester of enrollment. Academic deficiencies must be satisfied before the completion of 12 credits required in the degree program or within one year.

Non-degree students must meet the same admission standards as those admitted to degree programs. A student in this category may take a limited number of courses for certification, professional advancement or personal enrichment, but he or she is not classified as a graduate degree-seeking student. Admission as a non-degree student permits registration for a maximum of 12 credits.

If a non-degree student wishes to matriculate, a graduate application must be filed with the Office of Admissions. Upon review of the student's application and supporting credentials, the appropriate department will decide if all requirements for matriculation have been met. Courses completed by non-degree students, if pertinent to the degree program in which the student has matriculated, and if completed within the time limit, are credited toward the degree.

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## Students Presenting International Credentials

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Applications are welcome from students who hold the equivalent of a four-year bachelor's degree. To be considered for admission, undergraduate transcripts/marksheets for each year of study, including degree conferral (diploma/degree certificate) are required. All records must be translated into English and be original or copies of the original, certified/attested by an official of the school issuing that record or the Consulate/Ministry of Education of the issuing country. A course-by-course evaluation, completed by an acceptable international credential evaluation agency, is required for some programs. Please refer to the section of this bulletin for your program of interest as well as the departmental website to determine if an evaluation

is required. The graduate admissions office reserves the right to request an evaluation on any transcripts/marksheets from colleges or universities outside the United States. A complete list of acceptable agencies can be requested from the Office of Admissions or found on [www.liu.edu/brooklyn](http://www.liu.edu/brooklyn). All students for whom English is not a native language are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination. Information on the examinations may be obtained by visiting [www.ets.org](http://www.ets.org) and [www.ielts.org](http://www.ielts.org), respectively from American consulates and embassies abroad, or from the United States Information Service (USIS) in each country.

Proficiency in English must be demonstrated. A student who needs additional study in English may be required to take English courses for foreign students at LIU before or concurrently with an academic program (see English Language Institute section).

## International Students

Applications and all supporting documents from international applicants must be received by May 1 for fall admission and by November 1 for spring admission.

Upon notification of admission, the student will be requested to send a non-refundable deposit fee of \$200, which will be applied toward the first semester's tuition and fees. Selected programs of study require a \$500 deposit. Upon admission students are advised if their program of study requires a higher deposit. Upon receipt of the deposit and of a sponsor's affidavit of support and official bank statement, an I-20 form will be issued that will enable the student to apply for a student visa. Students should not make plans to come to the United States until they have received appropriate nonimmigrant forms.

Students should be aware of the cost of living and studying in New York City. It is advised that students make realistic plans to finance their education. A limited number of graduate assistantships are awarded primarily to students who have been in attendance at least one semester. Health insurance coverage is compulsory for all international students and for their dependents. Information pertaining to the health insurance coverage may be obtained from the Office of International Student Services, which assists students on campus.

Students holding F-1 (student) visas are required by law to be fully matriculated and must be registered for at least nine credit hours per semester.

All forms can be found at [www.liu.edu/brooklyn/forms](http://www.liu.edu/brooklyn/forms).

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## Veterans

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LIU Brooklyn welcomes applications from veterans and encourages them to take full

advantage of their G.I. Bill benefits. Candidates are required to submit a copy of Form DD214, Report of Separation, to the Office of Admissions. A veterans counselor is available to assist in admissions and funding procedures. For further information, contact the Office of Veterans Affairs.

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## Visiting Students

Graduate students who are degree candidates in good standing at other universities may be granted permission to attend courses at LIU upon filing a visiting student application for the courses and submitting a letter of authorization from the graduate school that they are attending. Courses in the Ph.D. programs and field experience courses need additional departmental approval.

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## Enrollment and Admission, Related Policies

### Post-baccalaureate Students

An applicant who has not completed adequate preparation for a particular graduate program but who presents an otherwise acceptable undergraduate record may be given an opportunity to remove specific course deficiencies. A post-baccalaureate student enrolls in a program of advanced undergraduate courses in the field selected for graduate study. The appropriate department approves the number of credits necessary, the level of achievement required, and the specific courses to be completed. Upon compliance with those conditions, the post-baccalaureate student becomes eligible to apply for admission to the graduate school.

### Admission to Classes

Admission to graduate classes does not imply that the student has been accepted as a candidate for a degree. Acceptance to degree candidacy is contingent upon the student's obtaining matriculated status and satisfying all admission requirements of the graduate program in which major study will be pursued.

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## Transfer Credits

Graduate courses taken at other institutions before admission to LIU may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer such credits must be requested at the time of admission, and official transcripts must be submitted to the office of LIU Admissions. Transfer credit toward the master's degree is normally limited to six semester hours, with departmental approval, of credit for courses in which the student has received a grade of B or better and is not recorded as part of the grade point average. Courses with a grade of B- are not transferable.

Students seeking a second master's degree may be granted up to 12 credits, when academically

appropriate, at the recommendation of the department chair and with the approval of the dean of the college or school in which s/he is seeking enrollment. Students entering the school psychology program may be granted up to 18 credits.

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## New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All full-time and part-time students intending to register for 6 or more credits, in an approved degree or registered certificate program at the university, must show proof of immunity before they can register for classes. In addition, New York State requires that LIU Brooklyn maintain a record of each student's response to the meningococcal disease and vaccine information regardless of their date of birth. The form must be signed by the student and contain either a record of meningitis immunization within the past 5 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student. Students who take classes remotely, or who are and will not be physically present at the University are not required to provide proof of immunization.

For information on student procedures for complying with this law, please contact LIU Promise at (718) 488-1042.

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## Admissions Processing Center

All application materials for domestic graduate students should be sent to the Admissions Office at 1 University Plaza, Brooklyn, NY 11201.

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## ACADEMIC POLICY

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### Academic Responsibility

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

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### Grades and Symbols

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Credit is granted for courses completed with the grade A, A-, B+, B, B-, C+, or C. The F grade signifies failure. P (passed for credit) may be used to mark completion of work in certain research practicums, seminars, workshops and thesis courses.

INC (incomplete) may be used as an interim grade for the first half of a two-semester course, for failure to complete all course requirements, and for thesis courses before acceptance of the thesis. Any other failure to complete the course requirements (e.g., the submission of a term paper) may be recorded as INC. Except in thesis courses, INC grades that have not been replaced by a letter grade within one year may be changed only by repeating the course.

A student may not repeat a course without permission of his or her dean. If a student, with the permission of the Dean, repeats a course more than once, all grades except the first will be computed in the student's average. Satisfactory completion of the course does not eliminate the original INC from the student's record.

AUD recognizes that a course has been audited.

The symbol W is assigned when students officially withdraw from a course in which they were doing satisfactory work. The symbol UW is assigned when students never attend or stop attending but don't follow official withdrawal procedures. The UW is not computed in the student's average.

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

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### Quality Points

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#### Grade Point Average

The University's grade-point average is employed to determine the average grade status of a student. The grade A corresponds to a 4.000 quality point equivalent, A- to 3.667, B+ to 3.333, B to 3.000, B- to 2.667, C+ to 2.333, C to 2.000 and F to 0.000. P, INC, W and UW grades do not affect the index.

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

The grade point average is obtained by dividing the sum of the quality points received in all

courses by the total number of credits, including unrepeatable F's.

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

#### Good Standing

The average of grades earned in the approved program of study may be no less than B (equivalent to a quality point index of 3.00). A student whose cumulative grade index is below 3.00 has an academic deficiency. Nevertheless, such students will continue to be considered in good standing so long as they demonstrate satisfactory progress toward removing the deficiency in subsequent semesters. Failure to make a significant improvement in the grade point average may lead to dismissal from the graduate program. Final disposition of such cases is made by the dean after consultation with the appropriate department.

A grade of F in any graduate course is ordinarily grounds for dismissal from the university.

Students accumulating in excess of nine credits of incomplete (INC) may not register for additional courses until their work is completed. Such a restriction does not apply to INC grades in thesis courses.

Individual departments may impose even more stringent academic standards.

In all schools, a B average or 3.00 cumulative grade point average is required for awarding of the graduate degree or any graduate certificate. The School of Business, Public Administration and Information Sciences awards diplomas With Distinction to students graduating with a 3.50 average or better.

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### Absence from Final Examination

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Students who for valid reasons do not appear for final examinations must apply in writing within 10 days to their Dean for permission to take deferred final examinations, provided they have received the grade of INC. They may be asked to provide medical certificates in cases of sickness or injury or other documentation of legitimate excuses. Students will be required to pay the Deferred Final Examination Fee per examination.

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### Application for Degree

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Candidates for graduation are expected to file an application for graduation online in the MY.LIU.EDU student portal. Alternatively, a paper application can be submitted at the Office of Enrollment Services. Degree application

deadlines can be found in the academic calendar available on the Brooklyn website at <http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Calendar>.

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### Academic Integrity

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

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

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

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

#### Plagiarism:

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

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

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

#### Cheating includes:

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

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

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### Discipline

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Students are expected to conduct themselves in

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

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

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

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

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

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

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

The activities of a student may upon occasion

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

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

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

Students can read the full Student Code of Conduct in the Handbook found at [www.liu.edu/Brooklyn/Campus-Life](http://www.liu.edu/Brooklyn/Campus-Life).

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## Appeals Process

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

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

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

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

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## Criminal Background and Drug Testing

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

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

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## Related Curricular Matters

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### Course Numbers

Courses numbered 600 and above are usually open only to those who qualify for graduate standing. Courses numbered 500 to 599 are designed primarily for those who qualify for graduate standing, but may be taken by advanced undergraduate students with permission from the dean of the school in which the graduate course is offered.

Two consecutive numbers joined by a hyphen (e.g., Psychology 660-661) designate a course that runs through two semesters. The first half of such a course is a prerequisite to the second. That is not true of courses with consecutive numbers separated by a comma (e.g., Chemistry 603, 604), which may be taken individually. Some courses are offered in alternate years. A schedule of courses is available online at [www.liu.edu/brooklyn/schedule](http://www.liu.edu/brooklyn/schedule).

### Change of Plan (Major) Department

A student transferring from one plan (major) department to another must be formally accepted by the chair of the department to which application for admission is made. The student is expected to notify the chair of the department that he or she is leaving. Application forms are available in the Office of Graduate Admissions.

**Readmission**

Students who have not attended classes or maintained their matriculation during any regular fall or spring term are required to apply for readmission and must gain approval from his or her dean. Such students re-enter under the admissions standards and program requirements in existence at the time of re-entry. Readmission applications are available in the Office of Admissions.

**Public Information Policy**

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



## REQUIREMENTS FOR DEGREES

The responsibility for properly fulfilling the requirements for degrees rests entirely with the student. Students generally meet the requirements announced in the Graduate Bulletin for the academic year in which they were matriculated or readmitted. Students for whom graduation requirements change during their progress to a degree may, with their dean's permission, choose requirements in effect at the time of admission or those in effect at the end of the course of study.

Exceptions to the provisions of this section of this bulletin may be made only with the prior written sanction of the appropriate dean on the recommendation of the appropriate department chair.

In addition to the requirements listed below, students must satisfy the various additional requirements and conditions that appear in the respective departmental sections of this bulletin.

### Doctoral Degrees

(consult the specific department for requirements)

The doctor of philosophy degree is offered by the Department of Psychology in the field of clinical psychology and in pharmaceuticals by LIU Pharmacy.

The Ph.D. in Pharmaceuticals and the Pharm.D. in pharmacology are offered by LIU Pharmacy.

The Doctor of Physical Therapy (D.P.T.) is offered by the School of Health Professions.

### Master of Arts

### Master of Science

### Master of Science in Education

### Master of Fine Arts

Degree requirements vary among different programs and are described fully under departmental listings. There are two general routes to the master's degree: thesis and non-thesis. With an acceptable thesis, a candidate usually completes 30 graduate credits, at least 15 of them in the major department or area of study. Without a thesis, the candidate completes 36 credits of specified courses and passes a comprehensive examination or completes an appropriate specific project.

A maximum of three one-credit workshops may be applied toward a degree. No more than three independent study or tutorial courses may be taken for degree credit.

If a student is seeking a second master's degree, at least 24 graduate credits must be taken in residence. Advanced placement of up to 12 credits may be awarded upon the written recommendation of the department chair and the approval of the student's dean. In some programs with greater credit requirements, as many as 18 credits may be accepted. When such an option is not available, the candidate will be so advised in the letter of admission or in a letter from the department before commencement of course work.

### Master of Business Administration

### Master of Public Administration

### B.S./M.S. in Accounting

The M.B.A. and the M.P.A. degrees are offered by the School of Business, Public Administration and Information Sciences. The M.B.A. requires completion of 9 -30 credits in general business core courses, 10 credits in advanced core courses, 9 credits in a concentration, and 3 credits of capstone coursework for a total of 36-60 credits.

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

The B.S./M.S. in Accounting is a 150-credit program designed to prepare Certified Public Accountant (CPA) candidates for licensure. The program meets the 150-hour Certified Public Accountants requirement necessary before candidates may sit for the CPA examination.

### 600- and 700-Level Courses

In the master's degree programs, a minimum of 18 credits must be taken in courses above the 500 level.

### Thesis

The thesis required in many of the graduate programs is intended to test a candidate's ability to engage in original research, organize and evaluate source materials, and express himself or herself creatively in the area of specialization. A course in research methods is required of most candidates writing a thesis. The interim grade for thesis courses is INC. That grade will be replaced by the grade P only upon acceptance of the approved thesis by the University Reference Library.

Completion of the required courses and matriculant status are among the prerequisites that must be met before a candidate's thesis will be accepted for consideration. An oral defense of the thesis is normally required.

Each candidate for the master's degree writes the thesis under the direct supervision of the chair of the sponsoring committee, who is selected on the basis of knowledge of and interest in the subject of the candidate's thesis proposal. The selection of the chair and one or two additional committee members will be made by the student and the chair of the department concerned.

### Special Examinations

Departments with degree programs have various requirements for examinations at different stages of the student's academic career. Students should read departmental requirements and consult departmental advisers to determine which of the following types of examinations are required in their programs.

Admission to examinations requires full matriculant status and the acquisition of the minimum credits indicated under the respective departmental headings. Students must be in attendance or maintain matriculation during the semester they take an examination.

### Preliminary Examination

The preliminary examination is usually given in departments that require all students to take a common core of courses. It is sometimes a condition of continued enrollment.

### Comprehensive Examination

Most departments require a comprehensive examination of students choosing the non-thesis option; it is given after the completion of a specified number of credits. The examination is designed to test the candidate's knowledge of general concepts as well as his or her areas of concentration and may be oral or written. Failing the comprehensive examination on three occasions will result in dismissal from the program.

Examinations are administered at least twice a year – in the fall and the spring. Information concerning their administration may be obtained from the appropriate department. Applications for the comprehensive examination, which are available in the Office of the Registrar, must be signed by the department chair and cleared by the Bursar.

### Oral Examination (defense of thesis)

Given by most departments as part of the thesis requirement, the oral examination tests the candidate not only on the thesis project but also in areas ancillary to the thesis. Some departments require an oral defense of the thesis proposal as well as defense of the completed thesis. Other departments require an oral defense of research projects.

### Residence

A candidate for the master's degree must complete at least one year of work equaling 24 credits at the university; in the M.B.A. program, 30 credits of advanced work are required.

A candidate for the doctoral degree is expected to complete three years of work in residence at LIU Brooklyn.

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

Courses taken at another university after admission to LIU may not be used for transfer credit unless prior permission is obtained from the major department and the student's dean. The sum total of transfer credit granted on admission or authorized subsequently toward the master's degree is normally limited to 6 to 8 semester hours of credit and is not recorded as part of the grade point average. In all instances, transfer credit will not be allowed for any graduate courses in which the grade was less than B; that is, courses with a grade B- are not transferable. (Time limits on transferability are outlined below.)

### Time Limits

Work for the master's degree must be completed within five years from the date of admission to the graduate program (exclusive of time spent in the U.S. armed forces), unless the appropriate dean approves an extension in writing.

Any courses outside the time limit will not count as credits toward the degree unless approved in writing by the appropriate department and dean.

In the Department of Psychology, work for the doctoral degree must be completed eight years after admission.

Transfer credit will be granted only for courses taken in the five-year and eight-year periods, respectively, before the granting of the degree.

## REGISTRATION

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

Registration each semester takes place during the periods indicated in the academic calendar. Non-degree students must obtain permission to register from the Office of Graduate Admissions before the beginning of each semester.

### Registration and Advisement

To be eligible for registration, every graduate student must confer with a representative in the proposed major department. Students can register online at My.LIU.edu.

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

### Course Load

Full-time graduate students register for no fewer than nine credits in each semester of the academic year. Permission of their dean is necessary to take more than 12 credits in the fall or spring semester or more than six credits in either summer session. New York State residents are eligible for the Tuition Assistance Program grants when enrolled for 12 or more credits. (Please see Financial Aid for complete requirements and procedures.) Non-degree students are normally limited to two courses in the regular semester and one course in each of the summer sessions.

### Admission of Undergraduate Students to Graduate Programs

Seniors who need substantially less than a full program to meet the requirements for the bachelor's degree may take, concurrently with their undergraduate program, a limited number of 500- and 600-level graduate courses and reserve the credits for a master's degree. Such a special arrangement will be limited to undergraduate students who have been formally admitted as graduate students, pending satisfactory completion of bachelor's degree requirements. Applicants must have permission from the graduate program as well as authorization from the undergraduate institution. Qualified juniors and seniors attending LIU Brooklyn may, with the approval of the chair of the department concerned and the graduate dean, take courses on the 500-level for undergraduate credit to complete the requirements for the bachelor's degree. The credits they receive may not subsequently be applied toward the credit requirements for the master's degree.

Undergraduate student enrollment in 600-level courses will not be approved by the graduate dean

unless there is exceptional justification given by the department chair.

### Maintenance of Student Standing

It is expected that students will fulfill the requirements for the degree by registering over successive semesters, either by attending classes or maintaining matriculation. A degree candidate who does not reregister for classes must apply to his or her dean for maintenance of matriculation before or during the registration period, if the student wishes to continue under the requirements in effect when admitted. A fee must be paid during the registration period of each inactive semester (excluding summer sessions).

Maintenance of matriculation does not extend the time limits specified under Requirements for Degrees.

Students serving in the armed forces of the United States maintain their standing automatically during their time of service. They are, however, required to inform the Office of Enrollment Services of the dates of entrance into military service and termination of active duty.

### Change of Status

A non-degree student who has met all the requirements for matriculation must submit a graduate application to the Office of Admissions.

### Leave of Absence

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

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

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

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

The leave of absence application is available in

the Office of Enrollment Services, and must be submitted to the Office of Enrollment Services after securing dean's approval.

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

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

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

## Withdrawal

### Official Withdrawal from Courses

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

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

### Unofficial Withdrawal

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

### Course Drop

A Course Drop is an action taken by a student prior to or during the start of the term to remove a course from his/her transcript. Students may drop one, some or all of their classes though the drop/add period without receiving any grade.

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

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

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

Students may have their financial aid reduced if the student's enrollment status changes from full-time to part-time, or from full-time or part-time to below half-time. Students will have their financial aid cancelled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the cancellation of enrollment. Financial aid for future terms will also be cancelled. See Appeals Policy for Student Withdrawals and Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from or terminate enrollment at the University.

Drops that change a student's enrollment status from full-time to part-time, or from full or part time to below half-time, may have their Federal, State, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

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

### Official Withdrawal Deadlines

- **Withdrawal from full-semester courses** - Students may officially withdraw from one or more courses through the 10<sup>th</sup> week of the term for full-term courses during the fall and spring semesters.
- **Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters** - Students may officially withdraw according to the schedule below:
  - 12 week sessions – withdrawals permitted through the 8<sup>th</sup> week
  - 10 week sessions – withdrawals permitted through the 7<sup>th</sup> week
  - 7 week sessions – withdrawals permitted through the 5<sup>th</sup> week
  - 6 week sessions – withdrawals permitted through the 4<sup>th</sup> week
  - 5 week sessions – withdrawals permitted through the 3<sup>rd</sup> week
  - 2 week sessions – withdrawals permitted through the 7<sup>th</sup> day
  - 1 week sessions – withdrawals permitted through the 3<sup>rd</sup> day

### Withdrawal Methods

The University permits students to withdraw from a course, session, or term in the following manner: **Process through MyLIU** - Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the "Official Withdrawal Deadlines" section above.

**Submit Completed Withdrawal Application Form** - Students who are unable to withdraw online must submit a signed and completed Withdrawal Application Form to the Office of Enrollment Services by the withdrawal deadline.

### Withdrawal Impacts

#### Effective Date of Withdrawal

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

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

#### Tuition Liability and Refund Policy

- **Official Withdrawals and Drops:** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.
- **Unofficial Withdrawals:** The student is responsible for all associated tuition charges and fees.

#### Transcript/Grades

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

#### Credits Attempted/Earned

- **Official Withdrawals:** The course or courses

will be considered attempted but not earned.

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

#### Grade Point Average

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

#### Financial Aid Adjustments

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

#### Residential Life

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

#### Future Enrollment

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

#### Special Program Participation

- **Athletics:** In accordance with NCAA regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the university.
- **Veterans:** In accordance with VA regulations,

students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the university.

### **Alternatives to Withdrawal**

#### Schedule adjustments

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

#### Incomplete Grades

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

#### Refund of Tuition in Cases of Withdrawal

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

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## **Auditing of Courses**

In order to gain necessary background or enhance general knowledge, students may audit graduate courses for no credit. The permission of the instructor and of the dean is required in every case. Laboratory courses, Independent Studies and fieldwork practicums may not be audited. Students (who must have been admitted to a graduate program) pay half the regular tuition for courses, and their transcripts will show that the courses have been audited. No credit or grade is earned in courses that are audited.

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## **Student Access to Educational Records**

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

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## **Administrative Matters**

### **Cancellation of Courses**

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

**TUITION AND FEES**

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

Acceptable payment arrangements include:

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

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (up to 30 percent of unpaid charges), including reasonable attorney's fees, as permitted by applicable law. Accounts referred to outside collection agencies may also be reported to one or more of the national credit bureaus. All policies can be found online at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

**Rate Schedule**

|   |        |
|---|--------|
| Application Fee (non-refundable)  | \$50   |
| Tuition Deposit (non-refundable)  | 200    |
| Master's Degree and Graduate Studies, per credit                        | 1,225  |
| Graduate Audit Fee, per credit  | 613    |
| Master's Degree and Graduate Studies, special programs:                 |        |
| Physician's Assistant and Speech Language Pathology, per credit         | 1,248  |
| Physical Therapy:   |        |
| Below 800 Level Courses, per credit                                     | 1,248  |
| 800 and 900 Level Courses, per credit                                   | 1,446  |
| Clinical Practice I (PT850), per course                                 | 1,443  |
| Clinical Practice II (PT950), per course                                | 1,804  |
| Clinical Practice III and IV (PT955/956), per course                    | 2,887  |
| Doctoral Degree and Doctoral Studies, 12+ credits, per term (years 1-3) | 25,454 |
| Doctoral Degree and Doctoral Studies, per credit                        | 1,629  |
| Dining Dollars, 9+ credits, per term                                    | 75     |
| University Fee:   |        |
| 12+ credits, per term   | 938    |

|   |     |
|---|-----|
| Less than 12 credits, per term              | 469 |
| Course Fees (additional fee per class):     |     |
| EXS 500, 507                                | 500 |
| MS 613                                      | 350 |
| PSY 840, 841, 843                           | 100 |
| TAL 088, 099                                | 300 |
| Other Fees:                                 |     |
| First and Second Late Payment Fee           | 100 |
| Third Late Payment Fee                      | 150 |
| Maintenance of Matriculation Fee            | 100 |
| Late Registration Fee                       | 200 |
| Returned Check/Credit Card Chargeback Fee   | 25  |
| Replacement Student ID Card                 | 25  |
| Diploma Replacement Fee                     | 35  |
| Official Transcript, on demand, per request | 25  |
| Official Transcript, online, per request    | 15  |

**Residence Life Rates**

**ACCOMMODATIONS (per term)**

|   |        |
|---|--------|
| Housing Deposit (non-refundable)                                      | \$300  |
| 490 Fulton Street:  |        |
| Studio  | 10,410 |
| 1 Bedroom Apartment   | 11,370 |
| 2 Bedroom Apartment   | 10,860 |
| 3-4 Bedroom Apartment   | 10,420 |
| 5-6 Bedroom Apartment   | 6,960  |
| Conolly Hall  |        |
| Single  | 8,150  |
| Standard Double   | 4,360  |
| Standard Triple   | 3,090  |
| Suite Triple  | 4,460  |
| Suite Quad  | 4,650  |
| Apartment Triple  | 5,430  |
| Apartment Quad  | 6,120  |
| Intersession Rate:  |        |
| Per Week  | 290    |
| <b>MEAL PLANS (per term)</b>  |        |
| Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)   | 2,660  |
| Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars) | 2,440  |
| Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars) | 2,210  |
| Residential Dining Dollars  | 300    |
| Dining Dollars+ Plan (\$200 additional dining dollars)                | 200    |
| Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)              | 234    |

Commuter Meal Plan 2 (50 meals plus \$50 dining dollars) 376

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

## Financial Policies

### Payment Due Dates

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

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time. Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education. To view your bill, log in to your MyLIU account. Your MyLIU Student Center page will be displayed. Click on the "Account Inquiry" link from within the "Finances" section, and your balance will appear. To pay your bill online by using a credit card, check, or wire transfer, click on the "Make a Payment" link from the Student Center home page, or from within the "Account Inquiry" section to access the MyLIU Payment Gateway. The LIU Payment Gateway is a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

### Late Payment Assessment

| Fall Term          | Amount |
|--------------------|--------|
| 2nd Day of Classes | \$100  |
| 30th Day of Term   | 100    |
| 60th Day of Term   | 150    |
| Winter Term        |        |
| 1st Day of Classes | \$150  |
| Spring Term        |        |
| 2nd Day of Classes | \$100  |
| 30th Day of Term   | 100    |
| 60th Day of Term   | 150    |
| Summer Term        |        |
| July 15            | \$150  |

### Liability Calendar

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

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

#### Traditional Fall/Spring Terms

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

#### Summer and Other Sessions Seven Weeks or Greater

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

#### Summer and Other Sessions Three to Seven Weeks

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

#### Winter and Other Sessions Two Weeks or Less

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

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

## Payment Plans

### Payment Plans

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

The University offers the following payment plans each semester:

|                        | Fall Payment Plan  | Spring Payment Plan   | Summer Payment Plan            |
|------------------------|--|---|--------------------------------|
| Enrollment Fee         | \$35   | \$35  | \$35                           |
| Enrollment Dates       | Jun 15 - Oct 31  | Nov 1 - Feb 28  | May 1 - Jun 30                 |
| Balance Calculation    | All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term. |   |                                |
| First Payment          | 20% plus fee upon enrollment   | 20% plus fee upon enrollment  | 33% plus fee upon enrollment   |
| Remaining Payments     | Four equal installments due 30, 60, 90 and 120 days from your enrollment date  | Four equal installments due 30, 60, 90 and 120 days from your enrollment date | Two equal monthly installments |
| Late Payment Fee       | \$25 if payment is not received within 5 days of the scheduled due date.   |   |                                |
| Payment Methods        | Mastercard, Visa, American Express, Discover, or ACH/Checking Account; auto deduction options are also available.  |   |                                |
| How to Enroll          | Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."   |   |                                |
| Authorized User Access | Yes. You must first set up an authorized user.   |   |                                |

## Student Health Insurance

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

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

### Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

Summer Plan: May 15 - July 15

### Annual Rate

- Mandatory and Compulsory/Hard Waiver Students - \$2,488\*

### NOTES:

- New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.
- Please note that the rates listed above are subject to change based on claims paid in the current year.

\*2017-2018 Rates



## FINANCIAL AID

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

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

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

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

## Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), available online at [www.fafsa.gov](http://www.fafsa.gov), which is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751**). New students should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning students should apply no later than March 1. Students requiring summer financial aid

must make an appointment with an Office of Enrollment Services counselor in addition to completing the FAFSA and New York State application (the LIU graduate New York state school code number is **5403**).

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain advanced certificate or diploma programs may also be eligible for consideration. Generally, university-administered aid is awarded to full-time students. Part-time students may be eligible for federal loans but must also maintain satisfactory academic progress.

### RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.2 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Office of Enrollment Services will result in a loss of your scholarship. Please visit our renewal policy on the web at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

### WITHDRAWAL

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

## Awards

### UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

### SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from \$500 to full tuition and fees and do not require repayment. Need-based

scholarships do not automatically renew for the same amount in subsequent years.

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

### PART-TIME EMPLOYMENT

#### Graduate Assistantships

A limited number of Graduate Assistantships and University Fellowships are granted to various academic departments within each school and college of the University. Graduate Assistantships are also available in administrative departments. All students interested in applying for an Assistantship or Fellowship must complete and submit an application to the appropriate department for review.

### ALL OTHER SOURCES OF AID

#### STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package. LIU's graduate New York State school code is **5403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at [www.hesc.ny.gov](http://www.hesc.ny.gov).

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

**Senator Patricia K. McGee Nursing Faculty Scholarship** - The Senator Patricia K. McGee Nursing Faculty Scholarship program seeks to increase the number of educators and adjunct clinical faculty teaching nursing education in New York State.

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

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

#### States Other Than New York

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

number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the Enrollment Services office in advance of registration.

## **FEDERAL GRANTS AND BENEFITS**

### **Veterans Benefits**

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

### **SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS**

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

### **FEDERAL LOANS**

#### **Federal Direct Student Loan Program**

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 6% for graduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee will be deducted from the loan funds. A student may borrow up to a total of \$20,500 per year. For additional details, visit the US Department of Education website at [www.studentaid.ed.gov/sa/types/loans](http://www.studentaid.ed.gov/sa/types/loans).

#### **Federal Direct PLUS Loan Program**

The PLUS loan enables qualifying graduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the parent, and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into [www.studentloans.gov](http://www.studentloans.gov) and select Apply for a PLUS Loan in the graduate/professional student section.

### **PRIVATE LOANS**

A private (non-federal) loan may be a financing option for students who are not eligible for federal

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

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. To see your choice of lenders, log onto [www.elmselect.com](http://www.elmselect.com) and select Long Island University.

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

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

### **EMPLOYEE EDUCATION PLANS**

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

## **Standards for Satisfactory Academic Progress (SAP)**

### **Federal Financial Aid Programs**

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or Title IV eligible advanced certificate program in order to receive Title IV financial aid through the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point

average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the 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 criteria below outline the progress that is required for a full time graduate student to be considered in good standing:

- **Completion Rate Requirements:** All students must earn at least 67% of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined herein under the specific degree program.
- **GPA Requirements:** Students who have earned 12 or less credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

#### **Notes:**

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are counted as credits attempted but not completed, and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Any departmental requirements that exceed

these standards must be adhered to for the purposes of evaluating SAP.

**New York State Awards**

Graduate students receiving New York State scholarship awards must meet the academic standing requirements established by the New York State Education Department. These requirements are different from those set forth by the federal government, and apply only to New York State awards.

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

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

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

The chart below outlines the progress that is required for a graduate student to be considered in good standing:

**Graduate Semester Based Program Chart Before Being Certified for Payment:**

| Semester | Minimum credits accrued | Minimum GPA |
|----------|-------------------------|-------------|
| 1st      | 0                       | 0           |
| 2nd      | 6                       | 2.0         |
| 3rd      | 12                      | 2.5         |
| 4th      | 21                      | 2.75        |
| 5th      | 30                      | 3.0         |
| 6th      | 45                      | 3.0         |
| 7th      | 60                      | 3.0         |
| 8th      | 75                      | 3.0         |

**Notes:**

- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- A student is placed on the chart above based upon their total state aid received, including any award(s) received at a previous institution(s).
- To continue to receive New York State funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a New York State award payment. This average increases as the student progresses in payment points.
- A student who is not making progress may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

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## STUDENT ENGAGEMENT

### LIU BROOKLYN

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#### Athletics

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LIU Brooklyn Athletics is a member of the Northeast Conference in NCAA Division I, and currently supports 19 varsity sport programs that compete at the highest collegiate level in the country. The Blackbirds have won 19 league championships over the last five years, including four straight NEC titles in men's track & field from 2014-2017. LIU Brooklyn's women's volleyball team has won 11 championships in the last 14 years, the softball program has won a league-high 14 titles in its history, and women's indoor track won their 7th title this year which is an all-time NEC record.

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#### Campus Ministry

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**Roland H. Robinson**  
S Building, Room 220  
718-488-3399

Email: [roland.robinson@liu.edu](mailto:roland.robinson@liu.edu)

Campus Ministry is committed to facilitating comprehensive programming and services to support the spiritual, academic and personal development of LIU Brooklyn students. Undergraduates and graduate students are afforded meaningful opportunities to participate in faith-based initiatives, leadership development, observances and community service projects. Campus Ministry will also facilitate interfaith dialogues and forums to discuss the nexus between faith and issues pertaining to public life. Programming and services are scheduled Sunday-Friday. Please contact Campus Ministry to inquire about programs and services.

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#### Cultural Programs and Exhibitions

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

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#### Living on Campus

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#### LIU Promise

Sloan 102

718-488-1042; [bkln-campuslife@liu.edu](mailto:bkln-campuslife@liu.edu)

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

Residents reside in one of two residential halls. Richard L. Conolly Hall is a 16-story building of standard, suite, and apartment spaces for all residents. Graduate students reside in 490 Fulton a three-floor all-apartment residence.

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

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#### Public Safety

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**Emergencies: 718-488-1078**

**Non-Emergencies: 718-488-1078**

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

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

Public safety officers are not peace officers, but they do handle criminal acts and crime scenes until the police department arrives. Suspects are identified and detained for action by the arriving police personnel.

#### Annual Campus Security Report

In accordance with the provisions of the Jeanne Cleary Act, LIU Brooklyn's annual security report includes statistics for their previous three calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or

property owned or controlled by LIU Brooklyn; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security issues, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assaults, hate crimes, and other relevant matter.

#### Emergency Management

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

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

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#### Student Engagement

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#### LIU Promise

Sloan 102, 718-488-1042

[bkln-campuslife@liu.edu](mailto:bkln-campuslife@liu.edu)

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

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

#### Student Organizations

We guide and assist over 80 student organizations in planning, organizing and

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

#### **Leadership Training**

LIU Promise provides annual leadership training for all students involved in student organizations at leadership retreats. We also offer trainings and workshops throughout the year.

#### **The City is Our Campus**

Our student body has the opportunity to take advantage of being in the greatest city in the world. We believe that the student experience takes place in the classroom, outside the classroom and off campus. LIU students have the opportunity to see some of the best parts of New York City with many free and significantly discounted activities. These range from local events such as food festivals and street festivals to Broadway shows and professional sports. On a given week you could visit the NYC aquarium with some of your classmates or catch a Knicks game after class one day.

#### **Civic and Community Program**

LIU Promise encourages students to be knowledgeable and engaged citizens. The office registers over 400 students per year in our various voter registration drives.

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

#### **Student Government Association**

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

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## FACILITIES

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### Arnold & Marie Schwartz Gym

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

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

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

In partnership with Barclays Center, the Paramount Gym will be restored to its original state as a performing arts venue. The partnership will focus on bringing new talent to the community and will create unique part-time job opportunities for LIU students, giving them a chance to gain valuable experience in various roles at the new Brooklyn Paramount.

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### Downtown Brooklyn Speech-Language-Hearing Clinic

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

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

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### Kumble Theater for the Performing Arts

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

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

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

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### Psychological Services Center

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**Seymour Pardo, Director**  
**718-488-1266**

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

The Psychological Services Center is located on the fifth floor of the Pratt Building, Room 510 and is open on Mondays and Thursdays 9 a.m. to 4 p.m., Tuesdays 11 a.m. to 4 p.m., and Fridays 10

a.m. to 3 p.m. Students can call to make an appointment or just stop by.

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

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This 112,000 square foot facility supports LIU Brooklyn's 19 Division I athletic teams, provides a state-of-the-art workout facility and swimming pool for the campus community, and offers a broad array of health and wellness services to our students, faculty, and administrators, as well as the members of the Brooklyn community at large.

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

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

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

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

education, counseling, and referral for vulnerable, underserved populations in downtown Brooklyn including the students and employees of LIU Brooklyn. The center provides free health screenings, programs to monitor existing health conditions, mammogram and HIV testing and counseling and support programs.

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## Student-Run Businesses

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

### **Browse**

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

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

### **Blackbird Nation**

Blackbird Nation is LIU Brooklyn's newest student-run business, located on the third floor of the Library Learning Center. The shop offers clothing items that are designed by students in the store. All items in Blackbird Nation are student approved. All proceeds from sales go towards student scholarships. In addition to amazing clothes, students can purchase movie and Broadway tickets. Special trip and event tickets also go on sale at the Blackbird Nation Store. Students working in Blackbird Nation will gain experience in business and marketing.

## STUDENT SERVICES AND RESOURCES

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

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

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

## Alumni Community

### Alumni Community

#### LIU Employer and Alumni Engagement 718-780-6562

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

#### Staying Connected

**Annual Alumni Membership:** For \$10 a year, Alumni receive an Alumni ID Card, Alumni Email Address, Microsoft Office 365, and access to Handshake (LIU's job portal).

#### Alumni Benefits

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

#### Furthering Your Education

**Graduate Alumni Award:** Graduates who want to pursue their first master's degree or second bachelor's degree are eligible for an annual scholarship of \$500. Students must enroll in nine credits per semester.

**Legacy Alumni Scholarship:** Grandchildren, children or siblings of alumni are eligible for an

undergraduate annual scholarship of \$500.

Students must enroll in 12 credits per semester.

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

#### Visiting Campus

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

**Stay healthy:** Alumni receive a discounted \$345 membership fee to join the Pratt Recreation Center at LIU Post and the Wellness Recreation and Athletic Center (WRAC) at LIU Brooklyn.

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

#### Retail Discounts

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

## Bookstore

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

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

#### We Speak Textbook

- Rent or buy new, used, and digital textbooks

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- Visit or contact us with the competitive price & book information and our Booksellers will verify your price match and you'll save instantly!
- Please see a Bookseller for additional details

#### When You Rent or Buy Textbooks from the LIU Brooklyn Bookstore, You're Guaranteed:

- The right textbook (we work directly with the professors to get the right titles on the shelf and on our website.)

- Rent or buy textbooks online for in-store pickup or we can ship directly to you
- To save the most money upfront, rent your textbooks and save an average of 50%
  - highlight, take notes, and make them your own, plus we'll send you reminders when your rentals are due back.
- Buying your books?
  - save up to 25% with used textbooks
  - sell us your used textbooks during finals week and get up to 50% cash back.
- Go digital with Yuzu
  - Yuzu by Barnes and Noble lets you organize and read your digital content on your iPad and PC. Learn more about Yuzu; [www.yuzu.com/college](http://www.yuzu.com/college)
- Need to return a textbook
  - A full refund is given during the first week of classes. The book must be in its original condition and you must have your register receipt or online invoice/order number.
  - A full refund is given during the Add/Drop period. The book must be in its original condition and you must have your register receipt or online invoice/order number.

#### We Have Everything You Need to Succeed

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

#### Join Our Team

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- Location - we're right on campus, near everywhere else you need to be

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(1) LIU apparel Item. Visit

[www.welcomeclassof.com](http://www.welcomeclassof.com) to sign up.

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

## Center for Learning and Academic Success

**Dr. William Burgos, Director**  
718-488-1094

**Location: LLC, 4th Fl.**



**Hours: Monday – Thursday, 10 a.m. - 7 p.m.  
Friday, 10 a.m. - 5 p.m.**

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

The Center for Learning and Academic Success (CLAS), located in the Library Learning Center, on the 4th Floor, offers quality one-on-one and small-group tutoring across the disciplines to undergraduates of LIU Brooklyn. We provide assistance in mathematics, business, languages, and the humanities, as well as the social, physical and health sciences. Tutoring sessions are designed to supplement in-class work and focus on providing opportunities for active learning, self-reflection, and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and completing homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We want to help you become a better learner. We offer weekly one-on-one or small-group sessions, walk-in tutoring sessions, online tutoring, targeted group workshops, study skills support, mid-term and final exam review sessions, and assistance with forming study groups.

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## English Language Institute

**Noga La'or, Director**

**Phone: 718-488-1323; 718-780-4361**

**E-mail: [bkln-esl@liu.edu](mailto:bkln-esl@liu.edu)**

**Location: LLC, 4th Floor**

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

**Friday, 9 a.m. – 5 p.m.**

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

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## Enrollment Services

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

as well as managing financial aid issues.

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

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

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## Information Technology

**George Baroudi, Vice President for Information Technology & CIO**

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

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and smart classroom spaces. IT maintains 30,000 internet-capable devices and 894 analog/digital telephones and 1,234 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, Pratt Recreation Center, Tilles Center, and Riverhead campus. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, Kronos Timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. Each residential campus has a fully-staffed Information Technology help desk centralized through Browse, LIU's technology store.

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU Information Technology recently opened the doors to Browse, LIU's on-campus technology store, an authorized technology products retailer that offers popular

technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in Browse's day-to-day operations and gain professional skills as they work alongside certified service help desk technicians. Students have the opportunity to learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, and other work experience that helps them to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

### Key Resources

#### *Instructional Technology Centers*

LIU's Instructional Technology centers promote excellence in teaching throughout the university. This includes face-to-face, online, and blended settings. Our mission is to provide pedagogical support for *every* situation across campus. The instructional design team provides faculty training on a wide variety of pedagogical issues, curriculum design consultation, and one-on-one support for anyone looking to build or improve outstanding courses. We also collaborate with administrative offices to create an exceptional teaching and learning environment at LIU. Our Instructional Technology center is located in the Metcalfe Building Room M407 and facilitates utilization of the e-learning management system along with other teaching and learning tools.

#### *Browse*

Browse, LIU's technology store is an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired at Browse as store associates play an important role in Browse's day-to-day operations and gain professional skills as they work alongside certified service helpdesk technicians.

Following a single one-stop shop model, Browse also has recently been expanded to include helpdesk services, with students serving as the front line for service desk request handling.

Browse's helpdesk, run by student store associates, offers campus community members with technology purchasing support and IT helpdesk services. Escalation to various tiers and divisions of Information Technology takes place based on the type of request being handled.

#### *My LIU*

My LIU is the 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 Browse.

### Student Email

Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into <https://my.liu.edu>. If you have any trouble accessing your My LIU account, please check with the helpdesk at Browse at LIU Brooklyn on the third floor of Library Learning Center (next to Library).

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

**IT Email:** [IT@LIU.edu](mailto:IT@LIU.edu)

**Phone:** 718-488-3300

## International Student Services

**Steve A. Chin, Director**

**Phone:** 718-488-1389

**Fax:** 718-780-6110

**E-mail:** [steve.chin@liu.edu](mailto:steve.chin@liu.edu)

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

## Mathematics Center

**Dung Duong, Assistant Director**

**718-246-6317**

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

**Friday: 10 a.m. – 5 p.m.**

**Saturday: 10 a.m. – 3 p.m.**

The Mathematics Center, located in room M – 1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking by offering the non-credit courses DSM-01 and DSM-09. Tutors are available as well as opportunities to learn how to use software in personal computers. The Mathematics Center is a place where all students will be able to enhance their knowledge and understanding of mathematics. All students are able to visit the Mathematics Center to obtain free tutoring. The Mathematics Center provides help and tutoring for all students taking freshman level mathematics for academic credit. The Mathematics Center is not only a place for students with mathematics related problems on specific subjects, it is also a challenging work site for advanced students in all areas of studies where mathematics is involved.

The Mathematics Center always welcomes walk-in students. In addition, individual tutors are available to assist with the use of software applicable to other areas of study – biology, chemistry, physics, pharmacy – offering useful tools for a better analysis and understanding of those disciplines. All students are eligible to participate, either voluntarily or upon instructor referral.

## Multimedia Language Laboratory

**Peter Kravsky, Associate Director**

**718-780-4568**

**Location: LLC-021**

**Hours: Monday, Tuesday, Thursday, 8 a.m. – 6 p.m.**

**Wednesday, 8 a.m. – 8 p.m.**

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

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

- test their comprehension on any items covered in class,
- check their understanding of grammar and spelling,
- read a variety of materials and check their comprehension of vocabulary and content,
- practice pronunciation and listening comprehension through viewing and hearing material in the target language.

## Student Support Services

**Joanne Hyppolite, Ph.D, Director**

**718-488-1044**

**Email:** [bkln-studentsupportservices@liu.edu](mailto:bkln-studentsupportservices@liu.edu)

**Location: Sloan 122**

**Hours: Monday - Friday, 9:00 a.m. - 5:00 p.m.**

Student Support Services is the office responsible for providing reasonable accommodations and support to students with disabilities. We strive to ensure equal access to all of Long Island University Brooklyn Campus programs, services, and facilities for students with a documented need.

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

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

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified person due to a disability may be denied the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity

receiving federal financial assistance.

Student Support Services provides accommodations for students presenting with disabilities under the following categories: Psychiatric/Psychological Conditions, Neurological Conditions, Physical Disabilities/Mobility Impairments, Sensory Impairments, Chronic Medical Conditions, Learning Disabilities, and Other Non-specific Disabling Conditions.

## Testing Center

**Testing Center**

**Andres Marulanda, Director**

**718-488-1392**

**Location: LLC, 4th floor**

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

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

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

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

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

## Veteran Services

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

For additional information, please visit the Student Veterans Resource Center (SVRC) in S-

235, or contact the Student Veterans Success Coach at 718-488-1390 or at bkln-svrc@liu.edu. The Veterans School Certifying Official can be reached at 516-299-2256 or at Adam.Grohman@liu.edu.

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## Writing Center

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**Donald McCrary, Director**

**Lynn Hassan, Associate Director**

**718-488-1095**

**Fall and Spring Hours: Monday-Thursday: 9 a.m.-8 p.m.**

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

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

**Summer Hours:**

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

**Saturday, 10 a.m. - 4 p.m.**

The Writing Center, located in Room H-218, offers one-on-one and small group tutoring to all LIU Brooklyn students. Its mission is to help students become better writers over time. Tutors work with students at all stages of the writing process: understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for ongoing weekly 50-minute sessions, one-time appointments, or distance tutoring. The Writing Center also serves as an on-campus resource and reference center for writing instruction and, through its Student Writing Group Project, works closely with the Writing Across the Curriculum (WAC) program, offering in-class writing workshops across the disciplines. Students registered at the Writing Center are welcome to use the dual-platform computer lab.

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## SPECIAL PROGRAMS

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

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**Guin Ellsworth, FUN Program Director** 718-246-6488

**Charlotte Marchant, School of Education** 718-246-6496

The School of Education's Family University (FUN) Program serves financially eligible LIU Brooklyn students and their children by offering after school and evening programming for students with school-age children. FUN is located on the second floor of the Library Learning Center (LLC-240), within the School of Education. All undergraduate or graduate students with children who are enrolled in classes in the Brooklyn campus are welcome to apply. FUN provides 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. It also serves as a lab space for School of Education students to conduct fieldwork, observe and facilitate activities. FUN's model is aligned with the School of Education's mission and philosophy and the program benefits from advisory and consultation provided by School of Education administration and faculty.

The program operates Monday-Thursday, 3:30 pm - 8:30 pm, fall and spring semesters. There is a minimal sliding scale fee per family, per semester. FUN is accredited by the Council On Accreditation (COA) and licensed by the New York State Office of Children and Family Services (OCFS). It is made possible by a grant through the Child Care Access Means Parents In Schools (CCAMPIS) program of the US Department of Education.

**LIU BROOKLYN LIBRARY**

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**Ingrid Wang, Associate Professor, Director;**

**Telephone: 718-488-1680**

**Fax: 718-780-4057**

The LIU Libraries system serves a combined total of over 16,000 students and more than 500 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 450,000 online journals; 280 online databases; 200,000 electronic books; and 18,000 files of streaming media. These resources may be accessed via the LIU Brooklyn Library homepage at [www.liu.edu/brooklyn-library](http://www.liu.edu/brooklyn-library).

Collectively, the libraries house approximately 619,000 print books and more than 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

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

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

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

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

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

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**HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING**

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The Harriet Rothkopf Heilbrunn School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate prepared registered nurse interested in pursuing a career as a nurse educator or a nurse practitioner. Advanced certificate programs are available for registered nurses who already possess a Master's degree in Nursing.

The Master's program at the Harriet Rothkopf Heilbrunn School of Nursing is accredited by the Commission on Collegiate Nursing Education ([www.aacnnursing.org/ccne](http://www.aacnnursing.org/ccne)) and the New York State Board of regents. Graduates of the Nurse Practitioner programs are eligible for New York State certification as either an adult or family nurse practitioner as well as for national board certification by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners Certification Board.

For information, please contact the School of Nursing at 718-488-1059 fax 718-780-4019, email us at [bkln-nursing@liu.edu](mailto:bkln-nursing@liu.edu), or visit the website at [www.liu.edu/brooklyn/brooklyn/academics/harriet-rothkopf-heilbrunn-school-of-nursing](http://www.liu.edu/brooklyn/brooklyn/academics/harriet-rothkopf-heilbrunn-school-of-nursing).

**Dr. Peggy C. Tallier**

Interim Dean

[Peggy.tallier@liu.edu](mailto:Peggy.tallier@liu.edu)**Dr. Jared Kutzin**

Associate Dean

[jared.kutzin@liu.edu](mailto:jared.kutzin@liu.edu)**Ms. Keisha King**

Assistant to the Dean

[keisha.king@liu.edu](mailto:keisha.king@liu.edu)**Ms. Corinne Reilly**

Administrative Assistant to the Graduate Programs

[corinne.reilly@liu.edu](mailto:corinne.reilly@liu.edu)

## SCHOOL OF NURSING

Associate Professors: Acee, Carr, Cleary, Fountain, Ma, Marrone, Marsala-Cervasio, Reineke

Assistant Professors: Arciaga, Broholm, Corda, Daco, Garcia, Hamilton, Hyppolite-Etienne, James-Conterelli, Johnson, Lall, Hauck, Motorina, Paoletti

Visiting Professors: James-Marrast, Ventura, Migliore

Adjunct Faculty: 87

Graduates of the Master of Science and advanced certificate programs will be prepared to demonstrate mastery of the following objectives:

- Provide advanced services, either as a primary care provider or a nurse educator
- Synthesize knowledge from conceptual frameworks and empirical sciences relevant to the advanced nursing role.
- Evaluate relevant data in the planning and delivery of health care Services.
- Utilize the research process in the systematic investigation of factors that influence the health and adaptation of client populations.
- Play a collegial role in consultation with other care providers to enhance the quality and accessibility of health care services to consumers.
- Exercise leadership responsibility, professional accountability and an evidence-based approach to healthcare.
- Generate a personal philosophy and role definition that reflects commitment to human values and contributes to the evolution of nursing as a profession.

### Graduate Programs

- M.S., Adult Nurse Practitioner\*
- M.S., Family Nurse Practitioner\*
- M.S., Nurse Educator\*
- Advanced Certificate in Adult Nurse Practitioner
- Advanced Certificate in Family Nurse Practitioner
- Advanced Certificate for Education for Nurses

\*These programs are presented in a blended format.

## Admission to the Degree and Advanced Certificate Programs

### Educational Requirements:

#### For the MS Program:

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

#### For the Advanced Certificate Programs:

Graduation from a Master's degree nursing program accredited by the Commission on Collegiate Nursing education, the Accreditation

Commission for Education in Nursing or the National League for Nursing Commission for Nursing Education Accreditation.

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

- A cumulative GPA from all post-Secondary schools attended of at least 3.0 in nursing and 3.0 overall.
- New York State R.N. License and current registration
- Three professional references
- A personal statement of professional goals
- Two years of clinical experience as an RN preferred
- Prior college-level research, statistics and health assessment courses are required for the MS and Advanced Certificate programs. (These requirements may be completed during the first year of graduate study at LIU Brooklyn).

### Application for Admission

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

- Completed LIU Brooklyn application form
- A current resume or CV, three recommendations from professional references, with at least one from a direct supervisor or progressor, Official transcripts from all post-secondary schools attended, A copy of the applicant's current New York State registration as a Registered Nurse and 1-2 page personal statement of professional goals.

### Deadlines for Submission of Application

Applications are considered and accepted on a rolling basis for both fall and spring semesters. Applicants are advised to submit all application materials as soon as possible, since incoming cohorts may fill up. Applications should be received no later than June 1 for Fall admissions and November 1 for Spring admissions.

### Submitting an Application for Admission

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

### Program Requirements

Graduation from any of the graduate programs is contingent upon completion of required courses and credits with a grade of B or better.

### Clinical Clearance

Prior to beginning clinical placements, students must complete a clearance process, which includes a current health assessment by the student's health care provider, current titers, immunizations, and documentation of professional liability insurance. Detailed information on specific requirements will be provided.

## Nurse Practitioner Programs

The Nurse Practitioner programs are designed to prepare the Registered Nurse for an advanced

practice roles in primary care setting. The Master of Science degree programs prepare students to meet the requirements for New York State certification to practice as an adult or family nurse practitioner. Graduates also will be eligible for national board certification.

The course of study for Adult Nurse Practitioner may be completed in six or seven semesters of part time study; the Family Nurse Practitioner may be completed in eight to nine semesters of part time study.

The primary focus of the Master of Science degree for nurse practitioners is expertise in the clinical role. Graduates of the any of the nurse practitioner programs will be able to:

- Use a wide range of theories and evidence
- Assess, diagnose, monitor, coordinate and manage the health care of selected clients.
- Perform and interpret physical examinations and laboratory tests.
- Select and recommend appropriate diagnostic and therapeutic interventions and regimes.
- Select and prescribe appropriate drug therapy for common acute and chronic disorders.
- Advance the role of the nurse practitioner as a member of the health care team.
- Advocate for patients, populations and the profession in advancing health equity and access to care.

## M.S. Adult Nurse Practitioner

### Blended Learning - Onsite & Online

The 40-credit M.S., Adult Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing who wishes to acquire the clinical knowledge and skills needed for advance-practice nursing roles in the care of adults in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Blackboard. Up to 49% of the content in any one course may be online. Basic computer skills are required.

The program is approved by the New York State Education Department The nursing graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible for New York State certification as an adult nurse practitioner and for national certification as an Adult-Gerontology Primary Care Nurse Practitioner through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

## M.S., Adult Nurse Practitioner

[Program Code: 20000]

### Must complete all courses below:

|         |                  |      |
|---------|------------------|------|
| NUR 610 | Nursing Research | 3.00 |
|---------|------------------|------|

|         |  |      |
|---------|--|------|
| NUR 612 | Pathophysiology of the Adult for Advanced Practice Nursing | 3.00 |
| NUR 614 | Primary Health Care of the Adult                           | 2.00 |
| NUR 615 | Health Care of the Older Adult                             | 2.00 |
| NUR 620 | The Theoretical Basis of Advanced Practice Nursing         | 3.00 |
| NUR 630 | The Advanced Practice Role                                 | 2.00 |
| NUR 634 | Advanced Physical Assessment                               | 3.00 |
| NUR 644 | Pharmacology   | 4.00 |
| NUR 670 | Healthcare Issue Policies and Ethics                       | 2.00 |

**Specialty requirement:**

|         |   |      |
|---------|---|------|
| NUR 650 | Diagnosis and Management of Illnesses and Physical Conditions of the Adult I  | 4.00 |
| NUR 654 | Preceptored Practicum in Primary and Acute Care of the Adult I                | 4.00 |
| NUR 660 | Diagnosis and Management of Illnesses and Physical Conditions of the Adult II | 4.00 |
| NUR 664 | Preceptored Practicum in Adult Primary and Acute Care II                      | 4.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 40  
 Minimum Major GPA: 3.0

**M.S. Family Nurse Practitioner**

**Blended Learning - Onsite & Online**

The 46-credit M.S., Family Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing who wishes to acquire the clinical knowledge and skills needed for advance-practice nursing roles in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Blackboard. Up to 49% of the content in any one course may be online. Basic computer skills are required.

The program is approved by the New York State Education Department. The nursing graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.aacn.nche.edu/ccne-accreditation>. Graduates are eligible for New York State

certification as a family nurse practitioner and for national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

**M.S., Family Nurse Practitioner**

[Program Code: 24686]

**Must complete all courses below:**

|         |  |      |
|---------|--|------|
| NUR 610 | Nursing Research   | 3.00 |
| NUR 612 | Pathophysiology of the Adult for Advanced Practice Nursing | 3.00 |
| NUR 614 | Primary Health Care of the Adult                           | 2.00 |
| NUR 620 | The Theoretical Basis of Advanced Practice Nursing         | 3.00 |
| NUR 630 | The Advanced Practice Role                                 | 2.00 |
| NUR 634 | Advanced Physical Assessment                               | 3.00 |
| NUR 644 | Pharmacology   | 4.00 |
| NUR 670 | Healthcare Issue Policies and Ethics                       | 2.00 |

**Specialty requirement:**

|         |   |      |
|---------|---|------|
| NUR 690 | Diagnosis and Management of Illness and Physical Conditions of Family I   | 4.00 |
| NUR 691 | Preceptored Practicum in Primary Care of the Family I                     | 4.00 |
| NUR 692 | Diagnosis and Management of Illness and Physical Conditions of Family II  | 4.00 |
| NUR 693 | Preceptored Practicum in Primary Care of the Family II                    | 4.00 |
| NUR 694 | Diagnosis and Management of Illness and Physical Conditions of Family III | 4.00 |
| NUR 695 | Preceptored Practicum In Primary Care of the Family III                   | 4.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 46  
 Minimum Major GPA: 3.0

**M.S. Nurse Educator**

**Blended Learning - Onsite & Online**

The 36-credit M.S., Nurse Educator program prepares the registered nurse for the role of academic teacher or professional development

specialist. Master's prepared Nurse Educators teach students, nurses, patients, and families as well as a variety of direct-care providers in academic, professional development, and community settings. Nurse Educator graduates are prepared with broad knowledge and practice expertise that build and expand on baccalaureate level nursing practice.

M.S., Nurse Educator graduates are considered direct care providers and are expected to teach students, nurses, members of the interprofessional healthcare team, patients, families, communities, and populations regarding health promotion, disease prevention, and/or disease management.

Therefore, in addition to curricular elements that address teaching, learning and evaluation, the Nurse Educator curriculum builds on baccalaureate knowledge with advanced content related to theoretical foundations for advanced practice, evidence-based practice, advocacy and ethical practice, physical assessment, pathophysiology, and pharmacology.

Graduates of this program will be able to:

- Integrate knowledge from nursing and other disciplines to create teaching/learning environments that facilitate the adult learning process and support the learner's achievement of identified learning outcomes in diverse settings.
- Design effective teaching and learning strategies for multicultural, multigenerational and interprofessional learners within a global society.
- Utilize evidence-based teaching/learning methods, instruments, performance measures, standards and apply quality principles to educational practices within academic and professional development settings.
- Conceptualize new and innovative strategies to transform nursing education, nursing practice and healthcare across the continuum of care.

**M.S., Nurse Educator**

[Program Code: 33599]

**Must complete all courses below:**

|         |  |      |
|---------|--|------|
| NUR 610 | Nursing Research                               | 3.00 |
| NUR 620 | Theoretical Basis of Advanced Practice Nursing | 3.00 |
| NUR 670 | Health Care Policy, Issues and Ethics          | 2.00 |
| NUR 710 | Theories of Teaching and Learning              | 3.00 |
| NUR 714 | Advanced Pathopharmacology for Nurse Educators | 3.00 |
| NUR 715 | Role of the Nurse Educator                     | 2.00 |
| NUR 720 | Curriculum Development                         | 3.00 |

|     |          |  |      |
|-----|----------|--|------|
| NUR | 730      | Teaching Strategies and Methodologies            | 2.00 |
| NUR | 734/734L | Advanced Physical Assessment for Nurse Educators | 3.00 |
| NUR | 735      | Use of Technology and Simulation                 | 3.00 |
| NUR | 740      | Testing and Outcomes Measurement                 | 2.00 |
| NUR | 745      | Academic Teaching Seminar                        | 2.00 |
| NUR | 750      | Teaching Practicum                               | 2.00 |
| NUR | 752      | Nursing Education Clinical Practicum             | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36

Minimum GPA: 3.0



## Nursing Courses

### NUR 610 Nursing Research

The purpose of the course is to teach knowledgeable consumers of nursing research at the graduate level to develop a basic research proposal or state-of-the-science paper based on a topic of interest and/or concern to the nursing profession. Additionally, it is stressed that critical evaluation of the scientific merit of nursing research and incorporation of relevant evidence-based findings into their practice will facilitate the integrity of practice as well as client health outcomes. The importance of evidence-based practice and the research process to the development of nursing knowledge and subsequent practice is discussed. Emphasis is placed on the application of appropriate research methodology, and development of a research proposal or state-of-the-science paper from critically evaluated evidence in the literature. This process occurs within a culturally-diverse and collegial atmosphere.

*Pre-requisite of NUR 620 is required.*

*Credits: 3*

*Every Spring*

### NUR 612 Pathophysiology of the Adult for Advanced Practice Nursing

This course reviews the pathophysiology of disease entities and foster the development of critical thinking in interpreting changes in function that result in symptoms indicative of illness.

*Credits: 3*

*Every Fall*

### NUR 614 Primary Health Care of the Adult

This course is an overview of common issues in primary care, including principles of screening, prevention, anticipatory guidance, patient education techniques, multicultural issues, occupational and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations. The Healthy People 2020 goals are the basis for all discussions.

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

*Credits: 2*

*Every Spring*

### NUR 615 Health Care of the Older Adult

This course introduces the theories of aging, the developmental tasks of the elderly, the normal physiological changes that occur with aging and the various assessment tools available for use with older adults. The content provides students with the knowledge needed to apply the principles of primary care and diagnoses and management as covered in other courses in the curriculum to the care of the older adult client.

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

*Credits: 2*

*Every Summer*

### NUR 620 The Theoretical Basis of Advanced Practice Nursing

The purpose of the course is to provide students with an in-depth examination of conceptual nursing and behavioral models applicable to advanced practice nursing. The course includes the discussion and comparison of various theoretical models from nursing and other disciplines with a major focus on their relevance and application to nursing practice, research and theory development.

*Credits: 3*

*Every Fall*

### NUR 630 The Advanced Practice Role

The seminar provides an opportunity to critically examine the advanced practice role within the context of a rapidly changing health care delivery system. The role of the primary care nurse practitioner is explored from historic, legal and professional perspective. The processes of interdisciplinary collaboration and policy development are discussed. Strategies for proactive leadership and decision-making are also examined. Critical thinking, group dynamics, leadership skills, and role of the APN as educator are studied and modeled in classroom experiences, field experiences, and course assignments.

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

*Credits: 2*

*Every Spring*

### NUR 634 Advanced Physical Assessment

The student is provided with knowledge, methods and laboratory practicum experience to build upon and to refine physical assessment skills. Comprehensive physical examination of adults and children as well as psychosocial, developmental, occupational and cultural aspects of health assessment is studied in depth, using an evidence-based approach. Emphasis is placed on the collaborative aspects of being a member of an interdisciplinary health care team in a primary care setting. A laboratory practicum is incorporated into this course to give students the opportunity to integrate theoretical content into clinical experience. Emphasis is placed on developing a comprehensive and problem-oriented health assessment of clients.

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

*Credits: 3*

*Every Fall and Spring*

### NUR 644 Pharmacology

This course is designed for nurse practitioner students. The course provides the student with an advanced understanding of pharmaceuticals, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan in primary care settings are emphasized in terms of therapeutic effects, adverse effects, interactions, and patient and family teaching.

Ethical considerations and cultural and financial issues related to medication are also discussed. Students have the opportunity to apply knowledge and gain critical thinking skills with a variety of case studies. The course includes three hours of content on both New York State and Federal laws and regulations related to prescribing and record keeping.

*Pre-requisites of NUR 610 and NUR 612 are required.*

*Credits: 4*

*Every Spring*

### NUR 645 Pharmacology

This course is designed for non-prescribing advanced practice nursing students. The focus of this course is the acquisition of knowledge of advanced pharmacology as the basis for teaching basic nursing pharmacology. The course provides the student with an advanced understanding of pharmaceuticals, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan are emphasized. Ethical considerations and cultural and financial issues related to medication are also discussed. Students have the opportunity to apply knowledge and gain critical thinking skills through the use of case studies and other online and classroom activities.

*Credits: 3*

*Every Fall and Spring*

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

This course is one of two courses that focus on clinical decision-making skills. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*Pre-requisites of NUR 612, 614, 630, 634 and 644 are required.*

*Credits: 4*

*Every Fall*

### NUR 654A Preceptored Practicum in Primary and Acute Care of the Adult I

This segment, of a two-segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*Pre-requisite or Co-requisite of NUR 650 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 654B Preceptored Practicum in Primary and Acute Care of the Adult I**

This segment, of a two-segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*Pre-requisite or Co-requisite of NUR 650 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

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

This course is one of two courses that focus on clinical decision-making skills. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.*

*Credits: 4*

*Every Spring*

#### **NUR 664A Preceptored Practicum in Adult Primary and Acute Care II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*Pre-requisite or Co-requisite of NUR 660 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 664B Preceptored Practicum in Adult Primary and Acute Care II**

This segment, of a two segment preceptored

practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*Pre-requisite or Co-requisite of NUR 660 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 670 Healthcare Issue Policies and Ethics**

This course provides graduate nursing students with the analytical tools and historical perspective to actively influence policy development affecting the delivery of nursing and health care in the United States and the world. The course is designed to explore current factors, policy determinants, and ethical issues affecting health care, specifically as they affect nursing at all levels of practice, nursing education and nursing and healthcare administration.

*Credits: 2*

*Every Fall and Summer*

#### **NUR 690 Diagnosis and Management of Illness and Physical Conditions of Family I**

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology provide the underpinning for the course content. Critical thinking and diagnostic reasoning are reinforced as the basic for practice. Family theory concepts are presented to form the foundation for practice. Physical assessment skills related to infants and children are reinforced. The use of evidence based practice protocols and guidelines is an integral part of this course. The student will focus on the assessment, diagnosis and treatment of pediatric and pregnancy health issues.

*The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.*

*Credits: 4*

*Every Fall*

#### **NUR 691A Preceptored Practicum in Family Primary Care I**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy

using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*The pre-requisite or co-requisite of NUR 690 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 691B Preceptored Practicum in Family Primary Care I**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on pediatrics and women's health. Students, with the supervision of their preceptor, develop skills in diagnostic reasoning, learn to develop plans of care, and gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients in their clinical site.

*The pre-requisite or co-requisite of NUR 690 is required.*

*Credits: 2*

*Every Fall, Spring and Summer*

#### **NUR 692 Diagnosis and Management of Illness and Physical Conditions of Family II**

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

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

*Credits: 4*

*Every Fall*

#### **NUR 693A Preceptored Practicum in Primary Care of the Family II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*The pre-requisite or co-requisite of NUR 692 is required.*

Credits: 2

Every Fall, Spring and Summer

### **NUR 693B Preceptored Practicum in Primary Care of the Family II**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*The pre-requisite or co-requisite of NUR 692 is required.*

Credits: 2

Every Fall, Spring and Summer

### **NUR 694 Diagnosis and Management of Illness and Physical Conditions of Family III**

This course is one of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.

*The pre-requisites of NUR 612, 614, 630, 634 and 644 are required.*

Credits: 4

Every Spring

### **NUR 695A Preceptored Practicum in Primary Care of the Family III**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*The pre-requisite or co-requisite of NUR 694 is required.*

Credits: 2

Every Fall, Spring and Summer

### **NUR 695B Preceptored Practicum in Primary**

### **Care of the Family III**

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of infants, children, adolescents and adults. Emphasis is on adolescents and adults. Students, with the supervision of their preceptor, continue to refine their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site

*The pre-requisite or co-requisite of NUR 694 is required.*

Credits: 2

Every Fall, Spring and Summer

### **NUR 700 Independent Study**

An opportunity for students to do advanced work under the guidance of the faculty. Pass/Fail only. Open to graduate nursing students with the permission of their Program Director

Credits: 1

On Demand

### **NUR 700P Independent Study - Practicum**

This one credit independent study allows adult nurse practitioner students who have not completed the clinical hours for a practicum experience in the semester in which they are registered to continue to work under the supervision of their preceptor and their practicum advisor during the following semester.

Credits: 1 to 6

On Demand

### **NUR 701 Independent Study**

An opportunity for students to do advanced work under the guidance of the faculty. Open to graduate nursing students with permission of their Program Director.

Credits: 1

On Demand

### **NUR 701P Independent Study - Practicum**

This one credit independent study allows family nurse practitioner students who have not completed the clinical hours for a practicum experience in the semester in which they are registered to continue to work under the supervision of their preceptor and their practicum advisor during the following semester.

Credits: 1

On Demand

### **NUR 710 Theories of Teaching and Learning**

The purpose of this course is to provide the student with the general understanding of theories of teaching and learning and to provide opportunities to apply these theories in academic, clinical, professional development and community settings. This course introduces the student to principles

and philosophies of adult learning and the application to nursing and client education. Theories of adult learning as well as basic learning theory principles are discussed. The assessment of learner needs, innovative teaching strategies, cultural implications on learning, the use of technology in the teaching and learning environment, learning styles and instrumental tools for assessing learning needs are analyzed and discussed.

Credits: 3

Every Fall

### **NUR 714 Advanced Pathopharmacology for Nurse Educators**

This course integrates concepts and principles of pathophysiology and pharmacotherapy needed to form the basis of a comprehensive approach to the delivery of advanced nursing care. Building upon prior knowledge of physiology, disease processes and pharmacology, students learn to apply evidence-based

approaches to understanding and treating disease responses. (For Nurse Educator students only).

Credits: 3

Every Fall

### **NUR 715 The Role of the Nurse Educator**

This course is designed to explore the roles of the nurse educator as facilitator, change agent, consultant, researcher, and leader in the academic and professional development settings. Students will examine the utility and relevance of the scope and standards of practice and performance for academic and professional development nurse educators, integrate theoretical foundations for creating evidence-based practice for nurse educators and analyze nurse educator competencies in relation to the design, delivery and evaluation of nursing education programs in a variety of settings.

Credits: 2

Every Spring

### **NUR 720 Curriculum Development**

The purpose of this course is to provide students with the requisite knowledge, skills and attitudes to design evidence-based nursing education curricula and evaluation models in the academic and professional development settings. The process of curriculum development and evaluation will be examined within the context of preparing nurses for entry into practice, advanced practice and professional development. Integration of the education essentials and accreditation standards into curricular designs will be explored.

Credits: 3

Every Fall

### **NUR 730 Teaching Strategies and Methodologies**

This course explores the scientific foundations of teaching, learning and evaluation in classroom, simulation and clinical practice settings. Students will analyze the interrelatedness among philosophical foundations and theories of education, principles of adult learning and

constructs of educational design. Examine the utility and relevance of the scope and standards of practice and performance for academic and professional development nurse educators in the delivery of nursing education programs, as well as synthesize and apply tenets of philosophy, theory, and evidence for teaching, learning and evaluation in nursing across diverse settings.

*Credits: 2*

*Every Summer*

#### **NUR 734 Advanced Physical Assessment for Nurse Educators**

This course emphasizes knowledge, methods and skills to build upon and refine skills in health assessment and physical examination throughout the lifespan. An evidence-based approach is applied to comprehensive assessment based on physical assessment along with psychosocial, developmental and cultural aspects of health. A laboratory component is included in order to apply course content and

further develop health assessment skills. (For Nurse Educator students only).

*Pre requisites: NUR 714, NUR 715*

*Credits: 3*

*Every Spring*

#### **NUR 735 The Utilization of Technology and Simulations in Nursing Education**

This course focuses on informatics and the role of technology and simulation in nursing education. Online databases are resources for evidence-based practice and social media as tools in healthcare delivery are explored. The use of computer based teaching platforms, such as Blackboard and learning modules are explored with hands-on experiences. The use of simulation as a primary and adjunctive teaching tool is discussed. Students develop an information system and teaching plans based on technology and stimulation.

*Credits: 3*

*Every Summer*

#### **NUR 740 Testing and Outcomes Measurements**

The purpose of this course is to provide students with the requisite knowledge and skills to design valid and reliable instruments that measure achievement of cognitive, psychomotor, affective learning outcomes in a variety of settings. This course will explore evidence-based best practices and statistical analyses in the selection, construction and evaluation of techniques used to assess learning. Standardized tests, teacher made tests and criterion-referenced instruments will be discussed. The use of technology in testing and educational outcomes measurements will be explored.

*Credits: 2*

*Every Fall*

#### **NUR 745 Academic Teaching Seminar**

This seminar provides students with a forum for debriefing and discussion following the students' clinical experiences in order to discuss issues encountered in practicum and issues related to the

design, implementation and evaluation of nursing and inter-professional education programs and in the assessment, planning and provision of direct advanced nursing care to improve health outcomes for individuals, families, groups, communities, populations and/or systems within a clinical specialty. Students analyze and discuss problems encountered in practicum and issues related to teaching in the academic and professional development settings as well as providing direct advanced nursing care to diverse populations. Case studies and real life scenarios will be used to facilitate discussions and problem resolutions. The seminar is directed with the faculty serving as facilitator and clarifier.

*Credits: 2*

*Every Fall*

#### **NUR 750 Preceptored Practicum in Nursing Education**

The clinical practicum serves as the capstone course that provides students with the opportunity to synthesize the knowledge and skills acquired throughout the nurse educator curriculum. The course emphasizes the advanced practice role of the nurse educator in the design, delivery, plan, and evaluation of education programs for diverse learners across multiple settings. Students develop, plan, teach and evaluate teaching-learning projects appropriate to the selected practicum setting. The course also focuses on the advanced practice role of the nurse educator in the assessment, planning and provision of direct advanced nursing care to improve health outcomes for individuals, families, groups, communities, populations, and/or systems within a clinical specialty. Students apply advanced nursing knowledge and skills in comprehensive assessment, systems-based practice, safe transitions in care, leadership, quality improvement, and translation of evidence into practice in designing, implementing and evaluating culturally congruent plans and programs of care for diverse clients. Each student has a mentor in the practice environment and an LIU nursing faculty member that coordinates and oversees the experience.

*Credits: 2*

*Every Fall*

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**RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES**

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The College of Liberal Arts and Sciences at LIU Brooklyn offers the doctoral degree in clinical psychology, as well as the master's degree in biology, chemistry, media arts, political science, psychology and master of fine arts degrees in creative writing, media arts, writing and producing for television, and game and application design and development. All degrees and certificates are registered with the New York State Department of Education. The College is named in honor of Admiral Richard L. Conolly, who was the university's president from 1953-1962.

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

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## DEPARTMENT OF BIOLOGY

Professors: Chung, Cohen, DePass, Griffiths, Kwon, Morin (Chair)

Professors Emeriti: Bircette, Hammerman, Polak, Smith

Associate Professors: Kovac, Kwak, Leslie, Tello, Vogelstein

Associate Professor Emeriti: McKenna

Assistant Professor: Molina, Zolnik

Instructor: Peckham

Adjunct Faculty: 28

At the graduate level, the Department of Biology offers the M.S. in Biology which offers concentrations in general biology, molecular/cellular biology, microbiology and medical Microbiology. Our core of full-time faculty members augmented by over 20 adjuncts provides students with unrivaled expertise in a wide variety of subject areas including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology. The goal of the department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences.

### M.S. Biology

The M.S. in Biology is designed to prepare students for graduate or professional studies as well as for entering the job market. Students choose from one of four concentrations: general biology, molecular/cellular biology, microbiology or medical microbiology. Students, with the approval of their advisor, design their course of study which may vary from the specific areas of molecular/cellular biology, microbiology or medical microbiology to more general areas such as sustainability, ecology, systematics or environmental studies. For each concentration a student chooses one of two pathways to complete the degree: (1) complete a research project under the advisement of one of the faculty members, and write and successfully defend a thesis based upon that research; or (2) take a comprehensive examination based upon the course work completed. Each concentration has a set of required core courses (see Course of Study) which the student must complete; additional course work is completed from elective classes.

Students who elect to complete a thesis must complete a total of 30 credits (core plus electives). Students who elect to take the comprehensive examination must complete a total of 36 credits (core plus electives). For qualified students, financial aid packages are available in the form of graduate assistantships for teaching and research. These assistantships provide a stipend for the student and cover the cost of tuition for up to 6 credits per semester. Students can receive these

assistantships for a maximum of four semesters.

A master of science degree can be used as a steppingstone for multiple career paths. Students may further their scientific pursuits by continuing on to earn a Ph.D. in the biological sciences. Alternatively, students may enter the work force and be employed in research laboratories in pharmaceutical and biotechnology companies, hospitals and federal and state agencies. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, students can choose from a wide variety of health related fields, such as physical therapy, nursing, genetic counseling, radiologic technology, to name a few. Biology majors are encouraged to develop specific career objectives while pursuing their graduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

#### Admission Requirements

To be admitted to this program you must:

- Have completed a bachelor's degree with a grade point average of 3.0 or greater
- Have completed at the undergraduate level (1) six advanced courses in biology, (2) one year of college mathematics including at least one semester of calculus, (3) one year each of inorganic and organic chemistry, and (4) one year of college physics. Deficiencies in any of these qualifications may be removed during the first year of graduate study without credit.
- International students: (1) Must complete the equivalent of a four-year bachelor's degree. (2) Submit all records translated into English and have the original record, or copies of the original, certified or attested to by an official of the school issuing the record, or by the Consulate/Ministry of Education of the issuing country. (3) Submit a course-by-course evaluation, completed by an acceptable international credential evaluation agency, for all transcripts/marksheets from colleges or universities outside of the United States. (4) Submit an official copy of the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination.
- Transfer students must present an overall grade point average of 3.0 and submit official transcripts for the attended college(s)
- Submit a completed application to the Office of Admissions (see Submitting an Application for Admission)

#### Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions website.

Fully matriculated students may begin their research projects after defending their thesis

proposals before a committee of graduate biology faculty. An oral defense of the completed thesis before a committee of the graduate faculty of the department is required.

All graduate students are required to attend the regularly scheduled seminars given by the Department of Biology. Students will be responsible for answering comprehensive questions relating to those seminars that are relevant to their graduate courses.

### M.S., Biology

[Program Code: 06886]

#### Biology, Microbiology (Plan I)

The following courses are required:

|     |     |  |      |
|-----|-----|--|------|
| BIO | 536 | Laboratory in Bacteriological and Molecular Techniques | 1.00 |
| BIO | 537 | Laboratory in Biochemistry and Computer Use            | 1.00 |
| BIO | 620 | Biochemistry   | 3.00 |
| BIO | 641 | Advanced Microbiology                                  | 3.00 |
| BIO | 642 | Advanced Microbiology                                  | 4.00 |
| BIO | 695 | General Virology                                       | 3.00 |

#### Student complete either Option A or Option B. Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (15 credits), the following is required:

- Thesis courses:
 

|     |     |  |      |
|-----|-----|--|------|
| BIO | 707 | Research and Preparation of the Thesis | 3.00 |
| BIO | 708 | Research and Preparation of the Thesis | 3.00 |
- A total of 9 credits in electives from graduate biology courses:
 

|            |         |                           |  |
|------------|---------|---------------------------|--|
| BIO        | 500-599 | any BIO listed in catalog |  |
| BIO        | 600-699 | any BIO listed in catalog |  |
| BIO        | 700-799 | any BIO listed in catalog |  |
| Internship |         | maximum of 6 credits      |  |

#### Comprehensive Exam Track (Option B):

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (15 credits), the following is required:

- 21 credits from graduate biology courses:
 

|     |         |                           |  |
|-----|---------|---------------------------|--|
| BIO | 500-599 | any BIO listed in catalog |  |
| BIO | 600-699 | any BIO listed in catalog |  |

|            |         |                           |
|------------|---------|---------------------------|
| BIO        | 700-799 | any BIO listed in catalog |
| Internship |         | maximum of 6 credits      |

**Biology, Medical Microbiology (Plan II)**

The following courses are required:

|     |     |  |      |
|-----|-----|--|------|
| BIO | 536 | Laboratory in Bacteriological and Molecular Techniques | 1.00 |
| BIO | 537 | Laboratory in Biochemistry and Computer Use            | 1.00 |
| BIO | 620 | Biochemistry   | 3.00 |

All of the following courses are required:

|     |     |                         |      |
|-----|-----|-------------------------|------|
| BIO | 641 | Advanced Microbiology   | 3.00 |
| BIO | 642 | Advanced Microbiology   | 4.00 |
| BIO | 695 | General Virology        | 3.00 |
| BIO | 697 | Medical Microbiology    | 3.00 |
| BIO | 698 | Medical Microbiology    | 4.00 |
| BIO | 703 | Seminar in Microbiology | 1.00 |
| BIO | 704 | Seminar in Microbiology | 1.00 |

Of the following courses only one (1) is required:

|     |     |            |      |
|-----|-----|------------|------|
| BIO | 647 | Immunology | 4.00 |
| BIO | 648 | Immunology | 3.00 |

Student complete either Option A or Option B.

**Thesis Track (Option A):**

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (27 credits), the following course is required:

- Thesis course

|     |     |  |      |
|-----|-----|--|------|
| BIO | 707 | Research and Preparation of the Thesis | 3.00 |
|-----|-----|--|------|

**Comprehensive Exam Track (Option B):**

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (27 credits), the following is required:

- 9 credits of electives from graduate biology courses:

|            |         |                           |
|------------|---------|---------------------------|
| BIO        | 500-599 | any BIO listed in catalog |
| BIO        | 600-699 | any BIO listed in catalog |
| BIO        | 700-799 | any BIO listed in catalog |
| Internship |         | maximum of 6 credits      |

**Biology, Molecular-Cellular Biology (Plan III)**

The following courses are required:

|     |     |  |      |
|-----|-----|--|------|
| BIO | 536 | Laboratory in Bacteriological and Molecular Techniques | 1.00 |
| BIO | 537 | Laboratory in Biochemistry and Computer Use            | 1.00 |
| BIO | 620 | Biochemistry   | 3.00 |

The following courses are required:

|     |     |                                       |      |
|-----|-----|---------------------------------------|------|
| BIO | 550 | Molecular and Cell Biology            | 2.00 |
| BIO | 551 | Molecular and Cell Biology Laboratory | 2.00 |

Of the following courses only one (1) is required:

|     |     |                         |      |
|-----|-----|-------------------------|------|
| BIO | 612 | Cytology: The Nucleus   | 3.00 |
| BIO | 613 | Cytology: The Cytoplasm | 3.00 |

Of the following courses only one (1) is required:

|     |     |                |      |
|-----|-----|----------------|------|
| BIO | 609 | Human Genetics | 3.00 |
| BIO | 631 | Genetics       | 3.00 |

Student complete either Option A or Option B. Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (15 credits), the following courses are required:

- Thesis courses

|     |     |  |      |
|-----|-----|--|------|
| BIO | 707 | Research and Preparation of the Thesis | 3.00 |
| BIO | 708 | Research and Preparation of the Thesis | 3.00 |

- 9 credits of electives from graduate biology courses:

|            |         |                                    |
|------------|---------|------------------------------------|
| BIO        | 500-599 | all BIO Subjects listed in catalog |
| BIO        | 600-699 | all BIO Subjects listed in catalog |
| BIO        | 700-799 | all BIO Subjects listed in catalog |
| Internship |         | maximum of 6 credits               |

**Comprehensive Exam Track (Option B):**

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (15 credits), the following is required:

- 21 credits of electives from graduate biology courses:

|     |         |                           |
|-----|---------|---------------------------|
| BIO | 500-599 | any BIO listed in catalog |
|-----|---------|---------------------------|

|            |         |                           |
|------------|---------|---------------------------|
| BIO        | 600-699 | any BIO listed in catalog |
| BIO        | 700-799 | any BIO listed in catalog |
| Internship |         | maximum of 6 credits      |

**Biology, General Biology (Plan IV)**

The following courses are required:

|     |     |                 |      |
|-----|-----|-----------------|------|
| BIO | 701 | Biology Seminar | 1.00 |
| BIO | 702 | Biology Seminar | 1.00 |

The following courses are required:

In addition, all students must take a minimum of 11 credits (Option A - See below) or 17 credits (Option B - See below) from the foundation courses listed below

|     |     |  |      |
|-----|-----|--|------|
| BIO | 503 | Modern Concepts of Evolution                           | 3.00 |
| BIO | 505 | Biostatistics  | 3.00 |
| BIO | 536 | Laboratory in Bacteriological and Molecular Techniques | 1.00 |
| BIO | 537 | Laboratory in Biochemistry and Computer Use            | 1.00 |
| BIO | 608 | Ecology  | 3.00 |
| BIO | 613 | Cytology: The Cytoplasm                                | 3.00 |
| BIO | 620 | Biochemistry   | 3.00 |
| BIO | 622 | Effective Communication in Science                     | 3.00 |
| BIO | 625 | Plant Molecular Biology                                | 3.00 |
| BIO | 631 | Genetics   | 3.00 |
| BIO | 692 | Molecular Biology                                      | 3.00 |

Students complete either Option A or Option B. Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (13 credits), the following courses are required:

- Thesis courses

|     |     |  |      |
|-----|-----|--|------|
| BIO | 707 | Research and Preparation of the Thesis | 3.00 |
| BIO | 708 | Research and Preparation of the Thesis | 3.00 |

- 11 credits of electives from graduate biology courses:

|     |         |                           |
|-----|---------|---------------------------|
| BIO | 500-599 | any BIO listed in catalog |
| BIO | 600-699 | any BIO listed in catalog |
| BIO | 700-799 | any BIO listed in catalog |

Internship                      maximum of 6  
   credits

**Comprehensive Exam Track (Option B):**

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (19 credits), the following is required:

- 17 credits of electives from graduate biology courses:

BIO                      500-599                      any BIO listed  
   in catalog

BIO                      600-699                      any BIO listed  
   in catalog

BIO                      700-799                      any BIO listed  
   in catalog

Internship                      maximum of 6  
   credits

**Credit and GPA Requirements**

Minimum Credits: 30 (Thesis Option)

Minimum Credits: 36 (Comprehensive Exam Option)

Minimum Major GPA: 3.00



## Biology Courses

### BIO 503 Evolution

A study of the basic concepts and principles of evolutionary biology, beginning with a brief history of evolutionary thought, followed by the fundamental concepts of evolutionary genetics, adaptation and natural selection. Additional topics include molecular evolution and systematics, the origins of biological diversity, and paleobiology and macroevolution. The primary emphasis will be on concepts with a major goal to impart some understanding of the methods used in evolutionary investigations: the kinds of observations and experiments that are used, the facts that are observed and inferred, and the kinds of reasoning used to develop and test hypotheses. Concepts are reinforced through independent trips to the American Museum of Natural History. Two hours of lecture per week plus a term paper. Prerequisite: An undergraduate major or minor in biology. A course in genetics is strongly recommended.

*Credits: 3*

*Every Fall*

### BIO 504 Evolution and Human Development

This course explores the evolution of humans within a broad comparative and theoretical framework involving molecular genetics, gross and microscopic anatomy, embryology, human and non-human paleontology, ecology, and macro-/micro-evolutionary processes. An overview of current primate taxonomy and its attendant problems is followed by a brief consideration of our earliest primate ancestors before proceeding to a comprehensive examination of subsequent 'human' precursors and several controversies regarding the rise and distribution of modern human populations. Two hours of lecture per week plus term paper. Prerequisite: An undergraduate major or minor in biology which includes at least one upper level course in human anatomy and physiology. BIO 503 is strongly recommended.

*Credits: 3*

*Every Spring*

### BIO 505 Introduction to Biostatistics

This course is designed for graduate students in the biological or health related sciences with the objective of enabling them to understand and apply the theories underlying the techniques of point and interval estimation, hypothesis testing, regression analysis and the design of experiments. In the main, the course will focus on the analysis of biostatistical, pharmaceutical and clinical trial data and will be motivated by solving problems in many diverse areas of applications in the biological and pharmaceutical realm. Two hours of lecture per week. Pre-requisite: MTH 30.

*Credits: 3*

*Cross-Listings: BIO 505, MTH 505*

*On Occasion*

### BIO 508 The Biology of Cancer

A general survey in oncology. Lectures address the historical perspective of cancer research, the definition and classification of tumors, the epidemiology of human cancer, gene regulation and differentiation in normal and tumor cells, characteristics of transformed malignant cells, the biology of tumor metastasis, host transformed malignant cells, the origins of human cancer, and cancer therapy. Two hours of lecture per week plus term paper. Prerequisite: General background in Biology and Chemistry.

*Credits: 3*

*Alternate Fall*

### BIO 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Two hours of lecture per week. Offered on occasion. Prerequisite: At least one semester of Biochemistry.

*Credits: 3*

*Cross-Listings: BIC 531, BIO 531, CHM 531*

*On Occasion*

### BIO 536 Laboratory in Bacteriological and Molecular Techniques

A laboratory course that introduces students to the basic methods in bacteriology and molecular biology. The first seven weeks deal with such bacteriological techniques as pure cultures, sterile technique, metabolism and growth of bacteria. The second seven weeks introduce the basic techniques in molecular biology, including isolation of plasmid and chromosomal DNA, cloning, transformation, gel electrophoresis of nucleic acid, and PCR. Two hours of laboratory per week. Prerequisite: An undergraduate degree in Biology.

*Credits: 1*

*Every Fall*

### BIO 537 Laboratory in Biochemistry and Computer Use

A laboratory course that introduces students to basic methods in biochemistry and to the applications of computers to research and thesis preparation. The first seven weeks deal with chromatography, electrophoresis, enzymology, radio isotopes and spectroscopy. The second seven weeks introduce students to the Science Division computer laboratory; that is, how to use the World Wide Web/Internet and how to use computers to analyze and present data. Two hours of laboratory per week. Prerequisite: An undergraduate degree

in Biology.

*Credits: 1*

*Every Spring*

### BIO 541 Special Topics in Biology

A presentation of subjects of unusual and current interest. Two hours of lecture per week, including selected demonstrations plus term papers. Course may be repeated.

*Credits: 3*

*On Demand*

### BIO 543 Current Topics in Biology

This course is a one-day conference on a current and interesting biological topic, covering a wide range of biological disciplines. Each year the topic is chosen for its timeliness. Speakers who are experts in their particular field are invited to speak and to suggest several pertinent papers. Students are required to write a paper that presents an overview of the topic and then synthesizes the information from the talks and papers.

*Credits: 1*

*Every Spring*

### BIO 544 Biology of Pathogenic Microorganisms

Emphasis on microorganisms that cause infectious diseases, including bacteria, fungi and viruses as well as their interrelationship with the host's immune system. Characteristics of these infectious micro-organisms with respect to mechanisms of pathogenesis and transmission as well as methods of prevention and treatment where appropriate. Two hours of lecture per semester. Prerequisite: Undergraduate - or graduate-level general bacteriology course.

*Credits: 3*

*On Occasion*

### BIO 545 Biophysical Chemistry

An introduction to principles and techniques in Physical Chemistry and the application of those fundamentals to studies on biomolecules, including biomembranes, peptides, proteins and DNA. Designed for students who plan to work in chemical or pharmaceutical companies or who plan to do research in the biochemical, biological, biomedical and chemical sciences. Two hours of lecture and four hours of laboratory per week.

*Credits: 4*

*On Demand*

### BIO 550 Molecular and Cell Biology

An advanced course in the molecular biology of eukaryotic gene structure and regulation, with emphasis on mammalian cell and developmental biology and genetics. Biochemical and biophysical studies of nucleic acids, chromatin and chromosome structure, somatic cell and immunogenetics; DNA sequence organization and cell developmental biology are all considered. Two hours of lecture per week. A course in molecular biology or genetics is recommended.

*Credits: 2*

*Every Fall*

**BIO 551 Molecular and Cell Biology Laboratory**

An advanced laboratory course in the molecular biology of eukaryotic cells. Laboratory instruction may include RNA isolation and analysis, protein expression and purification, protein-protein interaction, DNA-mediated gene transfer and microcomputer analysis of DNA sequence databases. Two two-hour laboratory sessions per week.

*Credits: 2*

*Every Fall*

**BIO 554 Principles of Molecular Pharmacology**

Molecular pharmacology is the study of drug function at a molecular level. A major focus of this course involves the exploration of the molecular mechanisms of drug action and metabolism. Research on drugs from the major therapeutic areas will be studied. The mechanisms of both intended effects and side effects will be reviewed. New approach to drug discovery will be considered, with a focus on the molecular basis of drug function as a key to drug identification. There will be an assigned paper on the molecular mechanism, distribution, and function of a selected drug group. Two hours of lecture per week plus term paper.

Pre-requisites: Chemistry 121 and 122.

(Biochemistry would be helpful but is not required).

*Credits: 3*

*Alternate Spring*

**BIO 602 Conservation Biology**

Conservation Biology is a study of the diversity of life and threats to that diversity. This course will include introductory topics that are the foundation for the field, issues at the levels of populations, communities and ecosystems, and end with the practical application of conservation biology in a real and complex world. Specific topics to be investigated are: the meaning and ethics of conservation and biodiversity, the recognition of species in danger of extinction (using techniques of population genetics and ecology, biogeography and systematics), and preservation of species. The course will consist of lectures, class discussions of original research and review papers, and a research paper and presentation. Two hours of lecture per week plus two field trips and a term paper.

*Credits: 3*

*Alternate Spring*

**BIO 605 Topics in Evolution and Ecology**

This course will be an interactive discussion of avian ecology and evolution, designed to go beyond the textbook knowledge of avian ecology and evolution and provide the students with a critical examination of the theories, hypotheses, and lab and field based data that support or refute these hypotheses. This course will be based on a recent book on avian speciation, which presents some novel and provocative perspectives on important issues in avian ecology and evolution, plus additional readings from primary literature. Two hours of lecture per week plus a term paper.

*Credits: 3*

*On Occasion*

**BIO 607 Neuroanatomy**

A study of the organization of the human central nervous system. Emphasis is placed on the structures and organizations of the brain and spinal cord and on the cranial nerves, with additional material on the cranium and spinal column, the meninges, the blood supply, embryonic development, and histology of the central nervous system. Two hours of lecture per week plus a term paper. Prerequisite: General Biology. A course in anatomy is recommended.

*Credits: 3*

*Every Fall*

**BIO 609 Human Genetics**

A basic course in the principles of human genetics and molecular biology. Lecture topics include structure of the human chromosome; techniques in molecular biology and cytogenetics; structures of chromosomal abnormalities; abnormal chromosomes in humans and their related diseases; karyotype analysis; inheritance patterns of human diseases; mapping human chromosomes; and human gene isolation. Two hours of lecture per week plus term paper.

*Credits: 3*

*Alternate Fall*

**BIO 611 Signal Transduction and Pharmacology**

A study of the mechanisms by which molecules and drugs affect biological processes. Signaling on the organismal, cellular and molecular levels is described, with an emphasis on establishing a firm foundation of understanding of important signaling systems in biology. Molecular and genetic aspects of intracellular signal transduction are explored in depth. Topics also include quantitative and qualitative treatment of the interaction of ligands with their receptors. Knowledge-based approaches to drug discovery are analyzed as well. Two hours of lecture per week plus term paper. Prerequisites: Undergraduate biochemistry.

*Credits: 3*

*Alternate Spring*

**BIO 612 Cytology: The Nucleus**

A detailed treatment of the structure and function of the cell, with particular attention directed toward the chromosome and its composition, structure and conformation during the cell cycle. Regulation of nuclear events by extracellular ligands and cytoplasmic signalling pathways are discussed. Two hours of lecture per week plus collateral reading and a term report.

*Credits: 3*

*On Occasion*

**BIO 613 Cytology: The Cytoplasm**

An investigation of the organization and structure of the cytoplasm, including a detailed treatment of cell organelles and their activities and interactions. The molecular and biochemical relationship among

all cellular components is stressed. Two hours of lecture per week plus a term paper.

*Credits: 3*

*Every Spring*

**BIO 615 Bioinformatics**

The course covers modern approaches to analysis of the vast quantities of data generated by current biological studies. Advanced statistical methods are explored including Bayesian approaches. The uses of DNA sequence comparisons are explored. Finally the structural role of proteins in health and disease are covered and a statistical framework to explain structural features is developed. Three hours of lecture per week

*Credits: 3*

*Every Fall*

**BIO 616 Biology of the Blood and Bone Marrow**

This course presents an overview of hematology, including the structure and function of erythrocytes, leukocytes and platelets, and their development in the bone marrow. Mechanisms of normal and abnormal hemostasis (blood coagulation) will be covered. Recent findings in normal and in pathologic states will be discussed. Two hours of lecture per week plus a term paper.

*Credits: 3*

*On Occasion*

**BIO 619 Structural Biology**

The course examines the structure of biological molecules with a focus on proteins. The synthesis, folding of protein families and the structural motifs of proteins are studied. Tools for the determination and prediction of protein structure are presented from the perspective of the investigator who needs to judge the quality of available data. A major focus is the area of structural genetics: understanding how changes in protein structure induced by mutation lead to genetic dysfunction and disease. Course includes a computer laboratory. Two hours of lecture per week plus term paper.

*Credits: 3*

*Every Spring*

**BIO 620 Biochemistry**

The course examines the synthesis and degradation of cellular macromolecules in prokaryotic and mammalian systems. Topics include the structure of macromolecules and sugar, lipid and amino acid metabolism. Emphasis is placed on the regulation, integration, and organ specialization of the metabolic pathways. Two hours of lecture per week plus term paper.

*Credits: 3*

*Every Fall*

**BIO 622 Effective Communication in Science**

Students will develop creative and imaginative means to produce a presentation. A highlight of the course will be when students present a seminar to the class. The means and needs for producing a visually pleasing, interest holding poster and PowerPoint presentation, will be covered. The

course will prove of benefit to the student whether they follow a research career or work for industry as in both circumstances the skills they learn will prove of great usefulness. Two hour lecture per week plus term paper.

*Credits: 3*

*Every Fall*

### **BIO 623 Molecular Genetics of Bacteria and Phage**

Overall objective of this course is to offer a comprehensive vision of molecular genetics of prokaryotic microorganisms including Bacteria, Archaea, and Bacteriophages. This course is suited for advanced undergraduate and graduate students. Emphasis of the course will be placed on the molecular aspects of bacterial chromosomes, transformation, conjugation, transduction (lytic and lysogenic phages), genetic recombination, and global regulatory mechanisms in prokaryotic microorganisms. This course will also include a laboratory session to practice the lecture subjects.

Two hours of lecture and three hours of laboratory per week. Prerequisites: BIO 101, BIO 109, BIO 126, BIO 128 or other lower-level microbiology-related courses.

*Credits: 4*

*On Occasion*

### **BIO 625 Plant Molecular Development**

This course is designed for graduate students who are interested in plant biology, molecular biology and developmental biology. The main topics of the course are 1) biosynthesis and molecular function of plant hormones and 2) pattern formation in plant tissues and the development of plant organs. Recent achievements in these fields will be reviewed by the instructor. Molecular techniques such as gene cloning and genetic methods used by researchers will be reviewed as well. Half of each lecture will be dedicated to discussing and analyzing primary research articles related to the topics. Students are strongly advised to read the articles beforehand. Current techniques used for genomics and proteomics will be introduced and students will learn how to use the fruit of genomics, proteomics and bioinformatics in public databases that are available through the Internet. Students will submit a term paper about the analysis of an Arabidopsis gene using bioinformatics databases at the end of the semester. The goals of this course are 1) learning current questions of plant molecular biology and up-to-date techniques of plant genomics and 2) providing basic training for future molecular biology researchers or plant scientists in academia or industry. Two hours of lecture per week plus term paper.

*Credits: 3*

*On Occasion*

### **BIO 629 Molecular Biology of Infectious Diseases**

A study of the mechanisms used by infectious organisms to infect their hosts and to evade the hosts immune response and the response by the

host to the infectious organism. Topics include life cycles of relevant organisms, protein receptor binding, antigenic variation, antigen presentation and antibody/T-cell receptor diversity. Emphasis is on the molecular mechanisms of such processes.

Two hours of lecture per week plus term paper.

*Credits: 3*

*Alternate Spring*

### **BIO 630 Systematic Biology**

Concepts, principles, and methods of comparative biology as they apply to the evolutionary relationships among organisms. Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Two hours of lecture and three hours of laboratory per week plus term paper. Prerequisite: A course in Evolution and Genetics.

*Credits: 4*

*On Occasion*

### **BIO 631 Genetics**

A comprehensive review of modern genetics with an emphasis on recent approaches. One major theme is genomics, gene mapping and discovery; another is use of functional genetics to understand gene function and complex processes in model organisms. Two hours of lecture per week plus term paper. Prerequisites: An undergraduate major in Biology or equivalent and knowledge of the fundamental principles of genetics.

*Credits: 3*

*Every Spring*

### **BIO 632 Developmental Biology**

A review of the current concepts and experimental evidence regarding developmental phenomena. Special emphasis is placed on the molecular biology and genetic control of selected phases and processes of animal development. Two hours of lecture per week plus collateral readings and term paper. Prerequisite: A college course in Embryology or the equivalent; a college course in Genetics is recommended.

*Credits: 3*

*On Occasion*

### **BIO 641 Advanced Microbiology**

First semester of a two semester sequence (BIOs 641 & 642). Presentations on the anatomy and physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Two hours of lecture per week plus collateral readings and term paper. Prerequisite: Microbiology.

*Credits: 3*

*Every Fall*

### **BIO 642 Advanced Microbiology**

Second semester of a two semester sequence (BIOs 641 & 642). Presentations on the anatomy and

physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Two hours of lecture and three laboratory hours per week. Prerequisite: BIO 641.

*Credits: 4*

*Every Spring*

### **BIO 648 Immunology**

A study of the basic principles of immunology, including antigens and their reactions, antibodies and their properties, the cells and tissues of the immune system, tolerance, and the specificity and molecular biology of the immune response. Two hours of lecture per week plus term paper.

*Credits: 3*

*Every Fall*

### **BIO 661 Endocrinology**

An exploration of the development, structure and function of the endocrine system: how hormones act as regulators of growth and metabolism by affecting activity of target cells and tissues. Using a combination of lecture, interactive questioning and microscope or Kodachrome slides, basic anatomy is correlated with the physiology, regulation and effects of secretions. Homeostasis and pathophysiology are discussed. Two hours of lecture per week plus term paper.

*Credits: 3*

*On Occasion*

### **BIO 670 Plant Ecology and Biogeography**

Plant Ecology and Biogeography is a three credit graduate course, covering the current topics and state-of-the-art methodologies of addressing the topics in the science of plant ecology. The topics include global change, the value and preservation of biodiversity, invasion biology, and habitat destruction/fragmentation and restoration. The methodologies include experimental design, data analysis and SAS programming, classification ordination and PC-ORD software, meta-population theory and RAMAS software, meta-analysis and Meta-Win software, spatial analysis and PASSAGE software, and GIS/remote sensing and ARCVIEW/ARCINFO software. The class meets two hours per week and is a combination of lectures, computer lab exercises and literature reviews.

*Credits: 3*

*On Occasion*

### **BIO 692 Molecular Biology**

A detailed look at the biosynthesis of DNA and RNA, the genetic code, and the mechanisms of protein biosynthesis. The application of molecular biology techniques to current research problems is explored. Two hours of lecture per week plus term paper.

*Credits: 3*

*Alternate Spring*

**BIO 695 General Virology**

A consideration of such topics as physico-chemical characteristics, identification, genetics, and immunology of viruses. Molecular biology of virus-host interaction is emphasized. Representative studies of animal, bacterial, and plant viruses are emphasized to illustrate fundamental aspects of viral replication, cell susceptibility, and cell response to viral infection. Two hours of lecture per week plus collateral readings and term paper.

*Credits: 3*

*Every Spring*

**BIO 698 Medical Microbiology**

Second semester of a two semester sequence (BIOs 697 & 698). This course is a study of microbial-human host interrelationships, with particular attention to the transmission, pathogenicity, and principles of immunity of infectious diseases, especially those of bacterial origin. Emphasis is placed on the newest approaches to the detection, isolation and identification of the organisms implicated in the disease process. Two hours of lecture and one three-hour laboratory per week.

*The pre-requisite of BIO 697 is required or approval of the Department Chair.*

*Credits: 4*

*Every Spring*

**BIO 701 Seminar in Biology**

A presentation of selected topics in biological fields by members of the graduate faculty and visiting guest speakers. This course may be taken for credit, but it is required that all Biology majors attend. Subject matter changes each semester. May be repeated for credit. One hour per week.

*Credits: 1*

*Every Fall*

**BIO 702 Seminar in Biology**

A presentation of selected topics in biological fields by members of the graduate faculty and visiting guest speakers. This course may be taken for credit, but it is required that all Biology majors attend. Subject matter changes each semester. May be repeated for credit. One hour per week.

*Credits: 1*

*Every Spring*

**BIO 703 Seminar in Microbiology**

Meetings conducted by the members of the staff to consider current research and problems in the area of medical microbiology and related fields. Participants include staff members, students and invited guests. All students registered in the program must attend. One hour per week.

*The co-requisite of BIO 697 is required.*

*Credits: 1*

*Every Fall*

**BIO 704 Seminar in Microbiology**

Meetings conducted by the members of the staff to consider current research and problems in the area of medical microbiology and related fields.

Participants include staff members, students and invited guests. All students registered in the program must attend. One hour per week..

*The co-requisite of BIO 698 is required.*

*Credits: 1*

*Every Spring*

**BIO 706 Seminar in Molecular Biology**

Research presentations by students on current topics in molecular biology. Faculty discuss their research interests with students. One hour per week.

*Credits: 1*

*On Occasion*

**BIO 707 Research and Preparation of the Thesis**

Open only to matriculated students with approval of Department Chair. Selection, supervision and completion of the thesis topic. Pass/Fail only.

*Credits: 3*

*Every Fall, Spring and Summer*

**BIO 708 Research and Preparation of the Thesis**

Selection, supervision and completion of the thesis topic. Pass/Fail only. Open only to matriculated students with approval of Department Chair.

*Credits: 3*

*Every Fall, Spring and Summer*

**BIO 709 Independent Study**

Prerequisites: 12 credits toward the master's degree; specific course prerequisites to be determined by faculty supervisor.

*Credits: 1 to 3*

*On Demand*

**BIO 710 Independent Study**

Prerequisites: 12 credits toward the master's degree; specific course prerequisites to be determined by faculty supervisor.

*Credits: 1 to 3*

*On Demand*

## DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Senior Professor Zavitsas  
Professors Bensalem, Chung, Lawrence,  
Matsunaga, Shedrinsky, Watson (Chair),  
Vasanthan  
Professors Emeriti Ferraro, Hirschberg, Huang,  
Loscalzo, Reidlinger, Rogers, Chawla  
Associate Professors Bhattacharjee, Donahue,  
Luján-Upton, Schnatter  
Assistant Professor Lu  
Adjunct Faculty: 10

The graduate offerings of the Department of Chemistry and Biochemistry are designed to enhance the knowledge of the professional chemist, to prepare students for entry into the broad areas of research and development, to strengthen students' preparation for further study, or to allow for a concentration in chemistry necessary for inter-area study in fields such as biology and pharmacy.

### M.S. Chemistry

The M.S. program in chemistry offers a choice of several areas of concentration: organic chemistry, inorganic chemistry, analytical chemistry, polymer chemistry, biochemistry and theoretical chemistry. This program is designed to prepare students for entry into the broad areas of research and development, to strengthen students' preparation for further study or to allow for a concentration in chemistry necessary for inter-area study in fields such as biology and pharmacy. Graduate assistantships are available on a limited basis.

#### Admission Requirements

To be admitted to this program you must:

- Have completed one year of undergraduate study in each of the following subjects: calculus, physics, introductory (inorganic) chemistry, analytical chemistry, organic chemistry and physical chemistry.\*
- Submit a completed application to the Office of Admissions (see Submitting an Application for Admission).

*\*Deficiencies must be removed during the first year of graduate study. No graduate credit will be awarded for such compensatory work.*

#### Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions website.

### M.S., Chemistry

[Program Code: 06944]

#### Degree Requirements

The following four (4) courses are all required:

|         |  |   |
|---------|--|---|
| CHM 503 | Advanced<br>Inorganic<br>Chemistry     | 4 |
| CHM 606 | Advanced<br>Physical<br>Chemistry      | 3 |
| CHM 525 | Instrumental<br>Methods of<br>Analysis | 4 |
| CHM 621 | Advanced<br>Organic<br>Chemistry I     | 3 |

In addition, degree candidates must select one of the following two options:

1. An additional 18 graduate credits from among the courses offered by the Department of Chemistry and Biochemistry, for a total of 32 credits. Candidates must also either pass a comprehensive examination or submit an acceptable library research paper assigned by the department.
2. An additional six credits of registration in thesis research resulting in an acceptable thesis and 10 credits of graduate chemistry courses, for a total of 30 credits.

#### Credit and GPA Requirements

Minimum Credits: 30 (Thesis Option)

Minimum Credits: 32 (Comprehensive Exam Option)

Minimum Major GPA: 3.00

## Chemistry Courses

### CHM 503 Advanced Inorganic Chemistry

A study of such selected topics in inorganic chemistry as the nature of the chemical bond, acid-based theories, reaction kinetics and mechanisms, coordinating ~ their theories and structure. Two lecture hours and four laboratory hours.

Credits: 4

Every Fall

### CHM 525 Instrumental Methods of Analysis

A hands-on approach to instrumental analysis and its application to research. Students use several analytical techniques, including voltammetry and polarography; high performance liquid chromatography (HPLC); gas chromatography (GC); uv-visible and infrared spectrophotometry; atomic absorption spectroscopy; and proton magnetic resonance spectroscopy. Students are also encouraged to use the computer for data analysis and presentation. One-hour lecture and six-hour laboratory.

The pre-requisite of CHM 503 is required or permission from the Department.

Credits: 4

Every Spring

### CHM 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Two hours of lecture per week. Offered on occasion. Prerequisite: At least one semester of Biochemistry.

Credits: 3

Cross-Listings: BIC 531, BIO 531, CHM 531

On Occasion

### CHM 541 Special Topics in Chemistry

A presentation of subjects of unusual current interest. Three hours of lecture, including selected demonstrations. Course may be repeated.

Credits: 3

On Occasion

### CHM 551 Environmental Chemistry

A survey of the chemistry of the environment covering chemistry of the atmosphere, the hydrosphere, the lithosphere and the biosphere. An in-depth look is taken at the role of energy and the various sources of energy in modern societies, ranging from fossil fuels and nuclear power to alternate and renewable energy sources, such as solar, hydroelectric, wind, biomass, geothermal and

ocean energy, with an emphasis on the impact of those energy sources on the environment.

Discussions of toxicology as it relates to environmental pollutants are conducted.

Credits: 3

On Occasion

### CHM 606 Advanced Physical Chemistry

A review of advanced topics in physical chemistry and their applications in thermodynamics, kinetics and quantum mechanics.

Credits: 3

Every Spring

### CHM 621 Advanced Organic Chemistry I

A study of the major classes of organic reactions with respect to their applications to synthesis, their mechanisms and methods for determining them, and the effect of structure on reactivity. Bonding and structure, stereochemistry, molecular conformation, stereoelectronic effects, substitution, addition and elimination reactions, reactions of enolates, carbonyls and free radicals.

Credits: 3

Every Fall

### CHM 622 Advanced Organic Chemistry II

The emphasis is on synthetic applications and total synthesis. Oxidations and reductions, cycloadditions and rearrangements, aromatic substitutions, carbon-carbon bond forming reactions of boron, tin and silicone, and other selected topics.

Credits: 3

On Occasion

### CHM 623 Organo-metallic Chemistry

A study of synthesis and properties of p bonded organo-metallic complexes. Oxidative addition, reductive elimination, insertion and elimination reactions, nucleophilic and electrophilic additions and abstractions are considered, as are synthetic and catalytic aspects of organo-metallic chemistry. Biological applications and environmental aspects of organo-metallic compounds are also examined. Prerequisite: CHM 621.

Credits: 3

On Occasion

### CHM 626 Polymer Chemistry

A study of synthetic and natural macromolecules, including polymerization, depolymerization, structure determination, and physical and chemical properties.

The pre-requisite of CHM 621 is required.

Credits: 3

On Occasion

### CHM 631 Spectroscopy

An illustration of modern spectroscopic methods for the structural elucidation of organic and inorganic compounds including UV/V, H NMR, C NMR, mass spectrometry, and IR. Prerequisites: CHE 606, 621.

Credits: 3

On Occasion

### CHM 701 Seminar in Chemistry

A presentation of selected topics in the branches of chemistry, with attention to recent literature.

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

Credits: 1

Every Fall

### CHM 702 Seminar in Chemistry

A presentation of selected topics in the branches of chemistry, with attention to recent literature. Students must present a seminar on their thesis research to the assembled faculty and graduate student body. Attendance is mandatory for all matriculated students in Fall and Spring semesters but credit is given only during the semester in which they present their seminar. Pass/Fail only.

Credits: 1

Every Spring

### CHM 707 Research and Preparation of Thesis

Open only to matriculated students with approval of the Chair. The assignment of a thesis problem to each student for investigation. Original laboratory work is required. Pass/Fail only.

Credits: 3

Every Semester

### CHM 708 Research and Preparation of Thesis

Open only to matriculated students with approval of the Chair. The assignment of a thesis problem to each student for investigation. Original laboratory work is required. Pass/Fail only.

Credits: 3

Every Semester

### CHM 709 Research and Preparation of the Thesis

Prerequisite: Chemistry 708

If the student's thesis is not accepted by the Department during the semester in which the student is registered in CHM 708, the student will be required to register in the appropriate thesis course in each successive semester until the thesis is accepted by the Department. Pass/Fail.

Credits: 1

Every Semester

### CHM 709X Research and Preparation of the Thesis

If a student's thesis is not accepted by the Department during the semester in which the student is registered in CHM 708, the student will be required to register in the appropriate thesis course in each successive semester until the thesis is accepted by the Department. Pass/Fail.

Prerequisite: CHM 708.

Credits: 1

Every Semester

## Biochemistry Courses

### **BIC 508 The Biology of Cancer**

A general survey in oncology. Lectures address the historical perspective of cancer research, the definition and classification of tumors, the epidemiology of human cancer, gene regulation and differentiation in normal and tumor cells, characteristics of transformed malignant cells, the biology of tumor metastasis, host transformed malignant cells, the origins of human cancer, and cancer therapy. Two hours of lecture per week plus term paper. Prerequisite: General background in Biology and Chemistry.

*Credits: 3*

*Alternate Fall*

### **BIC 514 Bioanalytical Chemistry**

A practical approach to techniques used for analysis of biological materials and the study of biochemical processes. The principles of the techniques will be discussed in lecture, and practical application of these techniques will be performed in the laboratory. Topics include: protein separation techniques; enzyme assays and enzyme linked methods for biochemical analysis, techniques for studying protein structure and function with emphasis on data available from the Protein Data Bank; analysis of lipids and carbohydrates; and analysis of bioactive molecules and their metabolites. Two lecture hours, four laboratory hours per week.

*The pre-requisite of CHM 113 and CHM 153 or BIC 153 is required.*

*Credits: 4*

*On Occasion*

### **BIC 531 Neurochemistry**

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Two hours of lecture per week. Offered on occasion. Prerequisite: At least one semester of Biochemistry.

*Credits: 3*

*Cross-Listings: BIC 531, BIO 531, CHM 531*

*On Occasion*

### **BIC 541 Special Topics in Biochemistry**

A consideration of subjects of special or current interest that may include the following or a combination of two or more: hormonal regulation of metabolism, metabolic significance of enzyme deficiency, biochemical aspects of nutrition, cancer

and carcinogenesis, and HIV and protease inhibitors.

*Credits: 3*

*On Occasion*

## DEPARTMENT OF ENGLISH, PHILOSOPHY, AND LANGUAGES

University Professor Hunt

Professors Allen, Cuonzo, Dilworth (Chair),  
Filonowicz, Haynes, High, McGarrity, Matz,  
Mutnick, Parascandola, Pattison, Racz, Schweizer,  
Swaminathan, Warsh

Professors Emeriti Bennett, Bernard, Braid,  
Henning, Hyneman, Kleinberg, Templeton,  
Zilversmit

Associate Professors Bokor, Horrigan, McCrary  
Associate Professor Emeriti Gilles, Li

Adjunct Professor Berninger

Adjunct Associate Professor Hassan

Adjunct Assistant Professor Matkov

The Department of English, Philosophy and Language offers an M.F.A. in Creative Writing, which includes courses in poetry, fiction, non-fiction, and playwriting. This program offers a solid foundation and practice through courses in literature, writing workshops and writing process and technique courses designed for the aspiring writer. In this vigorous and innovative program, students will have opportunities to work with a host of visiting writers and poets, as well as to participate in the vibrant writing and performing arts communities of both Brooklyn and Manhattan. In the 36-credit M.F.A. in Creative Writing, the focal point of the curriculum is the writing workshop. Students have opportunities to work in poetry, fiction, playwriting, creative non-fiction and on cross-genre projects. They explore a wide range of literary styles, from traditional narratives to the experimental, contemplative and avantgarde. In literature and theory classes, students look closely at the links between contemporary writing and literary traditions, writing and theory, and between writing, reading, music, and the visual arts. Students are encouraged to take artistic risks while moving in the context of multiple traditions. A small intimate program setting allows for easy access to, and strong mentoring by faculty members who are deeply committed to their students.

### M.F.A. Creative Writing

An M.F.A. in Creative Writing is a terminal degree program designed to help meet the needs of students as they seek to become published writers and teachers.

#### Admission Requirements for M.F.A. in Creative Writing

To be admitted to this program, students must:

- Submit a creative writing sample that reflects the genre/s of your specialties.
- Submit a letter of intent that describes why you want to pursue an M.F.A.
- Submit two letters of recommendation from

academic/creative writing professors.

- Submit Official educational transcripts with a GPA of 3.0 or better, with at least 6 credits in advanced English courses (literature or creative writing).
- Submit a completed application to the Office of Admissions. (This package will be reviewed by an English Graduate Admissions Committee.)

### M.F.A., Creative Writing

[Program Code: 31360]

#### The following courses are required (12 credits):

|     |     |                       |      |
|-----|-----|-----------------------|------|
| ENG | 502 | Writers on Writing    | 3.00 |
| ENG | 503 | Theory of Writing     | 3.00 |
| ENG | 504 | Traditions & Lineages | 3.00 |
| ENG | 708 | Thesis                | 3.00 |

#### Twelve (12) credits required from creative writing workshops:

Each student must take five workshops from the following list. Most workshops may be taken more than once but no more than 9 credits can be earned in the same course:

|     |     |  |      |
|-----|-----|--|------|
| ENG | 520 | Nonfiction Writing Workshop<br>(may be taken only once)    | 3.00 |
| ENG | 523 | Fiction Writing Workshop<br>(may be taken three times)     | 3.00 |
| ENG | 524 | Poetry Writing Workshop<br>(may be taken three times)      | 3.00 |
| ENG | 525 | Playwriting Workshop<br>(may be taken three times)         | 3.00 |
| ENG | 526 | Writing for Media I: The Story<br>(may be taken only once) | 3.00 |
| ENG | 528 | Seminar in Creative Writing<br>(may be taken three times)  | 3.00 |
| ENG | 529 | Topics in Creative Writing                                 | 1.00 |

#### Nine (9) credits required from literature electives:

|     |     |   |      |
|-----|-----|---|------|
| ENG | 546 | Restoration and Eighteenth Century Literature | 3.00 |
| ENG | 569 | Jane Austen                                   | 3.00 |
| ENG | 571 | The Eighteenth Century English Novel          | 3.00 |
| ENG | 573 | The Nineteenth Century English Novel          | 3.00 |
| ENG | 574 | The Twentieth Century English Novel           | 3.00 |

|     |      |   |      |
|-----|------|---|------|
| ENG | 579  | Seminar in Special Studies                  | 3.00 |
| ENG | 580  | Seminar in Twentieth Century Literature     | 3.00 |
| ENG | 624  | Seminar in American Literature              | 3.00 |
| ENG | 624A | African American Literature                 | 3.00 |
| ENG | 624B | Themes in American Drama                    | 3.00 |
| ENG | 625  | Nineteenth Century American Literature      | 3.00 |
| ENG | 626  | Twentieth Century American Literature       | 3.00 |
| ENG | 631  | Modern Poetry                               | 3.00 |
| ENG | 634  | Twentieth Century Drama                     | 3.00 |
| ENG | 635  | Seminar In Ibsen                            | 3.00 |
| ENG | 636  | Seminar in Literary Periods and Movements   | 3.00 |
| ENG | 643  | Seminar in Shakespeare                      | 3.00 |
| ENG | 649  | Seminar in British Literature               | 3.00 |
| ENG | 650  | Seminar in Medieval Literature              | 3.00 |
| ENG | 651  | 16th and 17th Century English Literature    | 3.00 |
| ENG | 654  | Milton                                      | 3.00 |
| ENG | 655  | Early Nineteenth Century English Literature | 3.00 |
| ENG | 656  | Studies in Victorian Literature             | 3.00 |
| ENG | 670  | The Critical Tradition                      | 3.00 |
| ENG | 671  | Gender Theory and Literature                | 3.00 |
| ENG | 5791 | The Modern Novel                            | 3.00 |
| ENG | 5792 | Literature & Slavery                        | 3.00 |

#### One English Elective with Research Component (3 credits)

This course should be chosen in consultation with Graduate Advisor and MFA Director.

#### Credit and GPA Requirements

**Minimum Credits: 36**

**Minimum Major GPA: 3.0**



## English Department Courses

### ENG 502 Writers on Writing

Students will attend a weekly series of readings, lectures and discussions by visiting writers. With a faculty member, students will read and analyze the works of a range of prominent and emerging writers and then interact with the writers themselves in the classroom.

*Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Every Spring*

### ENG 503 Theory of Writing

This seminar concentrates on the major twentieth century theorists of poetry and fiction, many of whom were great creative writers themselves. The course makes the connection between literary theory and the work of the creative writer. Among the works under discussion are the theoretical works of Maurice Blanchot, Walter Benjamin, Julia Kristeva, Lyn Hejinian, Charles Olson, E. M. Forster, M. M. Bakhtin, Wayne Booth, and Gertrude Stein. The emphasis will be on a close reading of these texts in order to understand the place of theory in students' own creative writing. *Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

### ENG 504 Traditions and Lineages

This seminar concentrates on the major literary movements of the twentieth century, including Imagism, Objectivism, The Harlem Renaissance, Surrealism, The Beat Generation, and The New York School. Among the writers under discussion are Gertrude Stein, Ezra Pound, Laura Riding, Lorine Neidecker, Langston Hughes, Andre Breton, Allen Ginsberg, and Frank O'Hara. The emphasis will be on a close reading of these writers in order to understand the traditions behind our own work. *Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

### ENG 508 General Linguistics

An introduction to the basic discipline of linguistics, phonology, history of the English language, semantics and syntax, including traditional and generative-transformational grammar.

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

*Credits: 3*

*On Occasion*

### ENG 509 Sociolinguistics and the Teaching of Writing

The course explores how language and society intersect to construct and, in many ways, control

both individual and group identity. The relationship between language and society has relevance to the teaching of writing in that both teachers and students possess socially constructed knowledge of language that undergirds their understanding of writing competence. The course explores how sociolinguistic constructions such as class, race, gender, academic discourse, and education might impact upon writing performance. The course analyzes sociolinguistic theory and practice, including the works of L.S. Vygotsky, Victor Villanueva, Geneva Smitherman, and Susanne Romaine.

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

*Credits: 3*

*On Occasion*

### ENG 510 Technical Writing

This course introduces students to the theory and practice of producing and managing documents that are used in industry and other organizational settings. Assignments include analytical writing, editing, designing, and testing of texts. Attention will be given to style manuals, users' manuals, research-writing, and publication (as needed). *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

*Credits: 3*

*On Occasion*

### ENG 511 Health and Science Writing

This course guides students in analyzing genres and discourses that communicate health and science information; then researching, writing, and designing their own documents; and finally reviewing and testing their documents with their peers and non-specialist readers. The course is open both to health and science specialists and to writing specialists with little health or science background. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

*Credits: 3*

*On Occasion*

### ENG 512 Grant Writing

This course guides students through the process of developing a complete grant proposal. Though oriented primarily to grant proposals for social and cultural agencies, educational organizations, and other nonprofits, the course explores rhetorical principles and strategies that can also be applied to research proposals and business proposals.

*Credits: 3*

*On Occasion*

### ENG 519 Editing

This course prepares students in the research, principles, and practices of editing essential to the process of publishing. Students gain knowledge of the principles underpinning different levels of professional editing and develop their own

expertise through extensive practice.

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

*Credits: 3*

*On Occasion*

### ENG 520 Nonfiction Writing Workshop

An intensive workshop devoted to writing literary nonfiction. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the Professional Writing concentration may take this class three times.

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

*Credits: 3*

*Annually*

### ENG 522 Academic Writing Workshop

An intensive advanced writing workshop for graduate students across the disciplines who wish to polish their academic writing skills. Students write critical essays in response to professional readings. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

*Credits: 3*

*On Occasion*

### ENG 523 Fiction Writing Workshop

An intensive workshop devoted to writing works of fiction. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the Creative Writing MFA program may take this class more than once. Prerequisite: Permission of the instructor.

*Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Annually*

### ENG 524 Poetry Writing Workshop

An intensive workshop devoted to writing works of poetry. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the MFA program may take this class more than once. Prerequisite: Permission of the instructor.

*Student must be part of the Creative Writing program in order to register for this course.*

*Credits: 3*

*Annually*

### ENG 525 Play Writing Workshop

An intensive workshop devoted to writing plays. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the Creative Writing MFA Program may take this class more than once. Prerequisite: Permission of the instructor.

*The pre-requisite or co-requisite of MA 550 is required.*

Credits: 3

Cross-Listings: ENG 525, MA 552

On Occasion

### ENG 526 Writing for Media I: The Story

An introduction to the principles of screenwriting. Students explore dramatic structure, character development, dialogue, and plot through analysis of television and film narratives. They complete a story treatment and short screenplay or teleplay as their final project.

*The pre-requisite or co-requisite of MA 500 or MA 501 or MA 800 is required.*

Credits: 3

Cross-Listings: ENG 526, MA 550

On Occasion

### ENG 527 Professional Writing Workshop

An introduction to the theory, research, and practice of professional writing. Topics may include writing in such professions as medicine and law, writing for non-profit and cultural institutions, writing in digital media, scientific and technical writing, business writing, and grant writing. Students will both analyze and write professional writing documents and receive detailed feedback on their writing in intensive workshops. Students in the Professional Writing track may take this class more than once.

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

Credits: 3

Annually

### ENG 528 Seminar in Creative Writing

An intensive workshop devoted to different strategies for writing imaginative texts, especially those that cross genres. Examples of special topics are: Collage: Image and Text, Science Fiction Writing, and The Prose Poem. Students in the Creative Writing program may take this class more than once.

*Student must be part of the Creative Writing program in order to register for this course.*

Credits: 3

On Occasion

### ENG 529 Topics in Creative Writing

This workshop will be taught by a visiting writer. Students in the Creative Writing MFA program may take this class more than once.

*Student must be part of the Creative Writing program in order to register for this course.*

Credits: 3

On Occasion

### ENG 530 Topics in Writing

A seminar on historical, theoretical, and practical aspects of writing. Topics may include community-based writing, writing for non-profits, social networking, and representations of writing in popular culture.

*Student must be matriculated in the English MA program or the English MFA program in order to*

*register for this course.*

Credits: 3

On Occasion

### ENG 531 Topics in Rhetoric

An intensive study of rhetoric. Topics may include the history of rhetoric, non-western rhetorics, feminist rhetoric, uses of propaganda, and the rhetoric of war.

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

Credits: 3

On Occasion

### ENG 532 Topics in Theory

Topics in this seminar may include poststructuralism, genre, postcolonialism, gender and queer theory, feminism, and cultural studies. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

### ENG 533 Topics in Composition

A study of theories and issues that inform the discipline commonly known as Rhetoric and Composition. Topics may include theories of composing, theories of reading, narrative theory, writing across the curriculum, and writing program administration.

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

Credits: 3

On Occasion

### ENG 571 The Eighteenth Century English Novel

This course will trace the rise of the English novel and the authors who helped shape its form.

Authors include Aphra Behn, Daniel Defoe, Eliza Haywood, Samuel Richardson, Fanny Burney, Henry Fielding, and Jane Austen.

Credits: 3

On Occasion

### ENG 573 The Nineteenth Century British Novel

Major authors read in this course may include Dickens, the Brontës, Eliot, Hardy, and Thackeray. The course will be organized around special thematic topics such as the Gothic novel, women novelists, or the novel of empire.

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

Credits: 3

On Occasion

### ENG 574 The Twentieth Century and Contemporary British and Irish Novel

Studying the fiction of novelists such as Virginia Woolf, James Joyce, Rebecca West, E.M. Forster, D.H. Lawrence, Iris Murdoch, Ian McEwan, and Zadie Smith, this course will suggest the sweep of

British and Irish fiction while investigating more specific topics such as modernist and postmodernist aesthetics, politics, empire and postcolonialism, and gender relations.

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

Credits: 3

On Occasion

### ENG 579 Special Topics Seminar

Topics for this intensive seminar have included Queer Fiction, Debating Slavery in the 18th Century, The Literature of Disbelief, Narratives of Palestine, Virginia Woolf and Modernism, The Slave Narrative & Neo-Slave Narrative Fiction, Edgar Allan Poe, Toni Morrison, Contemporary Poetry, and The Essay and the Public Intellectual. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

### ENG 580 Seminar in Contemporary Fiction

A seminar on aspects of contemporary world literature. Possible topics include African and Caribbean literatures, a study of genres such as fantasy, dystopia, or novels of ideas across different cultures, the emergence of postcolonial, minority, and diaspora literatures, and the interrelationships of popular culture, film, and literature.

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

Credits: 3

On Occasion

### ENG 620 Theories of Rhetoric and Teaching Writing

An introduction to classical and contemporary rhetorical theories relevant to the teaching of writing. Students read selectively in ancient Greek and Roman rhetoric and trace these foundational rhetorical trends through the 18th and 19th centuries. We then examine and critique key contemporary theories of writing and rhetoric, including trends in current-traditional and expressionist pedagogies, as well as cognitivist, social constructivist, and reader response theories. *Student must be matriculated in the English MA program or the English MFA program in order to register for this course.*

Credits: 3

On Occasion

### ENG 624 Seminar in American Literature

An intensive study of special areas of interest. Topics have included American Detective Fiction; American Autobiography; Walt Whitman and Emily Dickinson; African American Literature and Theory; West Indian Immigrants in the Harlem Renaissance; The American Short Story; Romancing the Frontier; The Body in American Literature; and Melancholia and American

Literature.

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

*Credits: 3*

*On Occasion*

#### **ENG 625 Nineteenth Century American Literature**

A study of the making of an American literature with diverse voices. Narratives, poetry, journals, essays, autobiographies, and folktales are considered. Authors include Poe, Hawthorne, James, Melville, Emerson, Whitman, Douglass, Twain, Crane, Dickinson, Chesnut, Wharton, and Dreiser.

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

*Credits: 3*

*On Occasion*

#### **ENG 626 Twentieth Century and Contemporary American Literature**

The sweep of American literature over the last century, surveying major writers and literary movements.

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

*Credits: 3*

*On Occasion*

#### **ENG 631 Seminar in British and American Poetry**

A focused study of the genre. Topics may include The History of the British Lyric, The Exile Lyric, The Love Song, Poetry as Narrative, Medieval and Early Modern Lyric, or Transatlantic Modernism.

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

*Credits: 3*

*On Occasion*

#### **ENG 634 Twentieth Century and Contemporary Drama**

A study of selected masters of modern theater from Ibsen to Lynn Nottage.

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

*Credits: 3*

*On Occasion*

#### **ENG 636 Seminar in Literary Periods and Movements**

Topics for this seminar have included Fiction of the Harlem Renaissance; Postcolonial Literature and the Atlantic World; The Radical Decade: British Literature in the 1930s; and Dreamtigers & Beyond: Contemporary Latin American Writers Who Shook The World.

*Student must be matriculated in the English MA program or the English MFA program in order to*

*register for this course.*

*Credits: 3*

*On Occasion*

#### **ENG 640 Second Language Writing**

This course aims to prepare graduate students to teach non-native speakers of English. Students will become knowledgeable in English syntax, rhetorical traditions of native and target languages, discipline-specific writing conventions, and issues involved in socialization.

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

*Credits: 3*

*On Occasion*

#### **ENG 641 Literacy and Basic Writing**

The course helps students to identify and understand different literacies both inside and outside the academy and connect those literacies to the teaching of basic writing. The course examines public and private literacies, paying particular attention to the social construction of literacy and its ideological underpinnings such as standard English linguistic supremacy, out-of-school literacy, digital literacy, and visual literacy. In addition to examining literacies in relation to basic writing and reading major academic theorists in the field, students will explore their own literacies, public and private, to understand how those literacies inform their beliefs and attitudes about teaching basic writers.

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

*Credits: 3*

*On Occasion*

#### **ENG 642 Computers and Composition**

A study of the theories, research, and practices of new kinds of digital compositions and related social and pedagogical issues. Examines the impact of digital technology on writing and engages students in regular practice of multimodal forms composing.

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

*Credits: 3*

*On Occasion*

#### **ENG 643 Seminar in Shakespeare**

Intensive reading of plays and poems by William Shakespeare, with emphasis on various genres, contexts, and critical approaches.

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

*Credits: 3*

*On Occasion*

#### **ENG 646 Individual and Small Group Writing Instruction**

A practicum in which students study the pedagogies and theories relevant to conferencing with students

in individual and small group settings. Students learn how to apply collaborative learning strategies to a variety of tutoring scenarios and examine best practices in working with students across the disciplines to build their reading and writing proficiency over time.

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

*Credits: 3*

*On Occasion*

#### **ENG 649 Seminar in British and Irish Literature**

An intensive study of special areas of interest. Examples of special topics are: The Figure of the Romantic Poet; Africa in British Eyes; British Women Novelists; Sex, Laughter, and Witty Repartee; The British Comedy from Shakespeare to Wilde; Gothic Horror in 19th Century British Fiction and Film; The Mythology of Ireland; and From Trauma to Art: Global Wars and the British Literary Imagination, 1918-1945.

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

*Credits: 3*

*On Occasion*

#### **ENG 650 Seminar in British Literature before 1800**

Topics may include Disease and Literature in the Middle Ages and Renaissance; the Arthurian tradition; Gender and Sexuality in Medieval Literature; The Figure of the Outsider in Renaissance Drama; The Poetry of Seduction; Satire; Nationalism, Empire, and Revolution in the Long Eighteenth Century; and The Eighteenth Century Novel

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

*Credits: 3*

*On Occasion*

#### **ENG 700 Practicum in the Teaching of Composition**

The course prepares students to teach composition by examining theoretical and (above all) practical dimensions of the teaching of writing. Topics include constructing course syllabi, integrating reading and writing assignments, promoting process writing, responding to student papers, using multimodal instruction, considering the linguistic needs and abilities of a multicultural student population, and managing student behavior in the classroom.

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

*Credits: 3*

*On Occasion*

#### **ENG 705 Independent Study**

A tutorial seminar designed for advanced individual research or writing projects. Hours to be arranged.

Prerequisite: Twelve graduate credits in English and permission of Department Chair.

*Credits: 3*

*On Demand*

**ENG 707 Methods of Research and Criticism**

A study of research techniques and critical approaches to literature. The writing of a literary critical essay is included. Required of students in all English MA concentrations. Must be taken in the first year of graduate enrollment.

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

*Credits: 3*

*On Occasion*

**ENG 708 Thesis**

The capstone project for the MFA will take the form of a portfolio of creative work with an analytical coda. Students work with thesis advisers.

Prerequisites: At least 21 credits in graduate English courses completed with a 3.0 GPA and permission of the thesis director and the graduate adviser.

Candidates must have completed at least 12 of their credits in writing.

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

*Credits: 3*

*On Demand*

## DEPARTMENT OF MATHEMATICS

Professors: Myers, Park, Zuckerberg  
Professors Emeriti: Posmentier, Stanley,  
Zuckerman

Associate Professors: Bednarchak (Chair), Su  
Associate Professors Emeriti: Farber, Tucker  
Adjunct Faculty: 10

Courses in mathematics are offered for students who need them to meet the requirements for degrees in the sciences or pharmacy, or for the M.S.Ed. in Secondary Education.

### Mathematics Courses

#### **MTH 505 Introduction to Biostatistics**

This course is designed for graduate students in the biological or health related sciences with the objective of enabling them to understand and apply the theories underlying the techniques of point and interval estimation, hypothesis testing, regression analysis and the design of experiments. In the main, the course will focus on the analysis of biostatistical, pharmaceutical and clinical trial data and will be motivated by solving problems in many diverse areas of applications in the biological and pharmaceutical realm. Two hours of lecture per week. Pre-requisite: MTH 30.

*Credits: 3*

*Cross-Listings: BIO 505, MTH 505*

*On Occasion*

#### **MTH 515 History of Mathematics**

The development of mathematical concepts and methods from ancient times to the present, including bases for number systems, Euclidean and non-Euclidean geometry, and the origins of algebra and calculus.

*Credits: 3*

*On Occasion*

#### **MTH 550 Numerical Analysis I**

Nonlinear equations, matrices, linear and nonlinear systems of equations, polynomial interpolation and approximation.

*Credits: 3*

*On Occasion*

#### **MTH 610 Differential Equations I**

Students will be instructed on initial-value problems, including existence and uniqueness of solutions and their dependence on initial data; linear systems; boundary value problems; qualitative theory.

*Credits: 3*

*Every Fall and Spring*

#### **MTH 611 Differential Equations II**

Systems of differential equations, Fourier Series and Fourier transforms, selected topics from partial differential equations including heat equations and wave equations. Prerequisite: MAT 610 or equivalent.

*Credits: 3*

*On Occasion*

#### **MTH 620 Theory of Functions of a Real Variable I**

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Prerequisite: Advanced Calculus.

*Credits: 3*

*On Occasion*

#### **MTH 621 Theory of Functions of a Real Variable**

#### **II**

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Prerequisite: Advanced Calculus.

*Credits: 3*

*On Occasion*

#### **MTH 625 Theory of Functions of a Complex Variable I**

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces.

Prerequisite: Advanced Calculus.

*Credits: 3*

*On Occasion*

#### **MTH 626 Theory of Functions of a Complex Variable II**

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces.

Prerequisite: Advanced Calculus.

*Credits: 3*

*On Occasion*

#### **MTH 630 Linear Algebra**

Vector spaces, linear dependence and independence, linear operators, matrices, similarity, congruence, inner product spaces, orthogonality, adjoints, Hermitian and normal operators, eigenvalues and eigenvectors, the characteristic and minimal polynomials, Jordan Canonical form.

Prerequisite: One year of calculus.

*Credits: 3*

*On Occasion*

#### **MTH 635 Abstract Algebra I**

Basic theory of groups, rings, fields. Special topics from Galois theory, group representation, field extensions, rings, modules, Lie algebras.

Prerequisite: Advanced Calculus.

*Credits: 3*

*On Occasion*

#### **MTH 636 Abstract Algebra II**

Basic theory of groups, rings, fields. Special topics from Galois theory, group representation, field extensions, rings, modules, Lie algebras.

Prerequisite: Advanced Calculus.

*Credits: 3*

*On Occasion*

#### **MTH 650 Numerical Analysis II**

Numerical differentiation and integration, summation, least squares, numerical solutions of differential equations, boundary value problems.

Prerequisite: One year of calculus.

*Credits: 3*

*On Occasion*

**MTH 670 Topology**

Topological spaces and functions. Compactness, connectedness, separation axioms, extension theorems, metrization theorems. Introduction to homotopy and homology theory. Prerequisite: Advanced calculus.

*Credits: 3*

*On Occasion*

## DEPARTMENT OF MEDIA ARTS

Professors Fishelson, Lauth, Moghaddam  
Professor Emeritus Aquino  
Associate Professors Banks (Chair), Goodman  
(M.A./M.F.A. Program Coordinator), Nappi,  
Newsome, Rabkin  
Associate Professor Emerita Cooper  
Assistant Professor Beasley  
Adjunct Faculty: 10

Media Arts is a powerful and influential field that can be defined as the art and science of artistic expression through media such as film, television, radio, video art, the Web, computer graphics, computer art, animation, video games, music production, sound design, photography, interactive media, screenwriting, media management, media-based performance and installation. Students trained in the above disciplines are employed in the entertainment, advertising, publishing and communications industries globally, in production and executive levels.

### M.F.A. Game & App Design and Development

The M.F.A. in Game and App Design and Development is a full-time, 2-year, 48-credit studio program that empowers students' creative and career ambitions through a tightly focused and structured curriculum centered on development for mobile VR and AR platforms using the professional-grade Unreal Engine. The program is cohort-based, meaning that all students enter together in the fall and take the same classes together in the same order. The coursework consists of three interconnected and mutually reinforcing sequences.

In the main production studio sequence, students work in teams to produce original prototypes and games/apps, culminating in a two-and-a-half-semester-long final project. A technical skills lab sequence helps students develop UI/UX design, level design, and Unreal Engine scripting expertise, as well as to establish a constructive presence in online professional communities. Finally, a special topics sequence builds domain literacy, addresses the challenges of writing for interactive media, trains students to better present and promote their work, and gives them space to reflect on their experience in the program and make a concrete and coherent post-graduation plan.

Successfully completing the program will prepare students to compete for mobile VR/AR jobs as systems/mechanics designers, level designers, UX/UI designers, scripters, and/or project managers. The terminal M.F.A. degree also allows interested graduates to pursue game

design/development teaching careers at the university level.

### M.F.A. in Game and App Design and Development

**48 credits required**

#### DISTRIBUTION:

**All students must complete the following courses in the following sequence:**

#### First semester (Fall, 1st year):

|     |     |   |      |
|-----|-----|---|------|
| GDP | 610 | Functional Gaming & Interactive Media I | 6.00 |
| GDP | 611 | Platform Design Tools I                 | 3.00 |
| GDP | 612 | Gaming Studies / Critical Play Lab      | 3.00 |

#### Second semester (Spring, 1st year):

|     |     |  |      |
|-----|-----|--|------|
| GDP | 620 | Functional Gaming & Interactive Media II | 6.00 |
| GDP | 621 | Platform Design Tools II                 | 3.00 |
| GDP | 622 | Writing For Interactive Media            | 3.00 |

#### Third semester (Fall, 2nd year):

|     |     |   |      |
|-----|-----|---|------|
| GDP | 630 | Functional Gaming & Interactive Media III | 6.00 |
| GDP | 631 | Platform Design Tools III                 | 3.00 |
| GDP | 632 | Game and App Marketing and Publicity Lab  | 3.00 |

#### Fourth semester (Spring, 2nd year):

|     |     |  |      |
|-----|-----|--|------|
| GDP | 640 | Functional Gaming & Interactive Media IV | 6.00 |
| GDP | 641 | Platform Design Tools IV                 | 3.00 |
| GDP | 701 | MFA Capstone Course                      | 3.00 |

**In addition, all students must complete a required internship between the 2nd and 4th semester of study.**

#### Credit and GPA Requirements

Minimum Credits: 48

Minimum Major GPA: 3.0

### M.A. Media Arts

This 36 credit Master of Arts in Media Arts is a unique, integrated program whose curriculum combines courses in both production and theory in a 50/50 credit split. It is designed for students, communication professionals and artists who wish to explore the crucial relationship between theoretical concepts and practical application in a convergent 21st century media environment. The culmination of the Program is an Integrated Thesis Project that comprises both a thesis paper and an exhibition-ready media production.

#### M.A. Media Arts

[Program Code: 21759]

#### Three Year Program

**Minimum of 36 credits required**

### Sample Program Model:

#### Year 1

##### Fall

MA 500 Media Aesthetics  
MA Production Concentration

##### Spring

MA 501 Media Theory  
MA Production Concentration

#### Year 2

##### Fall

MA Theory Elective  
MA Production Concentration  
MA Production Concentration

##### Spring

MA Theory Elective  
MA Production Concentration  
MA Theory Elective

#### Year 3

##### Fall

MA 707 Thesis (Theory)  
MA 708 Thesis (Production)

##### Spring

(MA 707) Maintain Matriculation  
(MA 708) " "

#### DISTRIBUTION:

**Must complete the following TWO foundation courses for six (6) credits.**

MA 500 Media Aesthetics 3 cr  
MA Media Theory 3 cr

**Must complete THREE Media Arts theory courses for nine (9) credits**

**Must complete FIVE production courses in ONE Area of Concentration (Sub Plan) for fifteen (15) credits**

*Student must declare one of five Areas of Concentration listed below, to Graduate Program Coordinator within first semester of study.*

**Course Requirements in each Area of Concentration:**

#### 1) Audio Production:

MA 570 Digital Sound Design I (required)  
MA 670 Digital sound Design II (required)  
+ 3 Audio Production Electives -  
*Recommend: MA 571 Sound for Visual Media; MA 591 Piano Techniques for Producers; MA 554 Musicianship, Performance, Production*

#### 2) Computer Graphics:

MA 575 Digital Communications Design (required)  
MA 576 Motion Graphics Production (required)  
+ 3 Computer Graphics Production Electives -  
*Recommend: MA 578 Interactive Media Production; MA 577 3D Computer Graphics; MA 676 3D Computer Animation*

#### 3) Film/Video Production:

MA 560 Digital Video Imaging I (required)  
MA 660 Digital Video Imaging II (required)  
MA 550 Story or MA 651 Page to Screen (required)

+ 2 Film/Video Production Electives -

*Recommend: MA 550 Story or MA 651 Page to Screen; MA 567 Art of the Edit; MA 568 Lighting for Visual Media*

*(Students in this Concentration must take MA 664 Components of Visual Storytelling and/or MA 532 Contemporary Documentary as part of their Theory requirement.)*

**4) Media Management:**

MA 586 New Media Management (required)

MA 592 Project Management (required)

+ 3 Media Management Production Electives -

*Recommend: MA 580 Independent Producer; MA 528 Production Management, MA 581 Music Entrepreneurship*

*(Students in this Concentration must take MA 623 Corporate Structure of the Media as part of their Theory requirement.)*

**5) Photography:**

MA 556 Digital Photography I (required)

MA 559 Studio Photography (required)

+ 3 Photography Production Electives -

*Recommend: MA 596 Commercial Photography; MA 656 Conceptual Digital Photography; MA 588 Event Photography*

**Must complete the following two (2) thesis courses for six (6) credits**

|    |     |  |      |
|----|-----|--|------|
| MA | 707 | Integrated Thesis Project (Theory)     | 3.00 |
| MA | 708 | Integrated Thesis Project (Production) | 3.00 |

**Credit and GPA Requirements**

Minimum Credits: 36

Must maintain a minimum Program GPA: 3.0

**M.F.A. Media Arts**

This 60 credit Master of Fine Arts in Media Arts offers students intensive, hands-on experience with the latest media technologies for content creation across multiple disciplines. The culmination of the Program is a professional production thesis for public exhibition. As a terminal degree, this M.F.A. can lead to careers in the highest levels of production and management in the media industry, in addition to college-level teaching.

**M.F.A. in Media Arts**

*[Program Code: 33674]*

**Five-Year Program**

**60 credits required**

**DISTRIBUTION**

|    |     |   |      |
|----|-----|---|------|
|    |     | <b>Applied Contemporary Media Theory Foundation course (required)</b> |      |
| MA | 800 |   | 3.00 |

*(MA 800 is the pre-co-requisite course for all other courses in the Program)*

**Production Courses in ONE Area of Concentration (Sub Plan)** 21.00

*(\*see each Concentration's course requirements*

*below)*

Student must declare intended Area of Concentration with Graduate Program Coordinator in their first semester of study.

**Professional Development Course:** 3.00

*One from: MA 705 Fieldwork Experience (Internship); MA 553 Media Methods; MA 503 Creativity & the Artist; MA 711 Exhibiting Media Arts;*

*MA 894, 895, 896 Studio Specialization*

**Production Skills Workshops**

|    |     |                             |      |
|----|-----|-----------------------------|------|
|    |     | Production Skills Workshops | 2.00 |
| MA | 508 |                             |      |
|    |     | A - G, (1 x credit each)    |      |

**Media Arts Interdisciplinary production :** 9.00

**Media Arts Theory Electives :** 12.00

**MFA Seminar 801:** 1.00

**MFA Thesis MA 897, 898, 899:** 9.00

**Credit and GPA Requirements**

Minimum Credits: 60

Maintenance of Program GPA: 3.0

\*There are five Areas of Concentration (Sub-Plans.) In their first semester, student must declare and register their intended Concentration with the Graduate Program Coordinator

**1. Audio Production: MA 570 Digital Sound Design I (required)**

MA 670 Digital Sound Design II (required) + 5

Audio Production Electives -

*Recommend: MA 571 Sound for Visual Media, MA 591 Piano Techniques for Producers, MA 554 Musicianship, Performance, Production*

**2. Computer Graphics Imaging:**

MA 575 Digital Communications Design I (required)

MA 576 Motion Graphics Production (required) +

5 Computer Graphics Production Electives -

*Recommend: MA 577 3D Computer Graphics, MA 578 Interactive Media Production, MA 676 3D Computer Animation*

**3. Film/Video Production:**

MA 560 Digital Video Imaging I (required)

MA 660 Digital Video Imaging II (required)

MA 550 Story or MA 651 Page to Screen (required)

MA 567 Art of the Edit or MA 568 Lighting for

Visual Media (required) + 4 Film/Video

Production Electives - *Recommend: MA 651 Page*

*to Screen, MA 550 Story, MA 567 Art of the Edit,*

*MA 568 Lighting for Visual Media (For this*

*Concentration, must take MA 664 Components of*

*Visual Storytelling and/or MA 532 Contemporary*

*Documentary as part of Theory Requirements)*

**4. Media Management:**

MA 592 Project Management (required)

MA 586 New Media Management (required) + 5

Media Management Production Electives -

*Recommend: MA 580 Independent Producer, MA*

*528 Production Management, MA 581 Music*

Entrepreneurship (For this Concentration, must take MA 623 Corporate Structure of the Media as part of Theory Requirements.)

**5. Photography:**

MA 556 Digital Photography (required)

MA 559 Studio Photography (required) + 5

Photography Production Electives *Recommend:*

*MA 596 Commercial Photography, MA 588 Event*

*Photography, MA 655 Photography Portfolio*

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

The M.F.A. in Writing and Producing for Television is a writing intensive program that uses a unique teaching and learning approach that mimics the real world of contemporary television. In particular, the notion of work done in collaboration as a cohort is the hallmark of this program since television demands that its writers work as a unit. The M.F.A. in Writing and Producing for Television is a full-time program. Classes are held during the day, and therefore, students must be able to commit to studying on a full-time basis. Students must also be able to work collaboratively in an environment that requires the exchange of ideas and the highest level of professional courtesy. Most classes are held at Steiner Studios, located at the Brooklyn Navy Yard.

**Admissions Requirements**

The M.F.A. in Writing and Producing for Television is a highly competitive program, which seeks to recruit 15-20 students each year, who exhibit the ability to express themselves clearly and creatively in the written form. Applicants need not have a background in writing for TV or film. However, they will be required to submit, as part of the admissions process (see below), writing samples that demonstrate the potential required to write for the television medium.

To be admitted to this program you must submit:

- An application for admission
  - Two original dramatic or comedic scripts written for film, TV or theater, or two samples of creative writing that reflect your story-telling ability.
  - Two written recommendations: one professional and one academic. Include contact information.
  - An up-to-date bio or CV
- In addition, applicants must:
- Have earned an undergraduate degree at an accredited college or university
  - Complete a personal interview, which will be scheduled once the writing samples have been reviewed
- Continued enrollment in this program is contingent upon:
- Regularly attending classes (no more than three missed classes will be allowed).
  - Submitting projects and writing assignments by



the predetermined deadlines.

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

[Program Code: 32846]

The M.F.A. in Writing and Producing for Television is a full-time, 48-credit program, running two years; consisting of the following courses.

### **Semester One**

|     |     |  |      |
|-----|-----|--|------|
| WPT | 610 | Writing and Development<br>- The Television Series | 6.00 |
| WPT | 611 | The History Of<br>Television                       | 3.00 |

### **Semester Two**

|     |     |   |      |
|-----|-----|---|------|
| WPT | 620 | Television Series &<br>Programs - Writing And<br>Pre-Production | 6.00 |
| WPT | 622 | New Media: An<br>Introduction                                   | 3.00 |
| WPT | 698 | Individual Episode<br>Writing                                   | 3.00 |
| WPT | 699 | Internship  | 0.00 |
| WPT | 612 | The Writers Table<br>(Writers Intensive)                        | 3.00 |

### **Semester Three**

|     |     |   |      |
|-----|-----|---|------|
| WPT | 630 | Television Series &<br>Programs - Writing and<br>Production | 6.00 |
| WPT | 631 | Single Camera Film-Style<br>Video Production                | 3.00 |

### **Semester Four**

|     |     |   |      |
|-----|-----|---|------|
| WPT | 642 | Post Production                               | 3.00 |
| WPT | 643 | Intellectual Property And<br>Cutting The Deal | 3.00 |
| WPT | 621 | Genre Theory and<br>Writing the Pilot         | 3.00 |
| WPT | 700 | Capstone Course                               | 3.00 |
| WPT | 632 | Location Production<br>(Writers Intensive)    | 3.00 |

### **Credit and GPA Requirements**

Minimum Credits: 48

Minimum GPA: 3.0

## Media Arts Courses

### Game/App Design Courses

#### **GDP 610 Functional Gaming & Interactive Media I**

This class is the first in the Game and App Design and Development MFA program's required four-semester studio production sequence. It is designed to train and prepare students for the sequence's main two-and-a-half-semester capstone project, in which teams work to design, develop, market and promote an original mobile VR/AR game or app. To those ends, students complete a sequence of design, development, and collaboration test runs in the form of purposefully constrained 1-4 week game/app production assignments. They work with different cohort-mates and/or in a different role on each assignment, getting to know each other's strengths and interests and jointly figuring out the most effective team distributions and compositions for the capstone project.

*Must be in Game and App Design Development MFA Program in order to enroll*

*Credits: 6  
Every Fall*

#### **GDP 611 Platform Design Tools I**

If GDP610 is game day, this class is training. Students complete in-class hands-on exercises and weekly individual problem sets to develop technical proficiency with the Unreal Engine - the professional-grade, versatile, and popular 3D software engine used in the Game and App Design and Development MFA Program's production studio classes. Topics covered include understanding and customizing the interface, project, and editor settings, sourcing and importing assets, adding functionality through plug-in modules, packaging and distributing projects for specific platforms, creating, adding, and modifying game actors and static level objects, editing and creating C++ scripts to drive actor and world behavior, and working with the Blueprints visual scripting system. Assignments scale to accommodate students' prior familiarity with Unreal and their level of programming experience.

*Must be in Game and App Design Development MFA Program in order to enroll*

*Credits: 3  
Every Fall*

#### **GDP 612 Gaming Studies/Critical Play Lab**

A critical play seminar and workshop designed to develop broad familiarity with the history of digital games and apps, as well as the advanced mobile VR/AR platform literacy necessary to produce the most relevant and innovative work in the Game and App Design and Development MFA Program's production studio classes. Students play, use, discuss, and analyze a large number of influential games and apps, completing presentation and

critical report assignments that sharpen their verbal and written communication skills and increase their understanding of platform-specific design and business considerations.

*Must be in Game and App Design Development MFA Program in order to enroll*

*Credits: 3  
Every Fall*

#### **GDP 620 Functional Gaming / Interactive Media II**

This second class of the Game and App Design and Development MFA program's main four-semester production studio sequence is broken up into two halves. In the first half, students form final project teams, brainstorm original game and app ideas, present their proposals, and choose a direction. In the second half of the semester, teams begin implementing their ideas in earnest, though continuing to iterate on the design and try out new features. By the end of the semester, all teams have a functional prototype that's ready for public playtesting, and a concrete plan for continued work over the summer between the first and second year of the program.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

*Credits: 6  
Every Spring*

#### **GDP 621 Platform Design Tools II**

In this second class in the Game and App Design and Development MFA program's required technical skills sequence, students continue their efforts to develop Unreal scripting and level/UI design proficiency by completing weekly individual coding and design exercises and assignments. They also create GitHub accounts, transition into using version control for all projects, and begin to establish a constructive presence in online Unreal Engine developer communities. As in the first class in the sequence, assignments are scaled to accommodate students' prior familiarity with design/programming and with Unreal. For this class, the nature and structure of many assignments will also be individually personalized for each student, to be as relevant as possible to the three semester final project they will be starting in their production studio class. Towards the end of the semester, students will chart a personalized course of technical study for the summer between the first and second year of the MFA program.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

*Credits: 3  
Every Spring*

#### **GDP 622 Writing for Interactive Media**

Writing for games and apps requires different skills and a different mindset than writing for non-/less-interactive media like film, television, and the web. Through focused weekly in-class exercises and take-

home assignments, students will gain hands-on experience with how to write effectively when you have little control over when, in what order, and even whether your users/players will read what you have written. Assignment and discussion topics include branching dialogue / narrative, text-based world building (in the form of in-world books, signs, radio transcripts, item descriptions, and the like), crafting an appropriate voice for an app's target audience, localization considerations, and more. The class admits a limited number of students from outside the Game and App Design and Development MFA program and has no technical prerequisites.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

*Credits: 3  
Every Spring*

#### **GDP 630 Functional Gaming / Interactive Media III**

In the third class of the main four-semester studio sequence of the Game and App Design and Development MFA program, work on the final project continues, and the focus shifts from brainstorming, researching, design, planning, and prototyping squarely to production. Teams finalize and lock the feature sets of their game or app in the first several weeks after returning from summer break, and spend the rest of the semester implementing, debugging, and polishing their design. In addition to making regular in-class presentations of their progress, students are expected to show their projects at playtest events around the city. At the end of the semester, teams have a stable and near-complete beta version of their game or app.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

*Credits: 6  
Every Fall*

#### **GDP 631 Platform Design Tools III**

In the third course of the Game and App Design and Development MFA program's four-semester technical skills lab sequence, students complete yet more advanced coding assignments and continue to participate constructively in online Unreal developer communities and build out their GitHub portfolios. Instead of creating self-contained projects from scratch as in the previous classes in the sequence, however, students primarily focus on gaining experience in understanding and working with large existing code bases, as they will usually need to do in their professional life. The course also takes advantage of the fact that Unreal is open source to start exploring the lower-level C++ code that powers the engine.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

*Credits: 3*

Every Fall

### **GDP 632 Game Marketing and Publicity Lab**

Most of the classes in the Game and App Design and Development MFA program focus on helping students build the skills they need to design and develop innovative, high-quality apps and games. But making a great game or app (or any other piece of content) is not enough - you also need to know how to make people notice it, care about it, and give you money for it. This class focuses on developing the technical, creative, and communication skills necessary to do that. Topics addressed in lectures and assignments include planning a marketing strategy, writing marketing copy, creating visual promotional media such as screenshots, trailers, and logos, engaging with your audience online, researching and choosing distribution platforms, getting the most out of showing your work at playtesting events and festivals, creating a presskit, how and when to approach the media, and more. The class admits a limited number of students from outside the Game and App Design and Development MFA program. *Successful completion of the first semester of the Game & App Design & Development MFA program*

Credits: 3

Every Fall

### **GDP 640 Functional Gaming / Interactive Media IV**

In this final course of the main production studio sequence of the Game and App Design and Development MFA program, student teams work to put the finishing touches on the final project they've been working on since the 2nd semester, and continue to apply the lessons they learned in the 3rd semester's marketing and publicity lab to generate attention for their project and bring it to market. By the end of the semester, teams will have a finished, working game or app, and will have either released it for digital distribution or have put together a pitch deck and presentation and started approaching publishers and/or investors. Each student will thereby graduate with an original, substantial, and - most importantly - finished project in their portfolio.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

Credits: 6

Every Spring

### **GDP 641 Platform Design Tools IV**

In this capstone course of the Game and App Design and Development MFA program's technical skills sequence, students draw on everything they have learned to create and publish an original individual code contribution to the Unreal Engine digital asset store. Alongside this main semester-long project, they work to keep their skills sharp through short weekly code exercises and continue to develop their presence and reputation in online

Unreal developer communities. The skills developed in the previous semester's marketing and publicity lab are engaged to promote their code asset project.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

Credits: 3

Every Spring

### **GDP 701 MFA Capstone Course**

In this course, students use everything they have learned to pivot towards the future and chart an individual course for their professional lives after the conclusion of the program. Through sharing their internship experiences, working with each other to research the state of the industry and the local and national job markets, reflecting on the projects they have completed, discussing how best to frame and present their work and their background, attending career and networking events, workshopping their resumes, doing practice interviews, and more, students put themselves in a strong position to get maximum value out of their new skills and find good, relevant jobs quickly after graduation.

*Successful completion of the first semester of the Game & App Design & Development MFA program*

Credits: 3

Every Spring

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## **Media Arts Courses**

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### **MA 500 Media Aesthetics**

This required foundation course is an exploration of the problems and issues related to theories of applied media aesthetics - from cave paintings to virtual reality. Through workshop screenings and readings, students analyze the language and meaning of visual culture and develop their own interpretations based upon it.

Credits: 3

Every Fall

### **MA 501 Media Theory**

A required foundation course that acquaints the student with the multitude of theories that together constitute Contemporary Media Theory. The course is a bridge between the multiple disciplines that have been used to examine the media, including psychology, linguistics, history and sociology and the aesthetic considerations of film, television and popular recording. Topics include: semiotics, psychoanalysis, feminism and theories of ideology. Considerable attention is also paid to students developing a sense of how to place the media object in its historical and cultural context. Must be taken within the first year of study.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

Credits: 3

Every Spring

### **MA 502 Media: Race Gender, Class**

An examination of how race, gender and class are constructed in the visual media and how they interact. Students become versed in the major historical and contemporary arguments and explore how those arguments apply to various media formations, ranging from film noir to the African-American gangster film to the independent feminist film. The course concludes with studies of media conjunctions in which class, race and gender relations are encoded in the same media formation.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

Credits: 3

On Occasion

### **MA 504 Indie Sex**

This course investigates the counter-politics and aesthetic of how sex and gender are represented in the narratives of contemporary (mostly non-American) independent film. Analyzing films through the lens of globalism and its cultural contexts, students study a variety of genres including: documentary, hard-core art, horror, animation and experimental forms.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

Credits: 3

On Demand

### **MA 505 Gaming and Game Theory**

This seminar examines the historical and conceptual framework of gaming and game theory. Constitutive components of the class include an exploration of the transformative, cognitive effects of play, an historical overview of video games and rule-based gaming, as well as an investigation of interactive or ergodic processes of dynamic and cybernetic systems. Media and cinematic illustrations of game theory will be screened including Memento, Dr. Strangelove, Rebel Without a Cause, Wall Street, War Games, A Beautiful Mind and Pi.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

Credits: 3

On Occasion

### **MA 508H Writing and Directing for Actors**

This hands-on workshop explores how writers, directors and actors can create a short film or video production in collaboration. Topics include: casting, script development and interpretation, rehearsal, directing professional actors and on-camera performance. This workshop is open to anyone interested in the integrated skills necessary for any time-based media production. CLASS NOTE: To avoid incurring financial aid penalties in the event this class is cancelled, students should only register for this course IN ADDITION TO their regular credit load

*Pre- or Co-requisites of MA 500 or MA 800 are required*

Credits: 1

*On Occasion*

### **MA 508I Adobe Creative Cloud: Integrating Technologies**

This hands-on workshop explores the integrated technical and aesthetic possibilities of the Adobe Creative Cloud suite of software programs that is recommended for media artists in any specialization. Topics include: graphic design, digital photography, editing, sound for picture and interactive media. CLASS NOTE: To avoid incurring financial aid penalties in the event this class is cancelled, students should only register for this course IN ADDITION TO their regular credit load.

*Pre- or Co-requisites of MA 500 or MA 800 are required*

*Credits: 1*

*On Occasion*

### **MA 514 History of the Still Image: Photography and CGI**

This course traces the history of the still image from its earliest chemically-based photographic form to the contemporary digital computer graphic image. Aesthetic theories of imaging, visual representation and veracity will be examined.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 515 Class, Crime & Film Noir**

An exploration of the history of those dark, seedy crime films that came to prominence in Hollywood in the late 1940s (The Maltese Falcon, Blue Dahlia) in a style that has become nearly the dominant in Hollywood today. The course examines noir's pre-history in the gangster film (Scarface, I Was A Fugitive From a Chain Gang), its development into a full blown validation of the sympathetic male and female fugitive outside the law (Out of the Past, Desperate), its brief flowering in the 70s (Chinatown) and its reemergence under Reagan and Bush (Bad Lieutenant, The Last Seduction). Topics include: femmes fatales (Double Indemnity), international noir (Italy's Bitter Rice), black noir (A Rage in Harlem).

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 516 History of Photography**

It is recommended that students following a photography track take this course. An examination of important photographers, processes and movements from the invention of photography to the present. Special emphasis is placed on sociological and artistic concepts that shape and inform the medium, such as the act of photography, the experience of being photographed, and the way the camera has changed our social world.

*The pre-requisite or co-requisite of MA 500 or MA*

*800 is required.*

*Credits: 3*

*On Occasion*

### **MA 522 Myth and Media**

How do humans relate to the great forces of life and death, male and female, creation and destruction, light and darkness? Movies along with all the other arts, have embraced myth; for story lines, to explain mysteries and for a deeper influence in structure, motifs and style. In this course, students deepen their theoretical understanding of how mythic constructs, belief systems and ideologies function within film narrative. In particular, this course explores how definitions of myth, legend, fairytale or fable are often conflated within post-modern contemporary film idiom to reveal new meanings. Topics include: pastiche and satire, Magic Realism, science fiction and gender, the eco-disaster movie.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 526 Slavery: Roots to Rap**

A survey of the development of different film treatments of social history by emphasizing both historical films and contemporary films about slavery including those from the 70s black-exploitation and hip-hop eras. This course provides an overview of how filmmakers depict the cultural and political progress (or not) of an American social group. Filmmakers studied will include Gillo Pontecorvo, Steven Spielberg, Spike Lee, Larry Cohen, Jonathan Demme.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 527 Women and Technology**

This seminar explores the historical and contemporary interrelationship between Women and Technology - how technology has imaged and shaped women's lives, and likewise - how women have, in turn, appropriated technology for their own use. Topics include: domestic and reproductive technologies, (often touted as liberators from domestic servitude and biological imperatives); to inherited and appropriated technology, including women media makers (cinematographers, directors, computer graphic artists and technologists), to activists and theorists of cyber-feminism and global feminist blogs such as WIMN: Women in Media & News.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 528 Production Management**

This course surveys the nuts and bolts of production management in photography, film, television, and contemporary digital media. Topics

include: entertainment and copyright laws, programming, operations, scheduling, hiring, budgeting and media management. Students complete an entire Production Handbook as their semester long assignment.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Rotating Basis*

### **MA 532 Contemporary Documentary**

An exploration of the changing form and style of the documentary in the context of the democratization of access to information technologies and globalization. Topics include: the mockumentary, guerilla documentary, the video memoir, experimental and avant garde documentary.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Annually*

### **MA 533 Asian Cinema**

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Cross-Listings: MA 533, SOC 526*

*On Occasion*

### **MA 537 Comparative Film Directors**

A focus on the work of either a single director/writer or on a comparative analysis of two directors/writers. Names include Katherine Bigelow, Ousmane Sembene, Stanley Kubrick, David Lynch, Fritz Lang, Spike Lee, Alfred Hitchcock/Claude Chabrol, Douglas Sirk/R.W. Fassbinder. (This course may be taken more than once for credit.)

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 538 All About ...**

This course involves an intense study of a single media object, including the works that led up to it and the works that were subsequently influenced by it. Studies include: Bonny and Clyde, 2001: A Space Odyssey, Blue Velvet. (This course may be taken more than once for credit.)

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 539 History of Special Effects**

This seminar provides a historical and theoretical

overview of special effects, from their earliest inception in theatrical, photographic and cinematic productions to their current utilization in contemporary media arts. This class surveys the ubiquity of special effects used as either obvious tropes in visualizing the fantastical, or as invisible amplifiers in simulating a more plausible reality. The class also examines the relationship of SFX to both narrative realism, and to the fabrication of the simulacrum, by tracing the semiotic use of SFX to both propel a narrative, and to maintain narrative coherence in what might otherwise be impalpable and disjointed exaggerations.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 546 CyberCinema**

As the moving image continues to morph into numerable metaforms of digital signals and electronic transmissions, (and is trademarked as cyber-cinema), this graduate seminar explores all things cyber in cinema. Cyber - short for cybernetics - an interdisciplinary study of communications and control systems in animals, humans and machines, connects the fields of robotics, artificial intelligence, evolutionary biology, neuroscience, psychology, etc., and has been a longtime preoccupation in cinema, as seen in: Metropolis (1927), Frankenstein (1931), 2001: A Space Odyssey (1968), Blade Runner (1982), Artificial Intelligence (2001), Minority Report (2002), I, Robot (2004), etc. Through screenings, cyber-interactions, readings of cyber-SciFi, and discussions, this class probes such topics as gender guises in cyberspace, what it means to be human, consciousness, etc.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 550 Writing for Media I: The Story**

An introduction to the principles of screenwriting. Students explore dramatic structure, character development, dialogue, and plot through analysis of television and film narratives. They complete a story treatment and short screenplay or teleplay as their final project.

*The pre-requisite or co-requisite of MA 500 or MA 501 or MA 800 is required.*

*Credits: 3*

*Cross-Listings: ENG 526, MA 550*

*On Occasion*

#### **MA 551 The Screenplay**

An intermediate course where students complete their own full-length screen/teleplay. Weekly writing groups provide feedback and evaluation. Workshops for directing actors/readers; guest speakers. (This course may be taken more than once for credit.)

*The pre-requisite or co-requisite of MA 550 is*

*required.*

*Credits: 3*

*Annually*

#### **MA 552 Play Writing Workshop**

An intensive workshop devoted to writing plays. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the Creative Writing MFA Program may take this class more than once.

*Prerequisite: Permission of the instructor.*

*The pre-requisite or co-requisite of MA 550 is required.*

*Credits: 3*

*Cross-Listings: ENG 525, MA 552*

*On Occasion*

#### **MA 556 Digital Photography I**

An intensive introductory workshop in photographic digital imaging and print output that provides students with advanced skills in digital fine art and archival print applications. The class incorporates alternatives to chemical processes brought about with enhanced new technologies and experimentation with digital printing on different substrates and surfaces.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Annually*

#### **MA 557 Experimental Photography**

An examination of the relationship between technique and creative vision in photography. Students experiment using processes designed to expand the creative approaches available to the photographic artist, including alternative chemical processes (cyanotype, vandyke brown salt, platinum, gum), nontraditional mediums (wood, glass, sculpture), and alternative image sources. Particular emphasis is placed on the relationship between process and image and how invention and artistic interpretation are entwined in the photographic context.

*The pre-requisite or co-requisite of MA 556 is required.*

*Credits: 3*

*On Occasion*

#### **MA 558 The Business of Freelance**

The course will explore aspects of working freelance in the media fields of graphic arts, photography, film and video production. The class will enable students to develop the skills necessary for a successful career using self-promotional tools and business practices involved in freelance work.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 559 Studio Photography**

This course is primarily about light and its control in the process of creating photographs. Students will be introduced to the fundamentals of studio

lighting with an emphasis on practical applications for portraiture and still life photography. In-class demonstrations will cover the use of electronic flash equipment, portable flash equipment, tungsten lights, and the modification of light. Students will learn to consider the direction of light, proper exposure, and the effect on contrast and color balance. Students must submit a self-published body of work as a final portfolio, and complete a research project.

*The pre-requisite or co-requisite of MA 556 is required.*

*Credits: 3*

*Rotating Basis*

#### **MA 560 Digital Video Imaging I**

An exploration, using state-of-the-art digital cameras and nonlinear editing systems, of all aspects and stages of the video production process from pre to post. Working as individuals or in small production teams, students complete a video project of their own design.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Every Fall*

#### **MA 561 Multi-Camera Production I**

An intensive exploration of the art and science of multi-camera production. Students work cooperatively at an accelerated pace on projects of their own design and examine various remote and studio technologies, directorial strategies, and production techniques.

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

*Credits: 3*

*On Occasion*

#### **MA 562 DV Intensive**

Students join forces to complete a DV project in five days from inception to final screen credits with original music. Students write, pre-produce, direct, shoot, edit, insert graphics, add music and turn in a final copy of a ten-to- fifteen minute narrative or mockumentary in a particular genre and film style. This course takes skills acquired in previous courses and applies them in a way that most emulates the conditions of actual production.

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

*Credits: 3*

*On Demand*

#### **MA 565 Directing the Screen Actor I**

A hands-on workshop exploring how to direct an actor and how to write dialog for actors to speak in front of the camera. Students also learn how to meet the creative demands of their projects as a producer, how an actor creates a part and drops into that internal place on camera that makes the viewer really believe she/he is that character.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 567 Art of the Edit**

This course explores the aesthetics and implementation of effective editing. It surveys examples of the craft in various iterations of its genre and modern forms of its application: theatrical narrative, commercial, montage, documentary, trailer, industrial and web-episodes. The class will learn the in's and out's of story telling through the sequencing of shots and images, as well as gain a technical understanding of Codex's, transcoding, output formats and mixing. This class takes a hands-on approach, balanced by the theoretical underpinnings of good cinema and offers students applicable skills in the grammar of editing.

*The pre-requisite of MA 560 is required.*

*Credits: 3*

*Rotating Basis*

### **MA 568 Lighting for Visual Media**

At the heart of the expression of visual media is light. This course will explore the nature, content, and the uses of light in film/video, stills, and animation. We will look at how light creates mood, depth and an emotional experience within the media. This is a hands-on production class, which requires that each student have competency in his or her form of media. Most projects will be delivered in a media form of the students choosing. We will learn to work with natural light, lighting kits, and in some cases create our own lighting instruments to work with a variety of lighting styles, and shooting conditions. We will examine the additive and subtractive color modes and bring all of these tools together in a final project.

*The pre-requisite of MA 560 is required.*

*Credits: 3*

*Rotating Basis*

### **MA 570 Digital Sound Design I**

A survey course that introduces students to the technologies behind current audio production for music and sound design throughout media arts. Topics include microphones, mixers, multitrack DAT recorders, MIDI samplers, computer-based sequencing, hard disk recording, digital mixing and processing (Digital Performer and Pro Tools). Also examined are output and production considerations for CD, CD-ROM, DVD video, digital video, film 5 to 1 surround, Internet distribution, Web pages and motion graphics.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Annually*

### **MA 571 Sound For Visual Media**

This introductory course in sound for film, television and multi-media covers audio post-production for video, film and other multimedia formats with a focus on sound design, SFX editing, Foley, and ADR (dialogue replacement). This class provides an emphasis on sound and its effects on

dramatic impact and overall tone of visual imagery.

*The pre-requisite or co-requisite of MA 570 is required*

*Credits: 3*

*Rotating Basis*

### **MA 572 Location Sound Recording**

This course is a survey course, which introduces students to the technologies behind current audio production and acquisition. Topics include: audio terminology, recording location sound for film and television, microphones, mixers, multi-track hard-disk recording, noise reduction and digital audio processing using ProTools software. This course is recommended for film and video students who want to increase their knowledge of recording sound for film, audio students and anyone looking to increase their knowledge of audio recording.

*The pre-requisite or co-requisite of MA 570 is required.*

*Credits: 3*

*On Occasion*

### **MA 573 Music for Visual Media**

This course focuses on music for visual media including film, television, gaming and multimedia. Topics include the psychology of music, music and emotions, music composition and the roles music plays in video, film, or other multimedia formats. The class will include an emphasis on storytelling through sound as well as on how sound can affect the dramatic impact and overall tone of images, helping to create a total artwork. Students will learn about a variety of approaches to music placement in media. In addition, class assignments give students a hands-on approach to music placement.

*The pre-requisite or co-requisite of MA 570 is required.*

*Credits: 3*

*On Occasion*

### **MA 574 Music Production Intensive**

This is an introductory graduate level audio course that focuses on creating, producing, recording and mixing original music and sound. The course explores various ways of creating and manipulating sounds using industry standard technology. Topics include MIDI, audio signal flow, digital synthesis, recording, effects processing and professional mixing techniques. Apple's Logic Audio, Avid's ProTools and Propellerhead's Reason will be used as platforms for learning audio technology throughout this course. Hands-on experience through assigned projects will be a large portion of the course work and will take place during individual studio time. MA 574 is suitable for students who are interested in building a strong foundation in music production and composition, recording engineering, and sound design.

*The pre-requisite or co-requisite of MA 570 is required.*

*Credits: 3*

*On Occasion*

### **MA 575 Digital Communications Design**

A Communications Design class using industry standard digital tools for media production. Students learn and work with graphics for print, video, film and web combining graphics, illustration and text. Special emphasis is placed on resolution, color, and design principals for various media.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Rotating Basis*

### **MA 576 Motion Graphics Production**

An introductory level class in Motion Graphics production for Video, Film and the Web using industry standard software. Students work with basic motion design for graphics, live action, and text elements, in addition to special effects.

*The pre-requisite or co-requisite of MA 575 is required.*

*Credits: 3*

*Annually*

### **MA 577 3D Computer Graphics**

An introductory level class in 3D modeling, surfacing, texturing, lighting, rendering, special effects and basic digital cinematography. Students create 3D objects and renderings for film, video, web and print.

*The pre-requisite or the co-requisite of MA 575 is required.*

*Credits: 3*

*Annually*

### **MA 578 Interactive Media Production**

An introductory level class in interactive design for the web using industry standard software. Students learn and work with basic web design using HTML and HTML editing software.

*The pre-requisite or co-requisite of MA 575 is required.*

*Credits: 3*

*Annually*

### **MA 579 Computer Graphics I**

An introductory level class in Computer Graphics for print, screen and the web using Adobe Photoshop. Students learn and work with basic illustration, graphics, photo-illustration/retouching and typography. Additional topics include basic image acquisition and input with digital cameras and scanners for graphics production.

*The pre-requisite or co-requisite of MA 575 is required.*

*Credits: 3*

*Cross-Listings: MA 579, NMP 579*

*Annually*

### **MA 580 Independent Producer**

A hands-on approach to the production management tasks of the independent producer of film, video or multimedia. Topics include: script breakdown, scheduling, budgets, writing the business plan, marketing and distribution. Students

will complete a production handbook and mock business plan as their final projects.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Every Spring*

#### **MA 581 Music Entrepreneurship**

This course provides an overview of how to succeed in today's changing music industry. The rules have changed and now more than ever each individual has the opportunity to take their careers into their own hands, making it a time for the entrepreneur. Throughout this course, emphasis will be given to the various aspects of the music business such as Contracts, Copyright Law, Business Plans, Music Publishing, Royalties, Performing Rights Organization, Niche Marketing Promotion, Creative Strategies for Marketing and Distribution, Online Presence and New Business Models. In addition the class spends time developing the LIU record label, and showcasing featured LIU artists.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Rotating Basis*

#### **MA 583 Art and Commerce**

A focus on a wide range of contemporary art and design enterprises in the metropolitan area. By means of on-site visits, students explore the work of individual artists, photographers, designers, curators and art directors. Discussion topics include the interface between creativity and culture, art and commerce, artifact and economics. Students complete a production assignment or article-length paper as their final project.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 584 Entrepreneurship**

Students master tools and concepts of the Internet in their search for either an audience or a position with a media production firm. Topics include: devising an integrated strategy and selecting appropriate web technologies, understanding the significance of site architecture and user paths, designing an online storefront, building and maintaining an online community, infotainment, podcasting (audio blog) as well as fluency in digital policies for the internet economy. Students learn digital technology to reach and maintain clients as well as electronic publishing tools.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 585 Music Marketing**

Marketing is an essential part of being successful in the music industry. This course explores topics related to current marketing techniques including identifying and connecting with a target audience,

effective approaches to promotion and publicity and branding within a focused niche. Creative strategies for successful marketing are also explored, including online and non-traditional approaches. Students who are interested in promoting their own music projects will benefit from this course as well as students who are interested in expanding their knowledge of marketing in the entertainment industry as a whole.

*The pre-requisite or co-requisite of MA 570 is required.*

*Credits: 3*

*On Occasion*

#### **MA 586 New Media Management**

This class focuses on new and emergent business models and media content that incorporate breakthrough technologies and innovative implementation of existing media. Students examine the new technological shifts in various media industries, unique management models emerging in response to these changes, the use of internet and social technologies for marketing, new distribution and deployment strategies for media such as broadband and mobile, and issues relating to innovative technologies for new media.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Annually*

#### **MA 589 Fine Art Photography**

This course explores the possibilities of photography as a fine art practice. Students study photography, art history and the work of contemporary photographers and apply this knowledge to their own work. Weekly shooting and research assignments are designed to challenge the students to "think outside the box," take risks with their art-making and question what/who influences their own work. Critique is a major component of this course and is intended to provide feedback and support as students engage in studio investigation and experimentation that best expresses and reveals their personal vision. This course culminates with the completion of a final portfolio of images with strong thematic concept, and high level of technical accomplishment. Topics may also include: artist's statement, inventing titles for individual images and thematic projects, planning an exhibition, edition numbering and pricing, personal branding, preparing an online portfolio or website.

*The pre-requisite or co-requisite of MA 556 is required.*

*Credits: 3*

*On Occasion*

#### **MA 591 Piano Technique for Producers**

This class is for the aspiring producer with no prior music-reading or formal piano playing study or experience, who is looking to establish a solid musical foundation. The emphasis is on introducing basic concepts of physical notation, musicianship, keyboard geography, chord/scale

relationship,

*Credits: 3*

*On Occasion*

#### **MA 592 Project Management**

This class engages students in the practice of initiation, planning, executing, controlling, and closing a multifaceted media project. Project may integrate several media categories; for example cinema, television, social media, sound design, marketing. Students work in teams to achieve specific goals within a time limit, interfacing with real-world vendors, stakeholders and clients. Topics include: building teamwork skills, outcome-oriented approaches and focusing multiple players with many moving parts in a single direction.

*Pre- or Co-requisites of MA 500 or MA 800 are required*

*Credits: 3*

*Rotating Basis*

#### **MA 595 Music Production I**

This is an intensive class, which covers the various stages of creating a professional music project, including composing, producing, recording, and mixing. Within a highly collaborative environment, students apply previously acquired technical skills to enact the roles of music producers, composers and recording engineers as they write and produce background music and lyrics. Emphasis is on organizational techniques, production details and deadline management as key aspects of the professional recording industry. This course is in Studios A and C and the media classroom, with Avids ProTools, Apples Logic Audio and Propellerheads Reason as creative tools.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Annually*

#### **MA 596 Commercial Photography**

This class is a professional training in commercial photography that may be applicable for freelance work in various media industries, including: television, film, magazine publishing, music industry, advertising, public relations and social media. Using real-world or prototype scenarios, students practice client relations, business skills, project management, art direction and collaboration. Other topics include industry specific design principles, alternative digital technologies, marketing and distribution.

*Pre- or Co-requisites of MA 500 or MA 800 are required*

*Credits: 3*

*Rotating Basis*

#### **MA 622 Globalization and the Media**

An exploration of globalization as discourse, as a social and economic event and as a contested terrain. Analysis of media conglomeration; changes in local communities as depicted in films, television and popular music; the role of global institutions such as the World Trade Organization, the

International Monetary Fund, the World Bank; and the anti-global movement.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 623 Corporate Structure of the Media**

This course acquaints the student with the business environment in contemporary media institutions, both as workplace and as economic formation. It explores the history and current changes in Hollywood studios and independent and foreign production, in network television, in the recording industry and the Internet. The emphasis is on how these changes in media ownership affect the media artist and how they may be seen to be expressed directly in media objects such as films, television series, music videos, urban contemporary music and in the flow and design of the Internet. The pre-requisite or co-requisite of MA 500 or 800 is required.

*Credits: 3*

*Annually*

#### **MA 624 Media Bodies**

This course in visual culture explores the representation of the body in art, cinema, photography an on-stage from the Renaissance to the present. Topics include: ways of seeing, ethnographic and gender-based icons, semiotic and aesthetic interpretations, history as represented by image and imagination.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 625 Sex and the Media**

This course in visual and aural culture explores the representation of sex and sexuality in the media. Through screenings and discussion, students examine the new sexual possibilities, multiple readings, erotic stories and ethical dilemmas brought about by the plethora of new (and old) media available today. Topics include: the music industry, hardcore art film, documentary, cybersex & the Internet, Reality TV and new queer cinema. *The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Annually*

#### **MA 626 Crossing Borders**

One of the key questions in contemporary media is the representation of the border, be it physical, social, racial, or sexual. This course explores how visual artists have consistently crossed borders erected by their societies and how they have persistently been interested in questioning the notion of the border.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 630 Documentary: Fact/Fiction**

This course is an in-depth consideration of the representation of the "real" through the prism of non-fiction media. On what basis do we understand narrative and non-narrative fiction and non-fiction? How is our understanding of race, gender, politics and ideology mediated by these new genres? Topics include: subjunctive documentary, the mockumentary, scientific animation and simulation, the memoir-confessional, reality TV and docudrama.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 631 Global Documentary**

The complex processes of globalization have occasioned a number of international co-productions of filmmakers intent on explaining those processes. The course will also study the financing of these documentaries and will consider as well the alter-globalist movement which also works through this medium. The course will in addition consider "documentary-like" fiction films that use these techniques to tell personal stories with a global impact. The rich treasure trove of documentaries on this process includes: Argentina's "Social Genocide" and "The Take," China's "West of the Rails" and Jamaica's "Life and Debt."

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 632 Topics in Visual Aesthetics**

This course deals with various topics in visual aesthetics, outlining the history of the style or aesthetic formation, explaining its technological, industrial and cultural development, and encompassing its use in the media of film, television and video. Topics include: The Long Take, Hollywood Narration, The Experimental Film.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

#### **MA 638 The Photo Mural**

The course will explore the history and cultural influences incorporated in the art form now known as the Photo Mural. The class is a production-oriented workshop where students explore several avenues involved in the making of mural images - tile printmaking, wall cover billboard and fresco type photo images. Students use a variety of substances including canvas, vinyl, Tyvek, watercolor paper and silk fabric to produce their images. Advanced Photoshop techniques and printing using Color burst rip software is included in the class. Students are required to complete several murals and install them at designated

locations throughout the campus or community.

*The pre-requisite or co-requisite of MA 556 is required.*

*Credits: 3*

*On Occasion*

#### **MA 650 Writing Genre**

An advanced course in writing scripts for a variety of genres: Hollywood formula, independent film, situation comedy, mystery/thriller/suspense, soap opera, television drama, animation, commercials. Students complete at least one script in a chosen genre. (This course may be taken more than once for credit.)

*The pre-requisite and or co-requisite of MA 550 is required.*

*Credits: 3*

*On Occasion*

#### **MA 651 From Page to Screen**

Students explore the several layers of the adaptation process involved in translating prose fiction to the screen. Students adapt a short story into a screenplay for a short film as their semester-long assignment. Topics and activities include: staged readings, directing actors, casting, and essential story-telling techniques.

*The pre-requisite or co-requisite of MA 550 is required.*

*Credits: 3*

*Annually*

#### **MA 654 TV Writers Roundtable**

This course immerses students in the collaborative writing process of the TV show. During the semester, the class, working as cohorts, create, write, refine and then rewrite a half hour script for a prospective TV series. Along the way, each student is required to write scenes involving characters from ongoing TV series and from the script being developed by the class. A staged reading of the completed script is performed at the end of the semester.

*The pre-requisite or co-requisite of MA 550 is required.*

*Credits: 3*

*On Occasion*

#### **MA 655 Photography Portfolio**

This is a studio class that enables the student to complete a semester's work focusing on a specialty area within the field. This course introduces the fundamentals of studio lighting with an emphasis on portraiture and still-life photography applications. In-class demonstrations cover the use of tungsten lights and electronic flash equipment, as well as diffusing light with reflectors and umbrellas. Students learn to consider the direction of light, proper exposure, and the effects on contrast and color balance. Topics include the properties of various light and film combinations. *The pre-requisite or co-requisite of MA 556 is required.*

*Credits: 3*

*On Occasion*



**MA 656 Conceptual Digital Photography**

This course introduces students to the creative world of conceptual photography. Using photographic reference and Adobe Photoshop to create photographic illustrations, students will create conceptual imagery assembled for a variety of sources. This course covers additional photographic lighting and imaging techniques, digital scanning, image enhancement and assembling, and digital printing. Hands-on activities and shooting assignments will enable each student to discover, explore, and understand the applications of conceptual "photo-illustration." In addition, there will be discussion and presentations introducing some of today's professional conceptual photographers.

*The pre-requisite or co-requisite of MA 556 is required.*

*Credits: 3*

*On Occasion*

**MA 660 Digital Video Imaging II**

Expanding on the knowledge and experience gained in MA 560, students use state-of-the-art digital cameras and nonlinear editing systems to complete an advanced level video project of their own design.

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

*Credits: 3*

*Every Spring*

**MA 661 Film Production I**

An intermediate level class in which students produce non-synch-sound 16mm film projects and explore advanced lighting, editing, and cinematographic techniques. Convergence technologies, such as digital color correction, video assist and nonlinear postproduction, are also explored.

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

*Credits: 3*

*Rotating Basis*

**MA 663 Digital imaging Team Portfolio I**

This advanced studio class allows students to develop and complete work on a highly specialized and involved Digital production. Students will work as a team (no-less than three) to create a project that is of "A" festival quality. The team will submit a proposal to the instructor before class begins. And if accepted they will take their project from treatment to festival submission. This course will cover how to utilize a team to maximize creativity, production value and presence in the market place. This is a two part course followed by Digital imaging Team Portfolio II.

*The pre-requisite of MA 560 is required or professional / undergraduate documentary experience or permission of Instructor.*

**MA 664 Components of Visual Storytelling**

This advanced course is designed to explore the

power and impact of visual elements that control the audience's experience of two-dimensional imagery. We will look at Space, Line, Shape, Tone, Color, Rhythm and Movement, breaking down these visual components then recombining them to create a more dynamic project that is visually and emotionally engaging. This class, for Directors, Writers, Animators, Cinematographers, Editors, Storyboard Artists, New Media Artists and Producers, will increase their understanding of how and why a film with all the right stuff falls flat or a project with little going for it can become a powerful and influential visual statement.

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

*Credits: 3*

*Rotating Basis*

**MA 665 Directing the Screen Actor II**

This course builds on the techniques learned in MA 640, expanding on script interpretation, camera interface, scene analysis and advanced directing skills.

*The pre-requisite or co-requisite of MA 565 is required.*

*Credits: 3*

*On Occasion*

**MA 666 Cinemagraphic Directing**

In this advanced production class in directing, students work collaboratively to develop projects as a team while focusing on the form and structure of all the stages of production. Through a hands-on approach, this class covers aesthetics, drama, the shooting script, working with actors, mood lighting framing, shot sequencing, editing and finishing.

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

*Credits: 3*

*On Occasion*

**MA 667 Single Camera Film-Style Video Production**

This is a joint endeavor. WPT and MA Production and Media Management students become familiar with all phases of pre-production. This includes breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. WPT will make decisions as to which scenes to shoot. This hands-on experience allows students to learn what it is to actually produce a film from the ground up.

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

*Credits: 3*

*Cross-Listings: MA 667, WPT 631*

*Every Fall*

**MA 668 Location Production**

This joint ten (10) day Intensive is part two of the production phase. During this phase, the scenes selected from the scripts written for the Central Project will be shot at various locations. WPT and MA students will work from WPT 631/MA667's pre-production plan. This course takes the

production on location where a High Definition project will be completed. Students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Writers Intensive)

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

*Credits: 3*

*Cross-Listings: MA 668, WPT 632*

*Every Winter Intersession*

**MA 670 Digital Sound Design II**

An intermediate-level workshop that focuses on synthesizer fundamentals, multi-track MIDI sequencers, multi-track hard disk recording, digital audio editing, SMPTE lock sound for video and film, sound and music for CD-ROMs, and Digital Performer as a multi-track nonlinear audio editing and mixing environment.

*The pre-requisite of MA 570 is required.*

*Credits: 3*

*Rotating Basis*

**MA 671 Digital Sound Design III**

An advanced workshop that focuses on MIDI sequencers and hard disk recording and editing environments. Advanced features of current versions of Digital Performer and Pro tools software are explored. Other topics include production values and sound design concepts in media, original sound creation for MIDI instruments, and outboard effects. Final projects include sound design or music (or both) for picture (computer animation, film or video), Internet (Web site), CD-ROM, DVD or CD audio.

*The pre-requisite of MA 670 is required.*

*Credits: 3*

*Rotating Basis*

**MA 672 Digital Sound Design IV**

An advanced workshop that focuses on the completion of sophisticated individual projects in digital sound design or digital audio composition and production. Emerging tools, formats and styles are explored.

*The pre-requisite of MA 671 is required.*

*Credits: 3*

*Rotating Basis*

**MA 673 Digital Sound Portfolio**

A studio class designed to enable the student to focus on and complete a portfolio of work on a specialty area within the field.

*The pre-requisite of MA 670 is required.*

*Credits: 3*

*On Occasion*

**MA 674 Advanced Sound for Visual Media**

This class is a continuation of MA 571 Sound for Visual Media, a production course in sound for film, television, and multi-media. Topics include advanced audio post-production for video, film, video games or other multimedia formats with a

focus on sound design, SFX editing, Foley, and ADR (dialog replacement). Emphasis throughout this course is placed on mastering current industry techniques in sound design as well as developing advanced editing and mixing skills in ProTools and SoundTrack Pro software. Through hands-on experience, the course will also focus on creative approaches to soundtrack development. This course is beneficial for audio students who want to improve their sound design skills as well as videographers, filmmakers, and multi-media artists who want to continue improving the quality of their soundtracks.

*The pre-requisite of MA 571 is required.*

*Credits: 3*

*On Occasion*

### **MA 676 3D Computer Animation I**

An introductory level class in 3D computer animation for Video, Film, games and the Web. Students learn and work with basic Motion Graphics, Character Animation, Logo Animation and Special Effects in a variety of different resolutions.

*Credits: 3*

*Every Spring*

### **MA 680 Financing Features**

This course, focusing on the marketing, distribution and management of independent and studio features, is a primer for filmmakers wishing to raise money for their personal projects. Students will learn how independent sales companies and major Hollywood distributors market their films. Attention is also paid to producing films in the digital domain and selling ideas to both broadcast and cable networks. The course seeks to demystify the role of the producer and focus directly on how to get started. Guest speakers include professionals from the legal and distribution communities.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Occasion*

### **MA 681 Developing Documentaries and Shorts**

This course gives students a working knowledge of independent film financing and how to develop a project from the idea stage to the lights-camera-action stage. Topics include: writing the treatment, grant proposals, researching foundations, loans, marketing and distribution and film festivals.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*On Demand*

### **MA 682 Digital Imaging Team Portfolio II**

This advanced studio class allows students to develop and complete work on a highly specialized and involved Digital production. Students will work as a team (no-less than three) to create a project that is of "A" festival quality. The team will submit a proposal to the instructor before class begins. And if accepted they will take their project from

treatment to festival submission. This course will cover how to utilize a team to maximize creativity, production value and presence in the market place. The course will delve deeply into post production and Project completion. Including editing, sound effects, color correction and special effects. Post production Marketing and distribution.

*The pre-requisite or co-requisite of MA 660 is required.*

*Credits: 3*

*On Occasion*

### **MA 695 Logo Animation**

An introductory level class in 3d logo animation for film, video and the web. Students learn basic 3d modeling of text and logo elements, texturing of logo elements, lighting, animating and rendering of basic logos. Other topics include basic special effects, and integration of live action.

*The pre-requisite or co-requisite of MA 579 is required.*

*Credits: 3*

*On Occasion*

### **MA 696 3D Modeling I**

An introductory level class focusing on 3D modeling using Autodesk Maya. Students learn basic modeling techniques for organic and inorganic objects for film, video, web, print and video games.

*The pre-requisite or co-requisite of MA 678 is required.*

*Credits: 3*

*On Occasion*

### **MA 698 3D CG Special Topics**

A topic-based class in 3D special effects using a collaborative production model in which students work on all facets of special effects shots for film, video and the web. Special emphasis is placed on live action integration of 3D, effects and compositing techniques.

*The pre-requisite or co-requisite of MA 678 is required.*

*Credits: 3*

*On Occasion*

### **MA 703 Independent Study I (Theory)**

This course allows the student to complete a research paper to be arranged in close association with the student adviser.

*Credits: 3*

*Every Fall, Spring and Summer*

### **MA 704 Independent Study II (Production)**

This course allows the student to complete a production project, to be arranged in close association with the student adviser.

*Credits: 3*

*Every Fall, Spring and Summer*

### **MA 705 Field Work Experience**

As an alternative to a production course, students may undertake advanced field work experience (approximately 10 hours per week) with a media

organization or company. Under the guidance of the Media Arts Director of Professional Development, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work or permission of instructor.

*Credits: 3*

*Every Fall, Spring and Summer*

### **MA 706 Internship**

As an alternative to a production course, students may undertake an advanced field work experience (approximately 10 hours per week) with a media organization or company. Under the guidance of the Media Arts Director of Professional Development, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work or permission of instructor.

*Completion of 18 credits of course work or permission of instructor.*

*Credits: 1*

*On Demand*

### **MA 707 Integrated Thesis Project I (Theory)**

The Integrated Thesis Project (ITP) consists of both MA 707 (theory) and MA 708 (production) whereby students create a culminating project integrating the two modes. Media Arts 707 is the writing of a traditional research paper i.e., a significant piece of writing on a topic related to media theory. Students are guided on research resources and methods, thesis structure and writing organization.

*Credits: 3*

*Every Fall, Spring and Summer*

### **MA 708 Integrated Thesis Project II (Production)**

The Integrated Thesis Project (ITP) consists of both MA 707 (theory) and MA 708 (production) and is designed to enable students to create a culminating project combining the two modes, linked by a common theme. Media Arts 708 is the completion of a production in a chosen medium for exhibition or demonstration purposes. Students are guided on process, resources and technique. A public showing of the thesis production is required during Final Graduate Exhibition, before graduation.

*Credits: 3*

*Every Fall, Spring and Summer*

### **MA 800 Applied Contemporary Media Theory**

This required foundation theory course recognizes the role that Contemporary Media Theory plays not only in defining media in an era of convergence, but in some ways shaping the form and theme of media. This course is designed to acquaint the student both with select theories and theorists and to show how those theories either illuminate the work, or been used to shape the blend of feminism, Marxism, psychoanalysis, linguistics, semiotics, philosophy, sociology, political economy and aesthetics that comprises Contemporary Media Theory. Should be taken by students within their first year of study.

Credits: 3  
Annually

### **MA 801 MFA Seminar I**

The MFA Seminar I is designed to introduce students to the curricular, scholarly, technological and creative concepts and standards employed in their MFA studies. Students are encouraged to explore their artistic concepts in the Media Arts through various different class activities.

Credits: 1  
Annually

### **MA 894 Studio Specialization I**

Introductory level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Prerequisites: Prior permission of Faculty Supervisor for the Studio Specialization, and filing of appropriate Studio Specialization Form with Program Coordinator.

Credits: 3  
Every Fall, Spring and Summer

### **MA 895 Studio Specialization II**

This is a Studio Specialization Intermediate level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Prerequisites: Prior permission of Faculty Supervisor for Studio specialization, and filing of Studio Specialization Form with Program Coordinator.

Credits: 3  
Every Fall, Spring and Summer

### **MA 896 Studio Specialization III**

This is a Studio Specialization Advanced level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

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

Credits: 3  
Every Fall, Spring and Summer

### **MA 897 MFA Thesis I**

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in media form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the Candidate's MFA Thesis Advisors. A total of 9 credits are required for the MFA Thesis.

Prerequisites: Signed permission of Thesis Advisors and Program Coordinator on appropriate Form, to be filed with Program Coordinator.

Credits: 3  
Every Fall, Spring and Summer

### **MA 898 MFA Thesis II**

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in media form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the Department's MFA Thesis Advisors.

Prerequisites: Signed permission of Thesis Advisors and Program Coordinator on appropriate Form, to be filed with Program Coordinator.

Credits: 3  
Every Fall, Spring and Summer

### **MA 899 MFA Thesis III**

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in media form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the Candidate's MFA Thesis Advisors.

Prerequisites: Signed permission of Thesis Advisors and Program Coordinator on appropriate Form, to be filed with Program Coordinator.

Credits: 3  
Every Fall, Spring and Summer

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## **Writing and Producing for Television Courses**

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### **WPT 610 Writing and Development - The Television Series**

An introduction to the basics and complexities of television script writing, and the seamless integration of the written script into the development phase of the television production process. Students begin work on the Central Project pilot script.

Credits: 6  
Every Fall

### **WPT 611 The History of Television**

An examination of the development and evolution of television as a creative medium, with an emphasis placed on the role of the writer and producer. How did we get from the dawn of the medium of TV to the digital age? Influential TV programs will be screened and technological advances will be highlighted. Important TV scripts

of historical and contemporary importance will be studied.

Credits: 3  
Every Fall

### **WPT 612 The Writers' Table - Revising and Delivering the Pilot**

Students enter the inner sanctum of the creative television scripting world, the writers table. During this course, students revise and complete a draft of the Central Project pilot script. (January/Writing Intensive)

Credits: 3  
Every Spring

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

The completed draft of the Central Project has been submitted. Students will start to explore the intricacies of production as the pilot moves from the development stage into pre-production.

Credits: 6  
Every Spring

### **WPT 621 Genre Theory and Writing the Pilot**

This course will examine the concept and theory of genre as it applies to well-known television and film forms. In conjunction with this, the ongoing development of the students individual TV pilots, a component of the Capstone project, will be supervised and guided on a one-on-one basis.

Credits: 3  
Every Spring

### **WPT 622 The New Media: An Introduction**

This introductory course deals with the tectonic impact that the internet, New Media and the New Distribution Technologies have had on the television industry and the resulting phenomenon of digital television programming and the web series. Through a practical discussion of the new media landscape, students will be led through the digital series development process resulting in the writing and production of a viable web series pilot.

Credits: 3  
Every Spring

### **WPT 630 Television Series and Programs - Writing and Production**

During this course, students see their words and images come alive as the creative process transitions from the page to the screen.

Credits: 6  
Every Fall

### **WPT 631 Single Camera Film-Style Video Production**

This is a joint endeavor. WPT and MA Production and Media Management students become familiar with all phases of pre-production. This includes breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. WPT will make decisions as to which scenes to shoot. This hands-on experience allows students to learn what it is to

actually produce a film from the ground up.

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

*Credits: 3*

*Cross-Listings: MA 667, WPT 631*

*Every Fall*

### **WPT 632 Location Production**

This joint ten (10) day Intensive is part two of the production phase. During this phase, the scenes selected from the scripts written for the Central Project will be shot at various locations. WPT and MA students will work from WPT 631/MA667's pre-production plan. This course takes the production on location where a High Definition project will be completed. Students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Writers Intensive)

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

*Credits: 3*

*Cross-Listings: MA 668, WPT 632*

*Every Winter Intersession*

### **WPT 642 Post Production**

Students will expand upon the knowledge and skill sets they acquired in WPT 631 and 632 as they delve into the world of High Definition video editing or post-production. Topics to be covered include: Non-linear editing systems (Avid, Final-Cut, Vegas), SFX generation, color correction, audio sweetening techniques and aesthetics, advanced shooting for the edit techniques, advanced editing aesthetics, motion graphics and motion capture.

*Credits: 3*

*Every Spring*

### **WPT 643 Intellectual Property and Cutting the Deal**

This course analyzes the business of being a professional screenwriter: developing an idea, pitching it, developing it with a producer, presenting it to network executives and, ultimately, getting a job. The class will explore the how-to of getting and then working with an agent and/or a manager and a lawyer. Collaboration is a necessary aspect of screenwriting, whether it is working with a partner or as a member of a writing team. It will also include the necessary "collaboration" between writers and producers and ultimately, studio & network executives. Guest speakers will include screenwriters, producers, agents, Writers Guild representatives, network executives, lawyers and directors.

*Credits: 3*

*Every Spring*

### **WPT 644 The Internet and New Distribution Technologies**

This is an advanced course dealing with the tectonic impact that the Internet and New Media

and the New Distribution Technologies have had on the television industry.

*Credits: 3*

*On Occasion*

### **WPT 698 Individual Episode Writing**

During the Spring semester students will complete their individual episode script and refine their treatments for an original TV series together with a verbal pitch that could be made to a broadcast or cable network. A completed individual episode script must be submitted by the end of the first month of the coming Fall Term. Students will submit their individual episode scripts and begin to prepare their treatments for an original TV series together with a verbal pitch that could be made to a broadcast or cable network.

*Credits: 3*

*Every Spring*

### **WPT 699 Internship**

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

*Credits: 0*

*Every Fall, Spring and Summer*

### **WPT 700 The Capstone Portfolio**

Capstone project will consist of the following elements: 1) The Central Project Pilot Script. 2) An individual four-act pilot or episodic script of at least fifty (50) properly formatted pages in length. 3) A treatment for an original TV series including the premise, character breakdowns and story synopsis. 4) A verbal network "pitch." 5) An original TV pilot based on #s 3&4 above.

*Credits: 3*

*Every Spring*

## DEPARTMENT OF POLITICAL SCIENCE

Senior Professor: Ehrenberg (Chair)  
Professors: Stevens Haynes, Sánchez  
Professors Emeriti: DiMaio, Werner, McSherry  
Associate Professors: Sheppard, Fahmy  
Adjunct Faculty: 6

The Political Science Department's central mission is to help students become informed citizens and effective professionals. We offer a comprehensive curriculum that examines domestic and international power structures, socioeconomic relations, and the building blocks of public life — government, ideas and activity — in their domestic, international, comparative, geographic and theoretical dimensions. We seek to further the university's vision of "a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally responsible, sustainable fashion.

### M.A. Political Science

Political science traditionally is divided into four major subfields. Students pursuing the Master of Arts degree take a core course in each of them:

**American Politics:** Studies in the origins and operation of the U.S. constitutional order. Subfields might include political parties; campaigns and elections; the media; and race and gender.

**International Relations:** The study of both classical global politics – the balance of power among states – and the rise of non-state actors in an increasingly complex world, from transnational corporations to transnational terrorist groups.

**Comparative Politics:** Compares and contrasts forms of government and political organization, such as institutions (militaries, political parties) or types of political systems (democracies, autocracies).

**Political Theory:** From Socrates to John Rawls, an examination of the ideas and influence of the great schools of thought on history, politics and society.

The remaining eight courses are electives, chosen in consultation with the faculty adviser and reflecting the student's particular area of interest. At the end of the 12-course, 36-credit course of study, students must pass the department's comprehensive examination in two of the four subfields. Students who choose to write an M.A.

thesis do not have to take the comprehensive exam. Normally the entire program takes two years to complete.

### M.A., Political Science

[Program Code: 06959]

#### Core Requirements:

|         |  |      |
|---------|--|------|
| POL 505 | Foundations of Political Theory                | 3.00 |
| POL 613 | Comparative Politics                           | 3.00 |
| POL 630 | The American Constitution and Political System | 3.00 |
| POL 638 | International Relations                        | 3.00 |

#### Political Science Concentration:

Students are encouraged to develop a concentration in one of the discipline's subfields and should consult with their academic advisor.

#### M.A. in Political Science Thesis Option

A minimum of 30 credits in political science plus 6 credits of thesis are required for the Master of Arts in Political Science degree with the thesis option.

#### Students must complete the following courses:

|         |                                 |      |
|---------|---------------------------------|------|
| POL 707 | Research Methods/Thesis Seminar | 3.00 |
| POL 708 | Research Methods/Thesis Seminar | 3.00 |

#### M.A. in Political Science Non-Thesis Option

A minimum of 36 credits are required for the Master of Arts in Political Science degree with the non-thesis option.

Students must complete 36 credits, not including POL 707 or POL 708.

#### Credit and GPA Requirements

Minimum Credits (Thesis Option): 36

Minimum Credits (Non-Thesis Option): 36

Minimum Major GPA: 3.0

### Political Science Courses

#### POL 505 Foundations of Political Theory

A graduate-level survey of the threads of continuity and the sources of change in the development of political philosophy from Socrates through Marx. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

#### POL 508 Seminar on Political Theory

A focus on selected topics in political theory.

Credits: 3

On Occasion

#### POL 510 State Violence and Terrorism

An examination of individual terrorism - its origins and theories offered to explain it - and the forms of state coercion known as state terror, which is often

prompted by perceived domestic or foreign threats to survival, authority or national interest. The role of surveillance and security in urban areas are also explored. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course.

Credits: 3

Cross-Listings: POL 510, URB 510

On Occasion

#### POL 521 The Electoral Process: Parties, Interest Groups and Voter Behavior

A study of the continuity and changes in the American electoral system. Consideration is given to the structure and nature of parties, the impact of interest groups, and select issues affecting voter behavior, including modern technology. (Same as URB 520.)

Credits: 3

On Occasion

#### POL 547 Human Rights in World Politics

An examination of the impact of human rights on state policies, theories of human rights, cross-cultural perspectives of human rights, and the question of universality. Also considered are the five categories of rights recognized by the international community, negative and positive rights, the three generations of rights and the evolution of international human rights and the legal instruments and covenants designed to protect them. Case studies of major human rights abuses and the efforts by the international community to deal with them - the role of the United Nations, particular states, nongovernmental organizations and individuals - are reviewed.

Credits: 3

On Occasion

#### POL 550 Nations vs. States

This course will examine what it means to be a state and a nation, how people acquire (and lose) their identification and loyalty to these entities, as well as the evolution of these concepts in human history and political theory. We will examine classic political theorists such as Hobbes, Locke and Rousseau and others. We will also pay attention to the contemporary role of sport and religion in building national identity and state building. Some assignments will be filed-based.

Credits: 3

On Occasion

#### POL 571 Public Administration and Public Policy

A study of administrative history, theories and practices; policy formation and programs; and budget and personnel issues. Case studies are reviewed.

Credits: 3

On Occasion

**POL 575 Concepts of the American Presidency: Executive Leadership and Power**

An examination of the theories and practices of the American presidency, incorporating case studies comparing executive power in other countries. Consideration is given to constitutional factors, party politics, modes of executive leadership in light of new technology, and the evolving role of federalism and globalism.

*Credits: 3*

*On Occasion*

**POL 577 Problems in American Foreign Policy**

A consideration of selected topics in the analysis of the shaping, determination and conduct of American foreign policy since World War II, including domestic, institutional and global factors.

*Credits: 3*

*On Occasion*

**POL 580 International Politics of Middle East**

A study of the regional and international politics of the Middle East.

*Credits: 3*

*On Occasion*

**POL 581 Iraq War: Causes and Consequences**

This course will examine the background process, and implications of the US led invasion of Iraq and its aftermath. This course will review Iraqi history, state-building, colonialism and the rise of Saddam Hussein to power, with special emphasis on both his domestic politics and foreign policy. Emphasis will be placed on systemic and structural changes in international relations, the role of international institutions and the new ways that power is being reproduced in world affairs.

*Credits: 3*

*On Occasion*

**POL 582 Geopolitics**

This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.

*Credits: 3*

*On Occasion*

**POL 601 Capital Cities and Politics: Comparative International Urbanization**

An examination of the political, physical, economic, social and cultural aspects of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. (Same as URB 601.)

*Credits: 3*

*On Occasion*

**POL 604 Urban Government and Politics**

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

*Credits: 3*

*Cross-Listings: PM 781, POL 604, URB 604*

*On Occasion*

**POL 605 Conflict Resolution**

An examination of the theories and methods of conflict resolution in a variety of settings, such as labor relations, criminal justice, community and the international arena.

*Credits: 3*

*On Occasion*

**POL 613 Comparative Politics**

A basic introduction to theoretical frameworks, concepts, approaches and methodologies in the field of comparative politics. The course explores contending perspectives, foreign viewpoints and comparative case studies. The development of distinctive political systems in the industrialized world and the developing world and the utility of comparative theories to explain similarities and differences are considered. Required of all candidates for the M.A. in Political Science.

*Credits: 3*

*Alternate Years*

**POL 630 The American Constitution and Political System**

A study of the U.S. Constitution, its historical and political background and its relationship to major political institutions and practices. Required of all candidates for the M.A. in Political Science.

*Credits: 3*

*Alternate Years*

**POL 637 The Legislative System**

An in-depth study of the legislative process at the local, state and national levels. Focus is on legislative analysis, including the study of legislative histories, lobbying, the role of unions, elected officials, the media and the general public. (Same as URB 637).

*Credits: 3*

*On Occasion*

**POL 638 International Relations**

An intensive survey of major theoretical perspectives and conceptual frameworks in international relations as well as a historical grounding in major recent and contemporary issues in world politics. Topics covered include realism, liberalism, Marxism and dependency, world systems theory, U.S. foreign policy, the role of the United Nations and international organizations, and globalization. Required of all candidates for the M.A. in Political Science.

*Credits: 3*

*Alternate Years*

**POL 639 International Political Economy**

A comprehensive study of political economy in the global system: the complex interactions between politics and economics, power and wealth. Students examine key theories, specific contemporary problems and major issues in political economy, including Third World development, the economic restructuring of former Communist countries, foreign aid, regional cooperation, the role of transnational corporations and the International Monetary Fund, and the relationship between democracy and free markets.

*Credits: 3*

*Alternate Years*

**POL 642 International Organization, The United Nations and its Affiliated Agencies**

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

*Credits: 3*

*Cross-Listings: PM 767, POL 642*

*On Occasion*

**POL 662 Islam and Democracy**

An examination of the tensions and connections between Islam and democracy. Historical, ideological and political issues are examined.

*Credits: 3*

*On Occasion*

**POL 664 Contemporary Latin American Politics**

An examination of the history, politics and economics of Latin America and an analysis of theories offered to explain Latin American development (or underdevelopment). The region's uneven development and political turmoil are charted as the course traces the historical roots of the complexities of Latin America: history of Spanish colonialism; U.S. hegemonic power; revolutions, both liberal and socialist; military coups and regimes; and recent transitions to democracy. The political-economic impact of the current embrace of free-market capitalism is considered. Case studies of major Latin American countries and regional processes and transformations are reviewed.

*Credits: 3*

*On Occasion*

**POL 667 Future Politics - Utopia or Dystopia**

Drawing on a range of sources from historical analogy to scientific analysis and speculative fiction, this course will assess the critical debates that will shape the politics of the future. Issues will include environmental factors, challenges to state sovereignty, prospects for human rights and exploration and colonization beyond earth.

*Credits: 3*

*On Occasion*

**POL 668 Contemporary Nationalism**

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order.

*Credits: 3*

*Cross-Listings: PM 768, POL 668*

*On Occasion*

**POL 685 Approaches to Political Inquiry**

This course is a comprehensive survey of modern research techniques and methods in political science. It reviews the competing approaches to research in political science and evaluates the strengths and weaknesses of alternative methods of dealing with various research problems. Students will be trained in the proper methods of political inquiry for all subfields. These include building salient research questions, testing hypotheses, and evaluating theory. This course introduces students to both quantitative and qualitative methods of research and offers useful training in writing analytically and thinking logically.

*Credits: 3*

*On Occasion*

**POL 700 Independent Study**

The development of selected topics in conjunction with a faculty adviser. Prerequisite: Approval of the Department.

*Credits: 3*

*All Sessions*

**POL 707 Research Methods/Thesis Seminar**

A year-long development of a research thesis. In the first semester, advanced study of scientific method in the discipline of political science, together with the preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Open only to matriculated Masters students.

*Credits: 3*

*Every Fall*

**POL 708 Research Methods/Thesis Seminar**

A year-long development of a research thesis. In the first semester, advanced study of scientific method in the discipline of political science, together with the preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Open only to matriculated Masters students.

*Credits: 3*

*Every Spring*

## DEPARTMENT OF PSYCHOLOGY

Professors Duncan, Kose (Director, M.A. Program), Papouchis, Penn, Ramirez, Samstag, Schuman, Wong (Director, Ph.D. Program) Professor Emeriti Allen, Fudin, Hurvich, Magai, Mcguire, Ritzler

Associate Professors Haden, Kudadjie-Gyamfi (Chair), Meehan, Pardo, Saunders

Adjunct Faculty: 14

The Department of Psychology offers education and training in understanding emotions and behavior, at the undergraduate, master's and doctoral levels. The department is comprised of 14 full-time faculty members, with specialties including personality assessment, mentalization and reflective functioning, emotional regulation, psychotherapy process and outcome, cultural and ethnic issues, community violence, the development of aggression, abuse and trauma, racial stereotypes and prejudice, psychological problems with political refugees and psychodynamic and cognitive-behavioral models of treatment. Full-time faculty members teach at all levels of the department.

The department offers two programs of graduate study, one leading to the Doctor of Philosophy in Clinical Psychology, and the other leading to the Master of Arts in Psychology. Candidates for any graduate degree in psychology may be terminated at any time by reason of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

### Ph.D. Clinical Psychology

The Doctor of Philosophy degree in clinical psychology is offered to a small and highly select group of full-time matriculated students.

The program has been continuously accredited by the American Psychological Association since 1974, and offers high-quality clinical and research training. Its most recent accreditation took place in 2014. Students in the Ph.D. program are prepared to function as clinical psychologists in a variety of settings and are carefully trained in the development of research skills through coursework and mentoring by program faculty members who help them to develop and carry out original research projects. The Ph.D. program operates the Psychological Services Center, in which members of the campus community can receive psychological assessment and treatment at no cost.

Students complete courses and supervised clinical work in a variety of selected practicum settings. Courses are offered in the daytime. Students are expected to maintain steady, full-time progress toward the degree by completing a minimum of 24 credits of course work per year during the first three years of residence, although students in the first year of the program are

expected to take a minimum of 17 credits of coursework each semester.\* Students in the fourth year are expected to work full time on their doctoral dissertations.

A candidate for the Ph.D. may also elect to qualify for the Master of Arts degree by completing the requisite 36 credits of course work.

#### Program Philosophy and Goals

The philosophy of the Ph.D. program is that a clinical psychologist is a psychologist first, and subsequently a specialist. That philosophy is based on the assumption that all the skills and services a clinician may develop are founded upon, and critically evaluated from, the science of psychology. The training model followed might best be described as a scholar-practitioner model.

The primary goal of such a model is to prepare students to be clinical psychologists who are carefully grounded and competent in the scientific aspects of psychology. To achieve that goal, a variety of clinical courses, seminars and practicum experiences are available to students to develop their knowledge and skills in the areas of psychopathology, assessment and the fundamentals of a variety of intervention techniques with emphasis on empirically supported treatments.

At the same time, students are exposed to the experimental areas in general psychology and are trained in sophisticated statistical procedures, research design and methodology. Coursework in statistics and basic principles of research design are offered in the first year of training. Students are then expected to begin to develop independent research projects, the second year research project, under close faculty supervision in the Spring semester of the first year. The research projects should be completed no later than the beginning of the third year. Advanced courses in research design are part of the required curriculum in the second year of training. Students also have the opportunity to participate in other faculty research projects as part of the coursework in both the clinical and general/experimental areas.

#### Theoretical Orientation

The theoretical orientation of the Ph.D. program is strongly influenced by the spectrum of the various psychodynamic approaches to therapy. Cognitive-behavioral and dialectical behavioral approaches are also emphasized. Students are trained in intervention modalities such as individual, group and family therapy. There are also opportunities for students interested in child clinical/developmental issues to receive more specialized training in that area.

Clinical courses and practicum experiences over the first three years of training are designed to familiarize the student with a variety of approaches to conceptualizing and assessing psychopathology and therapeutic interventions. Thus, graduates are well prepared to function as practicing clinical psychologists and to meet the academic requirements for licensure in psychology as set by the New York State Education

Department.

#### Admission to the Ph.D. Program

All applicants should ordinarily have completed a minimum of 18 undergraduate credits in psychology, including courses in experimental psychology and statistics. Minimal requirements for consideration for admission to the Ph.D. program include an undergraduate grade point average of 3.2 and a grade point average in psychology of 3.4. All applicants are also required to submit scores on the Graduate Record Examination (GRE) (including the advanced test in psychology). Each applicant should ask at least three professors to submit letters of recommendation.

The deadline for all applicants is January 5, although applications will be formally reviewed beginning on December 1st. Applicants are strongly encouraged to submit their applications as early as possible. Students whose applications are favorably reviewed will be interviewed for the program at the beginning of February. Notification of the final decision of the Admissions Committee will usually take place in mid-March and continue through April 15. In accordance with APA standards, acceptance of an offer to the Ph.D. program must be made by April 15 and will be binding thereafter. There are no midyear admissions to the program. At the present time, no candidates are admitted with advanced standing, although students can transfer 6 credits of selected graduate courses from another university with the approval of the director of the doctoral program.

Applicants not accepted into the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

#### The Admissions Process and the Current Student Body

In recent years the Department of Psychology has received approximately 250 completed applications each year. Evaluation of application materials by the Admissions Committee results in interviewing approximately 75 of the original pool of applicants.

Acceptances into the program are offered on a rolling basis until an incoming class has been filled. The admissions committee accepts applicants solely on the basis of qualifications. Among all doctoral students currently enrolled the age range covers the early 20s to the mid-40s; women account for 70% of the group; 15% of the students are members of minority groups; and 1% are handicapped.

#### Admission to Ph.D. Candidacy

Admission to Ph.D. candidacy is determined by the successful completion and presentation of the second-year project and the submission of the clinical qualifying examination paper to the director of the Ph.D. program.

#### Degree Requirements and Time Limits

Ordinarily, completion of the requirements for the Ph.D. degree in Clinical Psychology will entail



a minimum of five years of full-time academic study. The first three years in residence usually involve full-time course work, while the fourth involves full-time work on the doctoral dissertation before the clinical internship. Full-time work on the dissertation often occupies the year after the internship as well. There is an eight-year time limit on the completion of all requirements. The average time for completing the program has been 6.3 years over the past eight years. During this same time period, approximately one third of each class has completed the program within five years.

The degree requirements in clinical psychology include a minimum of 90 credits of graduate courses, completion of the second-year project, one full year of clinical internship at an approved installation, satisfactory performance on the clinical qualifying examination paper and oral exam, and the presentation and satisfactory defense of a doctoral dissertation that represents an original contribution to psychology.

Students who have completed 36 credits receive the M.A. degree in Psychology.

The internship for clinical psychology students ordinarily encompasses one full year of training at an installation approved by the department.

Further regulations concerning maintenance of good standing in the programs will be found in the Graduate Student Handbook issued by the Department of Psychology.

**Academic Counseling**

All faculty are willing and available to aid students encountering specific difficulties in their academic studies. In addition, the director of clinical training meets with each class in residence on a once-a-month basis to discuss issues relevant to students' academic and clinical experience. Students are also assigned to a specific faculty member who serves as their faculty adviser during their time in the program. In courses such as Statistics and Psychological Assessment, advanced students with special skills hold teaching assistantships and work with students in laboratory sections. In courses such as Research Design, students have ample opportunity to work in a tutorial relationship with the professor, especially on preparation of designs for research projects. In connection with clinical activities, the program ensures that all treatment and diagnostic activities are carefully supervised.

**Graduate Assistantships**

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

**Housing**

The best sources of housing information are current doctoral students, local real estate agents, and online. There is also new graduate housing

provided by the university.

**Psychological Counseling**

The New York City metropolitan area is saturated with possibilities for low-cost counseling, psychotherapy and psychoanalysis, whether through neighborhood clinics or the clinical services attached to the various postdoctoral training institutes that abound in the city. Doctoral students are not required to be in psychotherapy, but such self-exploration is encouraged if it is at all possible.

**Ph.D., Clinical Psychology**

[Program Code: 06948]

**A minimum of 90 credits required**

**Required Course Work**

|     |        |  |      |
|-----|--------|--|------|
| PSY | 600    | Research Design I                            | 3.00 |
| PSY | 602    | Developmental Psychology                     | 3.00 |
| PSY | 603    | Contemporary Psychological Theories          | 3.00 |
| PSY | 606    | Statistics in Psychology I                   | 4.00 |
| PSY | 607    | Professional Ethics and Standards            | 3.00 |
| PSY | 611    | Cognitive and Affective Issues in Psychology | 3.00 |
| PSY | 613    | Social Psychology                            | 3.00 |
| PSY | 614    | Cross-Cultural Issues in Psychology          | 3.00 |
| PSY | 620    | Tests and Measurements                       | 4.00 |
| PSY | 625    | Psychological Assessment I                   | 4.00 |
| PSY | 655    | Psychopathology I                            | 3.00 |
| PSY | 660    | Intervention Techniques I                    | 3.00 |
| PSY | 671    | Dynamic Psychotherapy I                      | 3.00 |
| PSY | 676    | Psychological Assessment II                  | 4.00 |
| PSY | 678    | Clinical Neuropsychology                     | 3.00 |
| PSY | 706    | Statistics in Psychology II                  | 4.00 |
| PSY | 755    | Psychopathology II                           | 3.00 |
| PSY | 771    | Dynamic Psychotherapy II                     | 3.00 |
| PSY | 779    | Data Management                              | 1.00 |
| PSY | 776(1) | Special Topics: Externship I                 | 1.00 |
| PSY | 776(2) | Special Topics: Externship II                | 1.00 |

**Advanced Research Design (One Course Required)**

|     |     |                        |      |
|-----|-----|------------------------|------|
| PSY | 700 | Research Design II     | 3.00 |
| PSY | 710 | Psychotherapy Research | 3.00 |

**Clinical Practice I  
One Course Required**

|  |      |   |      |
|--|------|---|------|
| PSY  | 630A | Introduction to Clinical Interviewing and Practice I  | 3.00 |
| PSY  | 630B | Introduction to Clinical Interviewing and Practice I  | 3.00 |
| <b>Clinical Practice II<br/>One Course Required</b>  |      |   |      |
| PSY  | 631A | Introduction to Clinical Interviewing and Practice II | 3.00 |
| PSY  | 631B | Introduction to Clinical Interviewing and Practice II | 3.00 |
| <b>Clinical Practice III<br/>One Course Required</b> |      |   |      |
| PSY  | 635A | Advanced Clinical Interviewing III                    | 3.00 |
| PSY  | 635B | Advanced Clinical Interviewing III                    | 3.00 |
| <b>Clinical Practice IV<br/>One Course Required</b>  |      |   |      |
| PSY  | 636A | Advanced Clinical Interviewing IV                     | 3.00 |
| PSY  | 636B | Advanced Clinical Interviewing IV                     | 3.00 |
| <b>Clinical Practice V<br/>One Course Required</b>   |      |   |      |
| PSY  | 691A | Clinical Practice V                                   | 3.00 |
| PSY  | 691B | Clinical Practice V                                   | 3.00 |
| <b>Clinical Practice VI<br/>One Course Required</b>  |      |   |      |
| PSY  | 692A | Clinical Practice VI                                  | 3.00 |
| PSY  | 692B | Clinical Practice VI                                  | 3.00 |
| <b>Clinical Internship</b>                           |      |   |      |
| PSY  | 840  | Clinical Internship                                   | 0.00 |
| PSY  | 841  | Clinical Internship                                   | 0.00 |
| <b>Dissertation Courses</b>                          |      |   |      |
| PSY  | 850  | Doctoral Thesis Supervision                           | 3.00 |
| PSY  | 851  | Doctoral Thesis Supervision                           | 3.00 |
| PSY  | 852  | Doctoral Thesis Supervision                           | 3.00 |
| PSY  | 853  | Doctoral Thesis Supervision                           | 3.00 |
| PSY  | 854  | Doctoral Thesis Supervision                           | 3.00 |
| PSY  | 855  | Doctoral Thesis Supervision                           | 3.00 |
| PSY  | 856  | Doctoral Thesis Supervision                           | 3.00 |

|     |     |                             |      |
|-----|-----|-----------------------------|------|
| PSY | 857 | Doctoral Thesis Supervision | 3.00 |
| PSY | 858 | Doctoral Thesis Supervision | 3.00 |

**Credit and GPA Requirements**

Minimum Credits: 90  
 Minimum Major GPA: 3.25

**M.A. Psychology**

Students enrolled in the M.A. in Psychology receive a mix of theoretical and applied coursework. The program is designed to provide a broad grounding in psychological principles and practice that ready the student for work in related fields or for continued education at the doctoral level.

**Admission to the M.A. Program**

Applicants to the M.A. program must have completed at least 12 undergraduate credits of psychology, including statistics, with a grade point average of at least 2.75. In addition, they must submit letters of recommendation from two professors. Admission to the M.A. program in no way implies acceptance into the Ph.D. program. Nonetheless, outstanding master’s degree candidates are admitted into doctoral courses with the permission of the directors of both programs, and some M.A. graduates are accepted into the Ph.D. program. Both graduate programs are committed to increasing the enrollment of aspiring minority students.

All applicants to the Ph.D. program who were not accepted for admission to the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

**M.A. Degree Requirements and Time Limits**

The M.A. program is ordinarily completed in one and one half to two years of intensive study. The time limit for the M.A. degree is five years. Candidates must have completed 33 credits, which includes an acceptable thesis (10 courses plus Psychology 709M, Master’s Thesis Supervision), or 36 credits (12 courses) and pass a written comprehensive examination. These courses must be successfully completed before registration for the comprehensive examination. Credit for courses taken outside the Department of Psychology must be approved by the master’s program director and will be limited to a maximum of six credits.

**Curriculum for M.A. Degree**

The typical curriculum for the M.A. degree consists of 600-level courses designated by the letter M, which are offered in weekday late afternoon, evening or weekend classes. Some psychology courses are open to both M.A. and Ph.D. students without prerequisite.

**M.A., Psychology**

[Program Code: 06947]

**Core Course Requirements**

Twelve (12) Credits Required.

|     |      |  |      |
|-----|------|--|------|
| PSY | 603M | Contemporary Psychological Theories          | 3.00 |
| PSY | 616M | Statistical and Research Methodology I       | 3.00 |
| PSY | 617M | Statistical and Research Methodology II      | 3.00 |
| PSY | 665M | Professional Issues and Ethics in Psychology | 3.00 |

**Psychology Course Requirements**

At least twenty-seven (27) credits from psychology masters courses

**M.A. in Psychology Non-Thesis Option**

Thirty-six (36) total credits required

**Non-Thesis Option**

Six (6) additional credits in psychology  
 Written comprehensive examination

**M.A. in Psychology Thesis Option**

Thirty-three (33) total credits required

**Thesis Option**

Three (3) credits from psychology 709M

**Credit and GPA Requirements**

Minimum Credits (Thesis Option): 33  
 Minimum Credits (Non-Thesis Option): 36  
 Minimum Major GPA: 3.0

## Psychology Courses

### PSY 600 Research Design I

An introduction to the basic theories, issues, concepts and constructs of what constitutes sound psychological research. Students are expected to develop the capacity to critically evaluate research, and to formulate research proposals on their own. Students complete a proposal for their second-year research project as part of the course requirement. Prerequisite: Psychology 606

*Must be a student in the Doctoral Psychology program*

*Credits: 3  
Annually*

### PSY 601M Human Sexuality

A survey of sexual behaviors (both normal and deviant), with emphasis on the dynamics of motivations. Developmental aspects – myths, fallacies and taboos associated with sex- and modern concepts based on research and clinical studies are all studied.

*Credits: 3  
On Occasion*

### PSY 602 Developmental Psychology

A consideration of developmental issues from empirical research, interpersonal-psychoanalytic theory and cognitive theory. Major theorists discussed include Piaget, Bowlby, and others. The aim of the course is to look at developmental issues from differing points of view and to examine points of convergence and divergence.

*Must be a student in the Doctoral Psychology program*

*Credits: 3  
Annually*

### PSY 603 Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined with an emphasis on history and systems of current psychological theories.

*Must be a student in the Doctoral Psychology program*

*Credits: 3  
Annually*

### PSY 603M Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined. Required of all candidates for the M.A. in Psychology.

*Credits: 3  
Every Semester*

### PSY 605M Family Dynamics

An examination of the family: its structure and functions, its members and their interactions, the institutions of society that influence it, and how familial pathology is defined and treated.

*Credits: 3  
On Occasion*

### PSY 606 Statistics in Psychology I

This course is designed to provide you with a statistical knowledge base and teach you how to apply this knowledge to your own data. This course will review basic descriptive statistics, mean comparisons (t-tests, ANOVA, ANCOVA, MANOVA), correlations, bivariate regression, hierarchical regression, and ways of testing mediation and moderation. Three hours lecture; one hour laboratory. Prerequisite: Undergraduate course in psychological statistics.

*Must be a student in the Doctoral Psychology program*

*Credits: 4  
Annually*

### PSY 607 Professional Ethics and Standards

An examination of the broad spectrum of contemporary ethical issues encountered by psychologists as teachers, researchers and practitioners and a forum for increased ethical awareness and analysis. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3  
Annually*

### PSY 609M Independent Study

Prerequisites: Completion of the 12-credit core, at least one required course in the area of specialization, and other courses as determined by the faculty supervisor.

An opportunity for practicum experience or an independent project for the advanced student. The course and its specific requirements are under the supervision of a faculty member. Successful completion requires submission of a final paper documenting the process and outcome. Requires the permission of the Chair of the Department and the Dean. May be repeated; maximum six credits. *The pre-requisites of PSY 603M, 616M, 617M and 665M are required.*

*Credits: 3  
Every Semester*

### PSY 611 Cognitive and Affective Issues in Psychology

This course will also examine contemporary issues centering on the intersection of emotion, motivation, and cognition. Topics will include basic research from social, cognitive, and neuroscientific perspectives, as well as research relevant to understanding these topics in an applied context. We will examine core topics in which students will be exposed to essential questions and

dimensions about: basic emotions; basic emotions and neuroscience; cognitive appraisals; higher-order cognition (interpretation, judgment, decision making and reasoning); unconscious processes; repression-dissociation; the intersection of self, culture, and emotion; emotion and cognition in psychotherapy; and other similar topics. The course will draw upon primary sources, and will be conducted in a composite seminar-lecture style that encourages active student participation in integrating the current literature with individual scholarly interests.

*Credits: 3  
Annually*

### PSY 613 Social Psychology

An analysis of fundamental concepts in interpersonal and group relations, with consideration of the application of social psychology to contemporary human problems; for example, personality development and adjustment, ethnic attitudes and conflicts, social movements, and propaganda.

*Credits: 3  
Annually*

### PSY 614 Cross-Cultural Issues in Psychology

An examination of key issues and concepts in cross-cultural psychology as a growing area within psychology. A major goal of the course is to have students gain an appreciation of the impact of cultural factors on attitudes and behavior of those who are recipient of services as well as the service provider. Emphasis is placed on clinical and community psychology constructs and applications. African-American and Latino groups get special attention.

*Must be a student in the Doctoral Psychology program*

*Credits: 3  
Annually*

### PSY 614M Introduction to Consultation and Community Mental Health

This course offers an introduction to the major concepts and strategies of community intervention: situation analysis and case conceptualization, program development and implementation. Emphasis will be placed on community mobilization, collaboration, and program sustainability. Required for specialization in Community-Industrial Psychology.

*Credits: 3  
On Occasion*

### PSY 615M Personality

A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization. Required for specialization in Clinical Psychology.

*Credits: 3  
On Occasion*

### PSY 616M Statistical and Research Methodology I

A study of how to design and conduct experiments,

interpret obtained results, and refine the succeeding design and procedures, as well as how to read and critique a problem, design and execute a small-sample experiment, and interpret and critique the outcome. Required of all candidates for the M.A. in Psychology.

*Credits: 3*

*Every Fall*

### **PSY 617M Statistical and Research Methodology II**

This course is the second in the series for Statistical and Research Methodology. See description for PSY 616M (the first in the series). Required of all candidates for the M.A. in Psychology.

*The pre-requisite of PSY 616M is required.*

*Credits: 3*

*Every Spring*

### **PSY 618M Modalities of Therapeutic Intervention**

A discussion of various therapeutic strategies and tactical alternatives in a variety of settings.

*Credits: 3*

*On Occasion*

### **PSY 620 Tests and Measurements**

A consideration of the principles of psychometric theory. Issues of test construction, validity and reliability are discussed. Principles of administration, scoring and interpretation of the Stanford-Binet, the Wechsler series, and a survey of personality inventories, occupational tests and neurocognitive tests are covered. Cultural differences related to test biases and performances are covered. Three hours lecture; one hour laboratory.

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Every Fall*

### **PSY 621M Tests and Measurement**

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration and interpretation are illustrated for standardized tests commonly used in vocational counseling, employment practices and clinical assessment.

*Credits: 3*

*On Occasion*

### **PSY 625 Psychological Assessment I**

A study of the basic principles of assessment, including interviewing and psychological testing, with an emphasis on individual differences. Introduction is made to the Rorschach and other projective tests, as well as continued work with neurocognitive tests. Three hours lecture; one hour laboratory. Cultural differences are covered. Prerequisite: Psychology 620 or its equivalent.

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Annually*

### **PSY 630A Introduction to Clinical Interviewing and Practice I**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

### **PSY 630B Introduction to Clinical Interviewing and Practice I**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

### **PSY 630M Practica**

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

*Credits: 3*

*On Occasion*

### **PSY 631A Introduction to Clinical Interviewing and Practice II**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and

maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

### **PSY 631B Introduction to Clinical Interviewing and Practice II**

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

### **PSY 631M Practicum**

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

*Credits: 3*

*On Occasion*

### **PSY 635A Advanced Clinical Interviewing III**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

### **PSY 635B Advanced Clinical Interviewing III**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child

abuse and maltreatment are also addressed.  
Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 636A Advanced Clinical Interviewing IV**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

#### **PSY 636B Advanced Clinical Interviewing IV**

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

#### **PSY 643 Teaching Seminar in Psychology**

This course is designed to prepare psychology graduate students for the teaching of psychology at the undergraduate level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Also included in the course is a discussion of classroom management strategies and techniques, as well as other practical and theoretical issues relating to the teaching of psychology.

*Credits: 0*

*Annually*

#### **PSY 644M Group Processes and Techniques**

An examination of groups and of such group techniques that may be used for treatment, promotion of growth, or improvement of relationships in diverse settings. The format of the course may be both didactic and experiential. The empirical literature is considered.

*Credits: 3*

*On Occasion*

#### **PSY 648M Developmental Psychology I: Childhood and Adolescence**

A consideration of issues that concern the development of the individual from conception to late adolescence. Theories of development are surveyed. Attention is given to the impact of biological and social factors that influence the course of development. Required for specialization in Developmental Psychology.

*Credits: 3*

*On Occasion*

#### **PSY 655 Psychopathology I**

An introduction to the core concepts and major research findings in psychopathology, including how major mental disorders are defined, explained, and classified by the DSM-5. The course will emphasize major etiological and sociocultural factors contributing to these disorders, as well as how to apply these diagnostic categories to clients presenting in clinical practice.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 655M Psychopathology**

A study of the genesis, course, conceptualization, diagnosis and treatment of mental illness. Required for specialization in Clinical Psychology.

*Credits: 3*

*On Occasion*

#### **PSY 657 Childhood Psychopathology**

A study of the essentials for understanding the diagnosis of childhood psychopathology and its assessment. The empirical literature of a range of diagnostic categories is reviewed as well as the impact of cultural factors. Prerequisite Psychology 655.

*Credits: 3*

*Annually*

#### **PSY 658 Psychotherapy of Children**

An in-depth study of the theory and practice of child psychotherapy. Emphasis is on psychodynamic approaches as well as some application of behavioral management and family systems theory. The empirical literature in this area is also examined.

*Credits: 3*

*Annually*

#### **PSY 660 Intervention Techniques I**

This course is designed to orient students to current theory and research in intervention techniques, including cognitive behavioral models, psychodynamic models, interpersonal models, and humanistic models with a particular emphasis on short-term psychotherapies. This course will elucidate why (or for what purpose) therapists of different orientations use certain intervention techniques as opposed to others and will focus on

areas of convergence as well as discrepancies between the various models. Finally, this course will provide an overview of important issues facing contemporary clinical psychologists, including cultural competence, psychotherapy integration, and empirically supported treatments. Corequisite: Psychology 655

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

#### **PSY 665M Professional Issues and Ethics in Psychology**

A seminar devoted to discussions and the evaluation of various theoretical and practical issues in psychology. Problems of ethics and the roles of the psychologist receive particular attention. Required of all candidates for the M.A. in Psychology.

*Credits: 3*

*Every Fall*

#### **PSY 668M Ethnic Cultural, and Minority Issues in Psychology**

An examination of the impact upon gender, racial, ethnic, religious and other minorities of stereotyping, discrimination, and efforts to ignore differences or compel uniformity.

*Credits: 3*

*On Occasion*

#### **PSY 669M Seminars in Special Topics**

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

*Credits: 3*

*On Occasion*

#### **PSY 670M Seminars in Special Topics**

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

*Credits: 3*

*On Occasion*

#### **PSY 671 Dynamic Psychotherapy I**

This course examines the theory and techniques of dynamic psychotherapy with the neurotic and character disordered individual. The emphasis is on the beginning phase of treatment, the therapeutic alliance, transference, resistance and other key issues in dynamic psychotherapy. While focusing on common principles shared by varied schools of dynamic psychotherapy, we will also look at areas of difference between schools, at empirically supported techniques, and at treatment issues raised by clients with diverse cultural backgrounds. Concurrent supervised experience (Clinical Practice III) is required.

*The pre-requisite of PSY 655 is required and the co-requisite of PSY 635A or B is required and is only open to students in the PhD program.*

*Credits: 3*

*Annually*

**PSY 671M Topics In Cognition**

This course will study the history and development of Cognitive psychology in the late twentieth century. This course will also review contemporary research on perception, language, concept formation, imagery, and reasoning.

*Credits: 3*

*On Occasion*

**PSY 672M Forensic Psychology**

This graduate course considers a range of topics that are of concern to both psychologists and members of the legal profession. In this course, we will investigate how psychology works with the legal system as social scientists, consultants, and expert witnesses. We will examine how psychological theories, research data, techniques and methods can enhance and contribute to our understanding of the judicial system. In addition to offering an introduction to the field of forensic psychology, this graduate course will focus on: 1) psychological assessment of competency, malingering, and criminal responsibility, 2) jury selection process and jury decision making, and 3) psychological treatment for crime victims and perpetrators.

*Credits: 3*

*On Occasion*

**PSY 674 Psychology of Gender**

A psychological study of the traditional perspectives of gender, the means by which psychologists attempt to study gender, the relationship of gender to traditional issues in psychology, the causes of sex differences and similarities, and how biological and cultural factors influence the development of gender roles and identities.

*Credits: 3*

*On Occasion*

**PSY 676 Psychological Assessment II**

The purpose of this course, which is a continuation of Psychology 625, is to provide participants with the theoretical knowledge and practical skills necessary to conduct an individual, comprehensive psychological assessment in a mental health setting. Participants will learn about test selection, as well as approaches to working with a multi-method test battery. Tests covered will include cognitive (e.g., WAIS-IV), self-report personality tests (e.g., MMPI-2), and projective (or performance-based) personality tests (e.g., TAT; Rorschach). While participants will learn test administration and scoring, a major goal of the course will be on interpretation and integration of findings in the context of writing a comprehensive report for use in diverse clinical settings. The course will consist of weekly class meetings in a composite lecture-seminar format, and weekly lab meetings. Three hours lecture; one hour laboratory. Prerequisite: Psychology 625

*Must be a student in the Doctoral Psychology program*

*Credits: 4*

*Every Fall*

**PSY 678 Clinical Neuropsychology**

An introduction into the interrelation between human biology, physiology, neurology and human behavior. The literature and research concerned with the assessment of organicity or pathology, conceptions of the physiological basis of abnormal behaviors, and related topics are presented.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

**PSY 679 Family Therapy**

A study of a variety of conceptual approaches to family therapy. These approaches include, but are not limited to, structural systems theory and object relations approaches to family therapy practice. The empirical literature evaluating such approaches is discussed as are ethnic and cultural differences.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

**PSY 680 Neuropsychological Assessment**

An examination of the variety of assessment techniques designed to evaluate and interpret neuropsychological functions. It is recommended that this course follow Psychology 678.

*Credits: 3*

*Annually*

**PSY 691A Clinical Practice V**

An intensive case seminar taken in conjunction with a two to two-and-a-half day per week practicum placement. This advanced seminar utilizes student practicum experiences to focus on more complex clinical issues in psychodynamic psychotherapy primarily through specific clinical case presentations. The empirical literature on clinical supervision is also discussed as are empirically supported therapies. Pass/Fail only

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

**PSY 691B Clinical Practice V**

See the description for Psychology 691A for a full description of this clinical case seminar. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Fall*

**PSY 692A Clinical Practice VI**

This case seminar is a continuation of Psychology 691A. Pass/Fail only

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

**PSY 692B Clinical Practice VI**

This clinical case seminar is continuation of Psychology 691B. Pass/Fail only.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Every Spring*

**PSY 699 Second Year Research Project**

This seminar may be enrolled in when working on a Second Year Research Project and may be taken only once. Pass/Fail only. The one credit may not be used toward the 90 credits required for graduation.

*Credits: 1*

*On Occasion*

**PSY 700 Research Design II**

This seminar, an extension of Psychology 600, involves a detailed examination of methods used in experimental psychology that have implications for conducting research related to psychodynamic theory and treatment. Drawing upon specific studies in social, cognitive, and clinical psychology, participants will examine a variety of approaches that rely on explicit and/or implicit methods. In doing so, participants will examine different topics, including: self/self-descriptions, object relations, unconscious processes, attachment, and personality. Emphasis is placed on learning practical skills both to assess existing studies, and to develop future studies (including a doctoral dissertation research proposal). Prerequisites: Psychology 600 and 606

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

**PSY 701 Seminar and Readings in Contemporary Psychology**

The reading and criticism of more recent literature in psychology including significant books and articles on personality, perception, learning theory, theory construction, and application in such fields as development psychology, clinical psychology, social psychology and personality theory.

*Credits: 3*

*On Occasion*

**PSY 704 Advanced Personality Theory**

A review of a variety of new empirical and theoretical developments in the psychology of personality. Conceptual topics include neo-analytic, cognitive-developmental, and factorial models of personality organization. Study of research in those spheres of personality psychology is central to course work, including examination of the content and methodological issues that are unique to this area of psychology.

*Must be a student in the Doctoral Psychology program*

*Credits: 3*

*Annually*

**PSY 706 Statistics in Psychology II**

This course is designed to advance your statistical knowledge base and teach you how to apply this knowledge to your own data. Most psychological research examines relationships among multiple variables at the same time. You want to understand how variables are related to one another and how they work together to explain or predict an outcome. There are many multivariate statistical approaches but this course will focus on multivariate regression analysis, factor analysis, principal components analysis, path analysis, and structural equation modeling. We will begin with a review of some univariate techniques but then forge ahead to multivariate statistics. Three hour lecture; one hour laboratory. Prerequisite: Psychology 606  
*Must be a student in the Doctoral Psychology program*

*Credits: 4*  
*Annually*

#### **PSY 709M Master's Thesis Supervision**

Master's degree candidates receive assistance in completing their theses.

Prerequisite: Permission of the Chair of the Department. Pass/Fail only.

*Credits: 3*  
*Every Semester*

#### **PSY 710 Psychotherapy Research**

An examination of the history of psychotherapy research that focuses on such major topics as therapeutic alliance, alliance ruptures and treatment failures, common versus specific factors, and differential treatment outcome. Significant psychotherapy research studies and programs (e.g., the NIMH depression study), and empirically validated treatments are reviewed. A number of psychotherapy research assessment instruments that measure different change mechanisms in therapy are demonstrated using vignettes of videotaped sessions. Students interested in pursuing psychotherapy research are thus provided some hands-on experience with a number of measures. This course is the equivalent of Research and Design II. Prerequisite: Psychology 600  
*Must be a student in the Doctoral Psychology program*

*Credits: 3*  
*Annually*

#### **PSY 750 Individual Research I**

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.

*Credits: 3*  
*Annually*

#### **PSY 751 Individual Research II**

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.

*Credits: 3*  
*Annually*

#### **PSY 755 Psychopathology II**

A study of contemporary theory and research in psychopathology with a special emphasis on developmental etiological factors, biosocial contributions, symptom formation and the rationale for different interventions. Psychodynamic and cognitive behavioral theories are emphasized as is the interaction of psychopathology with cultural factors. Discussion of the literature related to the DSM is also considered. Prerequisite: Psychology 655

*Credits: 3*  
*Every Spring*

#### **PSY 760 Ego Functions**

A focus on the definition of the major ego functions as described in psychoanalytic literature. Those functions include reality testing, impulse control, defensive functioning, object relations and synthesis. Emphasis is given to assessment, therapeutic implications and empirical research.

#### **PSY 771 Dynamic Psychotherapy II**

A study of the way in which principles of psychodynamic psychotherapy may be applied to severe psychopathology and to short-term therapies. The application of such principles to the psychoses, and borderline conditions is discussed. The empirical literature related to such psychotherapeutic issues is discussed as are the interactions with cultural and ethnic factors. Empirically supported therapies for these more severe disorders are also discussed. Concurrent supervised clinical practice is required.

*Must be a student in the Doctoral Psychology program*  
*Credits: 3*  
*Annually*

#### **PSY 775 Seminars in Special Topics**

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester. Offered every semester

*Must be a student in the Doctoral Psychology program*  
*Credits: 3*  
*Annually*

#### **PSY 776 Special Topics**

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.

*Credits: 1*  
*On Occasion*

#### **PSY 777 Special Topics**

An intensive study in special areas of interest in

Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits.

*Credits: 3*  
*On Occasion*

#### **PSY 779 Special Topics**

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester.

*Must be a student in the Doctoral Psychology program*  
*Credits: 1 to 3*  
*On Occasion*

#### **PSY 840 Clinical Internship**

Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.

*Credits: 0*  
*Every Fall*

#### **PSY 841 Clinical Internship**

Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.

*Credits: 0*  
*Every Spring*

#### **PSY 842 Second-Year Internship**

Available to those students who are involved in a second year of clinical internship. Pass/Fail only. No credit. Prerequisite: PSY 840-841.

*Credits: 0*  
*Every Fall*

#### **PSY 843 Second-Year Internship**

Available to those students who pursue a second year of clinical internship. Pass/Fail only. No credit. Prerequisite: PSY 840-841.

*Credits: 0*  
*Every Spring*

#### **PSY 849A Dissertation Topic Seminar**

Students develop the conceptual rationale and methodology for their dissertation topics. Each

student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.

*Credits: 3*

*Every Fall*

**PSY 849B Dissertation Topic Seminar**

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.

*Credits: 3*

*Every Spring*

**PSY 849C Dissertation Topic Seminar**

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only.

*Credits: 1*

*On Occasion*

**PSY 850 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only.

*Credits: 3*

*Annually*

**PSY 851 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Annually*

**PSY 852 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students received an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 853 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 854 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 855 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 856 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 857 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled

with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*

**PSY 858 Doctoral Thesis Supervision**

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

*Credits: 3*

*Every Fall and Spring*



## DEPARTMENT OF SOCIAL SCIENCES

Professors Ali, Dorinson, Warmund, Xia  
 Professors Emeriti Carden, Gabel, Lane, Hittman,  
 Lombardi, Necheles-Jansyn, Rosenberg, Varma,  
 Wilson  
 Associate Professors Agrait, Hendrickson,  
 Horstmann Gatti (Chair), Jones, Rodriguez, Kim,  
 Barton, Juwayeyi  
 Associate Professor Emeriti Gritzer, Harwood,  
 Reilly  
 Assistant Professor Emeritus Sherar  
 Assistant Professor Sami  
 Adjunct Faculty: 7  
 Master of Arts degrees are not offered at this time,  
 but graduate courses in economics, history and  
 sociology are offered as part of other programs.

### Economics Courses

#### **ECO 500 Groundwork Readings in Economics**

A study of significant economic works on a tutorial basis in order to overcome any undergraduate deficiencies in the study of economics.

*Credits: 3*  
*On Demand*

#### **ECO 501 Groundwork Readings in Economics**

A study of significant economic works on a tutorial basis in order to overcome any undergraduate deficiencies in the study of economics.

*Credits: 3*  
*On Demand*

#### **ECO 513 Micro-Planning: Cost-Benefit Analysis**

An analysis of efficient resource allocation and decision making in both the private and public sectors. Development of systematic planning and programs using cost-benefit analysis and other related techniques is examined. Special focus is on recent empirical research.

*Credits: 3*  
*On Occasion*

#### **ECO 531 Industrial Organization and Control**

This course applies basic microeconomics and game theory to examine the behavior, structure and performance of industries, focusing on the strategic interaction among firms that seek to exploit profit opportunities. The course also examines the role of the government in either promoting competition or regulating imperfectly competitive industries.

*Credits: 3*  
*On Occasion*

#### **ECO 603 Microeconomic Analysis**

This course provides a rigorous examination of the basic forces determining price and production of goods and services, allocation of resources, and distribution of income under different market structures. The course shows how preferences and technology determine the individual market behavior of consumers and firms as well as the efficiency properties of market outcomes.

*Credits: 3*  
*On Occasion*

#### **ECO 604 Macroeconomic Analysis**

This course studies the factors that determine aggregate income, employment, and price level in the context of standard macroeconomic models, addressing the role of macroeconomic policy in facilitating short-term stabilization and in promoting long-term economic growth.

*Credits: 3*  
*On Occasion*

#### **ECO 605 History of Economic Thought**

This course provides a systematic analysis of the evolution of key economic concepts through an examination of the principal schools of economic

thought, with particular attention to the ideas of such outstanding figures as Adam Smith, David Ricardo, Karl Marx, Alfred Marshall and J. M. Keynes. It also examines more recent trends in microeconomic and macroeconomic thinking.

*Credits: 3*  
*On Occasion*

#### **ECO 611 Inferential Statistics**

This course provides an introduction to statistical inference, with special emphasis on concepts that appear in economic applications, such as binomial, normal, Chi-square and F distributions; estimation, hypothesis testing, regression analysis; correlation; and non-linear trends.

*The pre-requisite of ECO 507 is required.*  
*Credits: 3*  
*On Occasion*

#### **ECO 624 International Economics**

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages to examine the causes and consequences of trade among nations, and then provides an introduction to open-economy macroeconomics, focusing on capital flows across international financial markets and the effects of exchange rate and monetary policy on those flows.

*Credits: 3*  
*Cross-Listings: ECO 624, PM 770*  
*Rotating Basis*

#### **ECO 635 Monetary Economics**

This course examines the role of money and other financial assets in a market economy, focusing on the banking system and financial institutions that facilitate their creation, trade, and regulation. After an introduction to individual portfolio choice decisions, the course deals with the macroeconomic role of money in macroeconomic stabilization.

*Credits: 3*  
*On Occasion*

#### **ECO 636 Public Finance and Fiscal Policy**

This course applies basic microeconomics to study the theory and practice of governmental taxation, expenditure and debt within the framework of a modern market economy.

*Credits: 3*  
*Cross-Listings: ECO 636, PM 720*  
*Rotating Basis*

#### **ECO 641 Labor Economics**

This course provides an introduction to the economic analysis of labor markets, exploring the role of technological progress and international trade patterns as well as human capital, labor unions and employment discrimination in explaining the wage structure.

*Credits: 3*  
*On Occasion*

#### **ECO 655 Introduction to Econometrics**

This course provides an introduction to the

application of statistical techniques to economic analysis, focusing on ordinary least squares regression analysis and the generalized versions of this method suitable to address the problems of identification, multi-collinearity, heteroscedasticity, and misspecification that typically occur in economic environments.

*Credits: 3*

*On Occasion*

**ECO 661 International Economic Relations**

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

*Credits: 3*

*Cross-Listings: ECO 661, PM 772*

*On Occasion*

**ECO 669 Comparative Economic Systems**

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, emphasizing the US economy and the mixed economies of Western Europe and Japan, the transition of former Communist countries of Eastern Europe to market economies, and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives structures, which explains different economic performance.

*Credits: 3*

*Cross-Listings: ECO 669, PM 773*

*Rotating Basis*

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**History Courses**

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**HIS 500 Germany 1870-1945, from Unification to Disintegration**

A course that traces the story of Germany's unification, rapid rise to European prominence, and eventual transformation into the Nazi state. It introduces various interpretations of the course of German history and examines a variety of interrelated questions that might be reduced to one: Why Germany? Why did an apparently modern and civilized society accept barbarism on such an unprecedented scale?

*Credits: 3*

*Rotating Basis*

**HIS 501 Slavery and Freedom: A Comparative Perspective**

This course involves the examination and comparison of the development of slave systems in

the New World. Emphasis will be on the different definitions of freedom that developed within the various slave societies. Major points of comparison will center on the plantation systems of Brazil, Cuba, and the United States.

*Credits: 3*

*On Occasion*

**HIS 502 The History of African American Women in the United States**

This course examines the complex and varied experiences of African American women in the United States from slavery to the present. In the process of exploring the historical perspective of African American women's lives, students will draw upon other disciplines such as literature, sociology, media arts and political science in a thematic coverage of the myths and realities of "black womanhood."

*Credits: 3*

*On Occasion*

**HIS 504 The Development of the American Metropolis**

A study of the development of the American metropolis from the period of settlement to modern times. Special emphasis is placed on the relationship of physical development to the various factors that affect urban growth and change. (Same as Urban Studies 504).

**HIS 524 The Civil War and Reconstruction (1850-1877)**

An examination of the social, political and economic aspects of the Civil War and Reconstruction. Topics covered include the causes of the conflict; the impact of the war on the North and the South; issues of gender, slavery, and racism; the evolution of a free labor system; and the long-term effects of Reconstruction. (Formerly History 620)

*Credits: 3*

*On Occasion*

**HIS 535 The Holocaust**

This course will rely on a variety of perspectives, psychological, theological, philosophical, ethical as well as historical, to assist students in the search for the Who, What, When and possibly the Why of the Holocaust. They will also be introduced to varying and sometimes conflicting interpretations of the subject in order to underscore the complexities and dilemmas raised by the mass destruction of Europe's Jewish communities.

*Credits: 3*

*On Occasion*

**HIS 565 Latin America in World History**

An introduction to the graduate study of Latin American history from the pre-colonial period to the present as seen through the lens of world history. Students read a selection of texts examining such topics as indigenous culture, slavery, colonialism, imperialism, nationalism and revolution set in the context of the wider currents

of history.

*Credits: 3*

*On Occasion*

**HIS 622 The Era of the American Revolution**

A study of the development of the controversy with England after 1763, the Revolutionary War, and the period of the Confederation through the adoption of the Constitution.

*Credits: 3*

*On Occasion*

**HIS 632 The World Since 1945**

A survey of political and economic trends, including the collapse of European hegemony, the emergence of the Third World, the Cold War in Europe and in Asia, the breakup of the Soviet Empire, the resurgence of nationalism, and the growing economic importance of Asia.

*Credits: 3*

*Rotating Basis*

**HIS 699 Independent Study and Research**

Credit and hours arranged with approval and permission of the Department.

*Credits: 3*

*On Demand*

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**Sociology Courses**

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**SOC 526 Asian Cinema**

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies.

*The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

*Credits: 3*

*Cross-Listings: MA 533, SOC 526*

*On Occasion*

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**SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES**


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The School of Business, Public Administration and Information Sciences at LIU Brooklyn prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow students to better gain knowledge, skills and ethical values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students' experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which help our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences consists of three academic units, all of which offer graduate degrees: Department of Business; Department of Technology, Innovation and Computer Science; and Public Administration Program. The Department of Business offers the Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing; Master of Science (M.S.) in Accounting; Master of Science in Human Resource Management; and Master of Science in Taxation. The Department of Technology, Innovation and Computer Science offers a Master of Science in Computer Science. The Public Administration Program offers a Master of Public Administration (M.P.A.) in Public Administration and Master of Public Administration (M.P.A.) in Health Administration.

For information, please contact the Dean's Office at 718-488-1130, fax 718-488-1125, email us at [business@brooklyn.liu.edu](mailto:business@brooklyn.liu.edu), or visit the website at [www.liu.edu/brooklyn/business](http://www.liu.edu/brooklyn/business).

**Ray Pullaro**

Interim Dean

[ray.pullaro@liu.edu](mailto:ray.pullaro@liu.edu)**Chuck Garcia**

Assistant Dean

[chuck.garcia@liu.edu](mailto:chuck.garcia@liu.edu)**Edgar E. Troutt**Assistant Dean for Research and  
Strategic Partnerships[edgar.troutt@liu.edu](mailto:edgar.troutt@liu.edu)**Linette Williams**

Assistant Dean

[linette.williams@liu.edu](mailto:linette.williams@liu.edu)

## Mission Statement

The School of Business, Public Administration, and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and are continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*. They learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem solving abilities that make them into lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

### Vision

In order to execute on our mission, we aspire to the following:

- We will be a *school of choice*. Our culture, faculty and programs will differentiate us from our competition so that students make a deliberate choice to enroll here.
- We will act *entrepreneurially* to constantly re-evaluate our programs and curricula and seek opportunities to grow our enrollment and improve our brand.
- We will be *innovative* and *creative* in order to design programs and pedagogy that are unique, relevant, and cutting edge.
- We will teach our students to use the *technology* that they will need to succeed in today's workplace.
- We will *enhance traditional modes of course delivery* with modern tools and techniques to improve meaning and effectiveness for our students.

## Academic Policies

### Transfer Credits

A maximum of 6 credits, earned at an accredited college or university graduate program, may be transferred to the master programs. A maximum of 12 credits may be transferred to the Master of Public Administration program. Grades earned for transfer credits are not included in calculation of the cumulative grade point average. In all instances, transfer credits will not be granted where the grade is less than 3.00. Transfer credit will be accepted only for courses taken within the last five years preceding enrollment in a School of Business, Public Administration, and Information Sciences graduate degree program. Courses taken at another university after admission to LIU Brooklyn may not be used for transfer credit unless prior written permission is obtained from the dean.

### Time Limits

Work for the master's degree must be completed within five years from the date of admission to the graduate program (exclusive of time spent in the U.S. armed forces), unless the dean approves an extension in writing.

### M.B.A. Waiver Policy

Students with undergraduate or graduate business administration work may have courses waived in the general business core of the M.B.A. program. Students must have received grades of at least 3.00 (B) in two undergraduate courses or one graduate course with the same academic content for each general business core course to be waived. Students must submit transcripts at the time of application to be considered for waiver. Catalog descriptions may be requested.

### Probation/Unsatisfactory Grades

Students are expected to maintain at least a 3.00 cumulative grade-point average in any of the graduate programs of the school. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the dean concerning the student's potential to successfully complete the program. The dean will make the final disposition of the case.

### Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under university policy, plagiarism may be punishable by a range of penalties up to and including failure in a course and/or expulsion from the School of Business, Public Administration and Information Sciences and the University.

### Application for Degree

A candidate for graduation is expected to apply for graduation on-line at my.liu.edu by the deadline specified in the Academic Calendar. Alternatively, degree application forms can be submitted to Office of Enrollment Services.

## Academic Advisement

The School of Business, Public Administration, and Information Sciences provides professional academic advisement to assist all students in academic planning for all programs of the school. Students can contact the office at 718 488-1121 for more information. The office is located in the Humanities Building, Room H700.

## DEPARTMENT OF BUSINESS

Professors Fischman, Minowa, Sherman (Chair), Uzun  
 Associate Professors Amrouche, Belliveau, Dinur, Morgan, Scerbinski, Zheng  
 Assistant Professors Angeli, Kogan  
 Adjunct Faculty: 18

Change is the norm for 21<sup>st</sup> century and therefore the management of change, especially technological change, is paramount for anyone desiring a successful career in business, government, and not-for-profit administration. Whether a student is interested in entrepreneurship, finance, human resource management, international business, management, management information systems or marketing as a career path, or even starting their own business, knowledge is the key to successfully managing in turbulent times. The Department of Business therefore provides all graduates a common knowledge and 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.

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

### Master of Business Administration (M.B.A.)

#### Accounting

The M.B.A. in Accounting is a master's degree in business administration with an advanced concentration in accounting. The accounting focus is designed to expand the knowledge of students preparing to work in the fields of financial management and control to enter or to advance in the field of professional accounting in corporate, government and not-for-profit organizations. The degree is ideal for career advancement in the areas of accounting and financial management.

#### Admission Requirements:

The standards for admission as a fully matriculated student in the M.B.A. program are as follows:

1. A bachelor's degree with a minimum 3.0

cumulative grade point average from an accredited institution.

2. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
3. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
4. A written statement outlining applicant's objectives for seeking admission into the program.
5. A current résumé.
6. Two letters of recommendation.
7. A completed application submitted to the Office of Admissions.

#### Limited Matriculation Status

A student admitted with technical or academic deficiencies is granted limited matriculation in the program. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program.

In addition, a student admitted with pending GMAT or GRE scores is granted limited matriculation for a maximum of one semester. The receipt of the official GMAT or GRE scores by the Office of Admissions is a prerequisite for continued enrollment in the program.

#### M.B.A., Accounting

[Program Code: 06889, Hegis: 0502.00]

#### General Business Core: 24 Credits

#### Must complete the following requirements:

|     |     |  |      |
|-----|-----|--|------|
| GBA | 510 | Financial Accounting                           | 3.00 |
| GBA | 511 | Corporate Financial Management                 | 3.00 |
| GBA | 512 | Principles of Management and Leadership        | 3.00 |
| GBA | 513 | Marketing Management                           | 3.00 |
| GBA | 514 | Money Banking and Capital Markets              | 3.00 |
| GBA | 515 | Managerial Communications                      | 3.00 |
| GBA | 516 | Business Statistics                            | 3.00 |
| GBA | 517 | Fundamentals of Management Information Systems | 3.00 |

#### Advanced Business Core: 18 Credits

|     |     |                                   |      |
|-----|-----|-----------------------------------|------|
| MBA | 612 | Marketing Strategy                | 3.00 |
| MBA | 613 | Organizational Behavior           | 3.00 |
| MBA | 620 | Behavioral Finance                | 3.00 |
| MBA | 621 | Service and Operations Management | 3.00 |

|     |     |   |      |
|-----|-----|---|------|
| MBA | 625 | Management of Innovation and Technology | 3.00 |
|-----|-----|---|------|

|     |     |                 |      |
|-----|-----|-----------------|------|
| MBA | 626 | Risk Management | 3.00 |
|-----|-----|-----------------|------|

#### Accounting Specialization Requirements: 12 Credits

|     |     |                              |      |
|-----|-----|------------------------------|------|
| ACC | 741 | Budgeting and Controllership | 3.00 |
|-----|-----|------------------------------|------|

|     |     |                              |      |
|-----|-----|------------------------------|------|
| ACC | 742 | Financial Statement Analysis | 3.00 |
|-----|-----|------------------------------|------|

|     |     |                          |      |
|-----|-----|--------------------------|------|
| ACC | 770 | International Accounting | 3.00 |
|-----|-----|--------------------------|------|

|     |     |                               |      |
|-----|-----|-------------------------------|------|
| TAX | 716 | Federal Income Tax Principles | 3.00 |
|-----|-----|-------------------------------|------|

#### Capstone Courses: 6 Credits

|     |     |                   |      |
|-----|-----|-------------------|------|
| MBA | 800 | Business Policy I | 3.00 |
|-----|-----|-------------------|------|

|     |     |                    |      |
|-----|-----|--------------------|------|
| MBA | 801 | Business Policy II | 3.00 |
|-----|-----|--------------------|------|

#### Credit and GPA Requirements

Minimum Credits: 36-60 (depending upon course waivers)

Minimum Major GPA: 3.0

### Master of Business Administration (M.B.A.)

A Master of Business Administration (M.B.A.) opens doors to career opportunities far beyond the financial sector. In fact, information technology, energy, pharmaceuticals, and health care are among industries that saw double-digit growth in M.B.A. hiring last year and the employment outlook for M.B.A. graduates is up worldwide, according to the 2014 GMAC Corporate Recruiters Survey. The School of Business, Public Administration and Information Sciences offers a traditional M.B.A. and an accelerated One-Year M.B.A. degree program.

The 36- to 63-credit Master of Business Administration (number of credits is based on your undergraduate coursework) provides the knowledge base and skills that enable professionals to become leaders in business by offering a comprehensive program which meets the needs of an ever-changing, global business environment.

The Accelerated One-Year MBA (OYMBA) is a 36-credit Masters of Business Administration (M.B.A.) degree for students with an undergraduate business degree or significant academic or professional business experience. This cohorted program is completed in one calendar year. Courses are taken in 8 week modules – two modules each in fall and spring semesters, and one in the summer. Courses will be blended with face-to-face meetings on Saturdays and the remainder of the program completed online.

M.B.A. students are encouraged to concentrate their study in one of the following business areas: entrepreneurship, finance, human resource management, international business, management,

management information systems, or marketing. The curriculum also emphasizes personal brand development, including career planning, communication and presentation skill building, project management, team leadership and group dynamics, and social media for career success. At LIU Brooklyn, you can make the most of your time, your learning, your network, and your investment.

#### **Admission Requirements:**

The standards for admission as a fully matriculated student in the M.B.A. program are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade point average from an accredited institution.
2. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
3. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
4. A written statement outlining applicant's objectives for seeking admission into the program.
5. A current résumé.
6. Two letters of recommendation.
7. A completed application submitted to the Office of Admissions.

#### **Limited Matriculation Status**

A student admitted with technical or academic deficiencies is granted limited matriculation in the program. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program.

In addition, a student admitted with pending GMAT or GRE scores is granted limited matriculation for a maximum of one semester. The receipt of the official GMAT or GRE scores by the Office of Admissions is a prerequisite for continued enrollment in the program.

#### **M.B.A. Degree Requirements**

The Master of Business Administration (M.B.A.) consists of two preparation courses (pending results of entrance exam) and a 7-part module.

#### **Preparation Courses (6 credits)**

##### **Business Writing:**

Effective communication in the business setting is a demanding task that requires a comprehensive command of written and oral communication skills, exacting attention to detail, good interpersonal skills, and the discipline to get work done on schedule.

This course is designed for MBA students who need business communication / English for various functional and situational purposes in non-academic and academic writing. It aims at building

effective language and communicative competence, which are highly desirable skills in academic and professional pursuits.

It teaches students theory, practice, and evaluation of business communication skills as well as orientation to careers and professional concerns in academic and non-academic writing. The course includes case study, documentation style and grammar review sessions.

Through hands-on activities and in-class discussions involving case study and qualitative research, we will explore areas such as: the theory and ethics of business communication; content analysis; and report writing.

We will examine the role of the business communicator in organizational settings and explore topics such as: organizational culture; qualitative research; case study method; ethics and legality in business communication; and preparing documents for publication.

##### **Business Math:**

All business functions, from finance and accounting through marketing and management, have essential quantitative components, and aspiring managers must ensure that their math skills will allow them to master basic business tools and techniques. The math required is not complicated, and is usually covered in high school or undergraduate college math programs. However, some aspiring business students have not used math in a long time. This course provides graduate business students with a review of essential math topics along with an introduction to how they are applied in business contexts.

##### **Modules**

- Module 1: General Business Core (12 credits)

The general business core courses are designed for students who have not had undergraduate work in business studies. A student who studied business administration as an undergraduate may be exempt from some or all of the general business core courses, reducing the total requirements of the program. Further information about waivers is found in the Academic Policies Section above.

The general business core courses not only provide a basis for advanced studies, but also offer an opportunity to explore the various fields of business before selecting an area of concentration. It is mandatory, therefore, that the students complete these courses before starting upon the advanced portion of the program.

- Module 2: Business Basics (9 credits)
- Module 3: Business Functions (9 credits)
- Module 4: Advanced Business Functions (10 credits)
- Module 5: Personal Brand (5 credits)
- Module 6: Specialization (9 credits)
- Module 7: Capstone (3 credits)

##### **Advanced Business Core**

Beyond the general business core (Modules 1 & 2), the M.B.A. program requires a minimum of 36 credits, which includes 24 credits in the advanced core (Modules 3, 4, and 5), 9 credits of chosen concentration electives (Modules 6), and 3 credits

of capstone course work (Modules 7).

The MBA advanced core is academically rigorous and responsive to the demands of the marketplace. Students are exposed to the complexities of global business through a series of courses: Marketing Strategy, Organizational Behavior, Corporate Financial Policy, Service and Operations Management, Management of Innovation and Technology, Marketing Analytics, Building Your Online Brand, and Career Planning. Internationally renowned experts are invited to discuss some of the most vital trends and issues in the areas of study. The advanced business core must be completed before the student starts the concentration classes.

##### **Concentrations**

Students are required to design a concentration comprised of 9 credits of advanced coursework beyond the advanced business core. Such courses give students the opportunity to acquire advanced skills in such areas as accounting, entrepreneurship, finance, human resource management, international business, management, management information systems, or marketing.

##### **Entrepreneurship**

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

##### **Finance**

The finance concentration develops technical and managerial skills for global financial careers. Courses cover global financial instruments and markets while developing analytical and strategic decision-making abilities. The approach considers macroeconomics as well as financial aspects of individual business organizations.

##### **Human Resource Management**

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

##### **International Business**

The international business concentration focuses on decision-making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the socio-cultural, political, legal and labor forces that affect global corporations. The international business concentration evaluates, both theoretically and practically, the opportunities and risks of doing business in an increasingly complex and interdependent world.

##### **Management**

The management concentration focuses on the interrelated functions of business enterprises, large and small, which determine their viability in the service global marketplace of the 21st century. Strategic goal setting, organizational structures, management philosophies and cultures, ethics,

production and service processes, problem analysis and decision-making techniques are explored within a range of internal and external environments.

**Management Information Systems**

The management information systems concentration provides the necessary information for managing an organization, and explores how an effective management information system provides decision-oriented information to assist managers in planning, organizing and controlling the organization. The management information systems curriculum teaches information system concepts within organization functions, as well as management knowledge and technical information systems knowledge. The graduate can work within the environment of a modern organization and can interact with both organizational functions and computer technology.

**Marketing**

The marketing concentration is designed for students who wish to pursue careers in brand management, B2B marketing, marketing research, technology marketing, new product development or other leadership roles in sales management. Courses focus on the multiple dimensions of the decision-making process in a marketing setting, and the application of the analytical tools of economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives

**M.B.A. in Business Administration**

[Program Code: 87332, Hegis: 0506.00]

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

Prerequisites: 6 Credits

Prerequisites may be waived pending results of entrance exam.

|     |     |                  |      |
|-----|-----|------------------|------|
| BUS | 500 | Business Writing | 3.00 |
| BUS | 502 | Business Math    | 3.00 |

**General Business Core: Up to 27 Credits**

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

**MODULE 1: GENERAL BUSINESS CORE**

|     |     |   |      |
|-----|-----|---|------|
| GBA | 510 | Financial Accounting                    | 3.00 |
| GBA | 511 | Corporate Financial Management          | 3.00 |
| GBA | 512 | Principles of Management and Leadership | 3.00 |
| GBA | 513 | Marketing Management                    | 3.00 |

**MODULE 2: BUSINESS BASICS**

|     |     |                      |      |
|-----|-----|----------------------|------|
| GBA | 516 | Business Statistics  | 3.00 |
| GBA | 520 | Managerial Economics | 3.00 |

|     |     |  |      |
|-----|-----|--|------|
| GBA | 521 | Legal Aspects of Business Administration | 3.00 |
|-----|-----|--|------|

**The following twenty-four (24) credits in advanced core courses are required:**

**MODULE 3: THE BUSINESS FUNCTIONS**

|     |     |                               |      |
|-----|-----|-------------------------------|------|
| MBA | 630 | Marketing Strategy            | 1.50 |
| MBA | 631 | Organizational Leadership     | 1.50 |
| MBA | 632 | Ethics in a Global            | 1.50 |
| MBA | 633 | Corporate Financial Policy    | 1.50 |
| MBA | 634 | Service Operations Management | 1.50 |
| MBA | 635 | Entrepreneurship              | 1.50 |

**MODULE 4: ADVANCED BUSINESS FUNCTIONS**

|     |     |  |      |
|-----|-----|--|------|
| MBA | 650 | Business Intelligence                        | 1.00 |
| MBA | 651 | Marketing Analytics                          | 1.50 |
| MBA | 652 | Transformational Leadership                  | 1.50 |
| MBA | 653 | Investment Analysis                          | 1.50 |
| MBA | 654 | Decision Making                              | 1.50 |
| MBA | 655 | Management of Innovation                     | 1.50 |
| MBA | 656 | Information Systems Development & Management | 1.50 |

**MODULE 5: YOUR PERSONAL BRAND**

|     |     |                                       |      |
|-----|-----|---------------------------------------|------|
| MBA | 640 | Making Effective Presentations        | 1.00 |
| MBA | 641 | Managerial Communications             | 1.00 |
| MBA | 642 | Building Your Online Brand            | 1.00 |
| MBA | 643 | Working in Teams & Project Management | 1.00 |
| MBA | 644 | Career Planning                       | 1.00 |

**M.B.A. Specialization Requirements: 9 Credits**

**MODULE 6: SPECIALIZATION COURSES**

Three (3) advanced courses in the specialization of choice. Available specializations are: *entrepreneurship, finance, human resource management, international business, management information systems, management, and marketing.*

**M.B.A. Capstone Requirement: 3 Credits**

**MODULE 7: CAPSTONE COURSE**

|     |     |                   |      |
|-----|-----|-------------------|------|
| MBA | 800 | Business Policy I | 3.00 |
|-----|-----|-------------------|------|

**M.B.A. SPECIALIZATIONS**

**Entrepreneurship Specialization: 9 Credits**

Required Courses: 3 Credits

|     |     |                             |      |
|-----|-----|-----------------------------|------|
| ENT | 701 | Seminar in Entrepreneurship | 3.00 |
|-----|-----|-----------------------------|------|

Entrepreneurship concentrations students will choose (2) additional courses from the following list:

|     |     |  |      |
|-----|-----|--|------|
| FIN | 727 | New Venture Finance                              | 3.00 |
| MAN | 707 | Small Business & New Venture Management          | 3.00 |
| MAN | 708 | Management of Technology and Product Innovations | 3.00 |
| MAN | 709 | Government and the Management of Technology      | 3.00 |
| MKT | 709 | New Product Development                          | 3.00 |
| MKT | 733 | e-Marketing                                      | 3.00 |
| MKT | 736 | Social Media Marketing                           | 3.00 |

**Finance Specialization: 9 Credits**

Three (3) advanced (700 level) finance courses

**Human Resource Management Specialization: 9 Credits**

Required courses: 6 Credits

|     |     |                           |      |
|-----|-----|---------------------------|------|
| HRM | 721 | Industrial Relations      | 3.00 |
| HRM | 722 | Human Resource Management | 3.00 |

**and one (1) of the following courses: 3 Credits**

|     |     |  |      |
|-----|-----|--|------|
| HRM | 726 | Legal and Regulatory Environment in Human Resource | 3.00 |
| HRM | 797 | Case Studies in Human Resource Management          | 3.00 |
| HRM | 798 | Special Topics in Human Resource Management        | 3.00 |
| HRM | 799 | Advanced Topics in Human Resource Management       | 3.00 |

**International Business Specialization: 9 Credits**

Three (3) advanced (700 level) international business courses

**Management Specialization: 9 Credits**

Three (3) advanced (700 level) management courses

**Management Information System**

**Specialization: 9 Credits**

Required course: 3 Credits

|    |     |   |      |
|----|-----|---|------|
| CS | 601 | Principles of Computer Science and Structured Programming C | 3.00 |
|----|-----|---|------|

and one (2) of the following courses: 6 Credits

|    |     |  |      |
|----|-----|--|------|
| CS | 633 | System Analysis and Design             | 3.00 |
| CS | 645 | Computer Communications and Networking | 3.00 |

|        |                             |      |
|--------|-----------------------------|------|
| CS 649 | Database Management Systems | 3.00 |
|--------|-----------------------------|------|

**Marketing Specialization: 9 Credits**

Three (3) advanced (700 level) marketing courses

**Credit and GPA Requirements**

Minimum Credits: 36 - 63 (depending upon course waivers)

Minimum Major GPA: 3.0

**One-Year MBA (Accelerated Track)**

The following twenty-four (24) credits in advanced core courses are required:

**THE BUSINESS FUNCTIONS (9 credits)**

|         |                               |      |
|---------|-------------------------------|------|
| MBA 630 | Marketing Strategy            | 1.50 |
| MBA 631 | Organizational Leadership     | 1.50 |
| MBA 632 | Ethics in a Global            | 1.50 |
| MBA 633 | Corporate Financial Policy    | 1.50 |
| MBA 634 | Service Operations Management | 1.50 |
| MBA 635 | Entrepreneurship              | 1.50 |

**ADVANCED BUSINESS FUNCTIONS (10 credits)**

|         |  |      |
|---------|--|------|
| MBA 650 | Business Intelligence                        | 1.00 |
| MBA 651 | Marketing Analytics                          | 1.50 |
| MBA 652 | Transformational Leadership                  | 1.50 |
| MBA 653 | Investment Analysis                          | 1.50 |
| MBA 654 | Decision Making                              | 1.50 |
| MBA 655 | Management of Innovation                     | 1.50 |
| MBA 656 | Information Systems Development & Management | 1.50 |

**YOUR PERSONAL BRAND (5 credits)**

|         |                                |      |
|---------|--------------------------------|------|
| MBA 640 | Making Effective Presentations | 1.00 |
| MBA 641 | Managerial Communications      | 1.00 |
| MBA 642 | Building Your Online Brand     | 1.00 |

|         |                                       |      |
|---------|---------------------------------------|------|
| MBA 643 | Working in Teams & Project Management | 1.00 |
|---------|---------------------------------------|------|

|         |                 |      |
|---------|-----------------|------|
| MBA 644 | Career Planning | 1.00 |
|---------|-----------------|------|

**MBA Specialization Requirements: (9 credits) SPECIALIZATION COURSES**

Three (3) advanced courses in the specialization of choice. Available specializations are: *accounting, entrepreneurship, finance, human resource management, international business, management information systems, management, and marketing.*

**MBA Capstone Requirement: (3 credits) CAPSTONE COURSE**

|         |                   |      |
|---------|-------------------|------|
| MBA 800 | Business Strategy | 3.00 |
|---------|-------------------|------|

**Credit and GPA Requirements**

Minimum Total Credits: 36 credits

Minimum GPA: 3.0

**Pharm.D. / M.B.A.**

LIU Pharmacy offers a Pharm.D. / M.B.A. in Business Administration program in conjunction with the School of Business, Public Administration, and Information Sciences. Students receiving the dual degree will be well-positioned to broaden their career opportunities to include the fields of pharmacy practice, pharmacy administration and management, and health care administration, as well as various sectors of the pharmaceutical industry.

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

**M.S. Accounting**

The 36-credit M.S. in Accounting is designed for students and professionals who have completed an undergraduate accounting degree (or equivalent\*) and who seek to enhance their technical and professional skills through completion of an advanced degree in accounting.

\*To establish the equivalency requirements, applicants with degrees other than accounting must fulfill the following undergraduate courses:

- 1-year sequence of the principles of Accounting (*or* Graduate Financial Accounting)
- Intermediate Accounting I
- Intermediate Accounting II
- Managerial *or* Cost Accounting
- Advanced Accounting
- Auditing

In today's complex world, the impact of accounting plays a crucial role in how companies structure business transactions. The M.S. in Accounting provides a body of knowledge of the principles and the doctrines of accounting that prepare graduates to participate in the business decision-making process. The program stresses

real-world learning that prepares you to become a knowledgeable and well-rounded accounting professional. Instruction is delivered by professors who are experienced and respected professionals and who bring their day-to-day experiences to the classroom. Students interested in becoming certified public accountants should consult the chair of the department.

The M.S. in Accounting is registered with the New York State Department of Education and the National Association of State Boards in Accountancy (NASBA). Certified Public Accountants can earn Continuing Professional Education (CPE) credits by enrolling in 700-level graduate accounting courses. All 700-level accounting and taxation courses at LIU Brooklyn earn CPE credits. State boards of accountancy have final authority on the acceptance of individual courses for CPE credits. Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Suite 700, Nashville, TN, 37219-2417. Website: [www.nasba.org](http://www.nasba.org).

Students graduating from an approved undergraduate program in accounting or in business administration who aspire to become CPAs in New York State are required to meet the 150 hours of education which must include a total of 33 credits in accounting and a total of 36 credits in business and one year of experience. M.S. degree courses taken should include one course in each of the following: economics, quantitative measurements, finance, taxation, advanced auditing, and accounting and reporting. In consultation with an adviser, the program of study can be made to fulfill the above requirements. For those individuals who wish to sit for the New York State CPA licensing exam and who do not hold an undergraduate degree in accounting, consult with the department chair or your adviser.

**Admission Requirements:**

In addition to the admission requirements in Section Admission Requirements for the M.B.A. Accounting degree, a bachelor's degree with major in accounting or its equivalent; CPA license or a J.D. is required.

**M.S., Accounting**

[Program Code: 06892, Hegis: 0502.00]

**M.S. Accounting Requirements**

**Must complete eighteen (18) units from below.**

|         |  |      |
|---------|--|------|
| ACC 712 | Accounting Information Systems         | 3.00 |
| ACC 720 | Not-for-Profit/Governmental Accounting | 3.00 |
| ACC 735 | Internal Auditing                      | 3.00 |
| ACC 737 | Advanced Cost/Managerial Accounting    | 3.00 |



|     |     |                                 |      |
|-----|-----|---------------------------------|------|
| ACC | 741 | Budgeting and<br>Controllorship | 3.00 |
| ACC | 742 | Financial Statement<br>Analysis | 3.00 |
| ACC | 752 | Advanced Auditing               | 3.00 |
| ACC | 754 | Fraud Examination               | 3.00 |
| ACC | 756 | Fraud and White Collar<br>Crime | 3.00 |
| ACC | 760 | Fiduciary Accounting            | 3.00 |
| ACC | 765 | Accounting and<br>Reporting I   | 3.00 |
| ACC | 766 | Accounting and<br>Reporting II  | 3.00 |
| ACC | 770 | International Accounting        | 3.00 |

**Must complete six (6) units from below.**

|     |     |  |      |
|-----|-----|--|------|
| TAX | 716 | Federal Income Tax<br>Principles                               | 3.00 |
| TAX | 722 | Corporate Taxation   | 3.00 |
| TAX | 723 | Tax Planning and<br>Administration                             | 3.00 |
| TAX | 724 | Partnership, Corporations<br>and Limited Liability<br>Entities | 3.00 |

**\*Plus an additional twelve (12) credits of electives to be determined in conjunction with your departmental advisor.**

**Credit and GPA Requirements**

Minimum Credits: 36  
Minimum Major GPA: 3.0

**M.S. Taxation**

The 30-credit M.S. in Taxation provides students with a comprehensive understanding of the sources of federal taxes and the ways in which to apply tax laws in all types of business scenarios. Graduates of this program greatly enhance their career options, whether they are already in a tax-related position or are in any other business venture, by gaining a solid foundation in how to comply with the rules and regulations of taxation and how to apply them.

In today's complex world, the impact of taxation plays a crucial role in how companies structure business transactions. The M.S. in Taxation provides a body of knowledge of the principles and the doctrines of taxation that prepare graduates to participate in the business decision-making process.

The program, which is registered with the New York State Education Department and the National Association of State Boards of Accountancy, stresses real-world learning that prepares you to become a knowledgeable and well-rounded tax professional. You will learn from professors who are experienced and respected professionals and who bring their day-to-day experiences to the

classroom. In addition, CPAs can earn Continuing Professional Education (CPE) credits by enrolling in Graduate Taxation Courses.

**Admission Requirements:**

In addition to the admission requirements in Section Admission Requirements for the MBA Accounting degree, a bachelor's degree; Accounting 501 and LAW 790 or equivalent; or CPA license or a J.D. is required.

**M.S. in Taxation**

[Program Code: 06890, Hegis: 0502.10]

**Must complete nine (9) credits from below.**

|     |     |                                  |      |
|-----|-----|----------------------------------|------|
| TAX | 716 | Federal Income Tax<br>Principles | 3.00 |
| TAX | 722 | Corporate Taxation               | 3.00 |
| TAX | 760 | Tax Practice and<br>Procedure    | 3.00 |

**Must complete twenty-one (21) credits from the following courses below.**

|     |     |   |      |
|-----|-----|---|------|
| TAX | 724 | Partnerships,<br>Corporations and Limited<br>Liability Entities | 3.00 |
| TAX | 725 | Federal Estate and Gift<br>Taxation                             | 3.00 |
| TAX | 729 | State and Local Taxation  | 3.00 |
| TAX | 730 | Corporate<br>Reorganizations                                    | 3.00 |
| TAX | 735 | Fiduciary Income Tax  | 3.00 |
| TAX | 745 | International Taxation  | 3.00 |
| TAX | 746 | Advanced International<br>Taxation                              | 3.00 |
| TAX | 780 | Fundamentals of<br>Qualified Employee<br>Benefit Plans          | 3.00 |
| TAX | 781 | Advanced Problems in<br>Qualified Employee<br>Benefit Plans     | 3.00 |
| TAX | 787 | Employee Benefit<br>Programs                                    | 3.00 |

**Credit and GPA Requirements**

Minimum Credits: 30  
Minimum Major GPA: 3.0

**M.S. Human Resource Management**

The 30- to 42-credit M.S. in Human Resource Management (HRM) degree is designed to prepare early- and mid-career professionals to enter and advance in the human resource field. The human resource field has undergone a significant change in recent years as more organizations have come to understand that a strong human resource function is not a luxury, but a necessary tool for helping an organization live its mission and realize its goals. This re-positioning of HR is reflected in labor

market demand for HR professionals, which the U.S. Department of Labor forecasts to be robust through 2024.

The M.S. in HRM program helps students develop competencies in the core bodies of knowledge in the HR field, including employee relations, training and development, staffing, employment law, and compensation and benefits, and stresses the integration of these areas within the broader context of an organization's strategy. After completing all foundational and advanced core courses in the program, students have the opportunity to tailor the program to their interests and career goals by selecting two courses that prepare them for either the corporate HR field, HR consulting, or further studies in a PhD. program.

The program is in alignment with the curriculum guidelines of the Society for Human Resource Management (SHRM), the world's largest HR professional society, whose work focuses on enhancing the practice of human resource management and the effectiveness of HR professionals across the globe.

**Admission Requirements:**

The admission standards are the same as those of the M.B.A. Program; see the section Admission Requirements for the M.B.A. program.

**M.S., Human Resource Management (HRM)**

[Program Code: 20673, Hegis: 0515.00]

**HRM Foundation: 3-15 Credits**

The following foundation course is required.

|     |     |                              |      |
|-----|-----|------------------------------|------|
| HRM | 722 | Human Resource<br>Management | 3.00 |
|-----|-----|------------------------------|------|

The following foundation courses are required but may be waived subject to prior undergraduate or graduate academic coursework. Please consult with your advisor to determine which courses you should take.

|     |     |  |      |
|-----|-----|--|------|
| GBA | 512 | Principles of Management<br>and Leadership | 3.00 |
| GBA | 516 | Business Statistics                        | 3.00 |
| GBA | 515 | Managerial<br>Communications               | 3.00 |
| MBA | 613 | Organizational Behavior                    | 3.00 |

**HRM Advanced Core: 18 Credits**

The following courses are required.

|     |     |   |      |
|-----|-----|---|------|
| HRM | 721 | Employee and Labor<br>Relations         | 3.00 |
| HRM | 726 | Employment Law                          | 3.00 |
| HRM | 730 | Staffing and Talent<br>Management       | 3.00 |
| HRM | 731 | HR Analytics and<br>Performance Metrics | 3.00 |
| HRM | 790 | Compensation and<br>Benefits            | 3.00 |

HRM 791 Employee Training and Development 3.00

**HRM Electives: 6 Credits**

Please select a Theme and choose two (2) courses from within it. Alternately, select two (2) 700-level Management or Human Resource Management courses as approved by the dean.

**Theme 1: Corporate HR**

HRM 724 Organizational Development 3.00

HRM 792 Diversity in the Workplace 3.00

HRM 793 Workplace Safety and Health 3.00

HRM 794 Human Resource Information Systems 3.00

HRM 797 Case Studies in Human Resource Management 3.00

HRM 798 Special Topics in Human Resource Management 3.00

**Theme 2: Consulting/Entrepreneurship**

HRM 724 Organizational Development 3.00

MAN 714 Startups and Entrepreneurship 3.00

MAN 760 Management Consulting 3.00

**Theme 3: Master's Thesis**

HRM 798 Special Topics in Human Resource Management 3.00

HRM 799 Advanced Topics in Human Resource Management 3.00

**HRM Capstone: 3 Credits**

HRM 750 Management Seminar 3.00

Credit and GPA Requirements

Minimum Credits: 30

Minimum Major GPA: 3.00

## Accounting Courses

### ACC 501 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

*Credits: 3*

*Cross-Listings: ACC 501, GBA 510*

*Every Fall and Spring*

### ACC 712 Accounting Information Systems

An examination of accounting systems from the point of view of their objectives: effective internal control and integration with the total information system. Includes a review of computer-based information systems and their applications to new or revised systems of accounting. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3*

*Every Fall*

### ACC 720 Not-for-Profit/Governmental Accounting

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3*

*Cross-Listings: ACC 720, PM 723*

*Every Spring*

### ACC 735 Internal Auditing

An examination of the principles of internal auditing as they apply to large corporate enterprise. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3*

*Cross-Listings: ACC 735, PM 726*

*On Occasion*

### ACC 737 Advanced Cost/Managerial Accounting

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3*

*Cross-Listings: ACC 737, PM 722*

*On Occasion*

### ACC 741 Budgeting and Controllershship

An examination of the practice of controllership in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3*

*Cross-Listings: ACC 741, PM 724*

*Every Spring*

### ACC 742 Financial Statement Analysis

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

*The pre-requisite of ACC 501 or GBA 510 or equivalent is required.*

*Credits: 3*

*Cross-Listings: ACC 742, FIN 742, PM 727*

*Every Spring*

### ACC 752 Advanced Auditing

A study of auditing concepts and methods embodying standard auditing procedures as well as departures. Audit evidence, sampling, diagnostic analysis, internal control evaluation and its effect on test of transactions, and problems encountered in statement preparation are reviewed and discussed. (45 CPE credits)

*The pre-requisites of ACC 442 or equivalent and ACC 501 are required.*

*Credits: 3*

*Every Spring*

### ACC 754 Fraud Examination

The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered. (45 CPE credits)

*The pre-requisite of ACC 501 is required.*

*Credits: 3*

*Cross-Listings: ACC 754, FIN 754*

*Every Fall*

### ACC 756 Fraud and White Collar Crimes

This course highlights the role of the forensic accountant both as an investigator and in litigation support for various forms of white collar crimes,

including bankruptcy fraud, procurement fraud, divorce fraud, mortgage fraud, and money laundering by examining the legal elements of the crime. This course will also address the federal tax crimes statutes enumerated in the Internal Revenue Code and their impact on tax practitioners both in their capacity as expert witness and as the target of a criminal investigation. This course will be supplemented by case studies and video resources. Three credits, 45 CPE hours.

*The pre-requisite of ACC 501 is required.*

*Credits: 3*

*Cross-Listings: ACC 756, FIN 756*

*On Occasion*

### ACC 758 Investigative Techniques and the Legal Environment

This course will introduce the student to proven forensic investigative techniques, such as document analysis, interview application, net worth method, public records, searches, invigilation, and surveillance. The course will also provide an overview of the criminal and civil justice systems as they relate to fraud trials with an emphasis on the principles of evidence, expert witnessing and litigation support. This course will be supplemented via case studies, practical exercises and mock interviews. This course will be taught by a member of the Association of Certified Fraud Examiners (ACFE) 45 CPE credits.

*The pre-requisite of ACC 501 is required.*

*Credits: 3*

*Cross-Listings: ACC 758, FIN 758*

*On Occasion*

### ACC 760 Fiduciary Accounting

Study of laws and procedures of estates and trusts as seen from the accountant's perspective. Case method of instruction is used. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3*

*Every Fall*

### ACC 765 Accounting and Reporting I

A review and exploration of the concepts and developments relating to financial accounting and reporting for business enterprises. SFAS's and other recent pronouncements are analyzed in depth; problem-solving is stressed. (45 CPE credits)

*The pre-requisite of ACC 501, and ACC 742 or permission of the Department chair, are required.*

*Credits: 3*

*Every Fall*

### ACC 766 Accounting and Reporting II

An in-depth study of advanced subject matter, including recent professional qualifying examinations. Topical material focuses on income taxes, not-for-profit accounting, managerial accounting and cost concepts. Individual research is encouraged. (45 CPE credits)

*The pre-requisite of ACC 501, and ACC 737 or permission of the Department chair, are required.*

*Credits: 3*

Every Spring

### **ACC 770 International Accounting**

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

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

*Credits: 3*

*Cross-Listings: ACC 770, IBU 770*

*Every Fall*

## **Finance Courses**

### **FIN 702A Money and Capital Market**

#### **Applications**

The study of financial markets as allocators of funds and distributors of risk. Emphasis is given to the roles and functions of financial intermediaries. Theories of financial asset pricing are considered for their role in determining risk and return in competitive markets.

*Pre-requisites of GBA 511 and GBA 513 or GBA 520 required.*

*Credits: 3*

*On Occasion*

### **FIN 702B Financial Market Institutions, Regulations and Innovation**

An analysis of asset and liability management by important financial market institutions; commercial banks, insurance companies, mutual funds, and other financial intermediaries. The course emphasizes the impact of such policies on money and capital markets. Case studies and aggregate economic and financial market data contained in Citibase (accessed with MicroTSP) are used.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*On Occasion*

### **FIN 703 Corporate Financial Policy**

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; leasing; mergers, acquisitions and consolidations; and the applications of the capital pricing model, the arbitrage pricing model and the options theory to corporate financial decisions.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*On Occasion*

### **FIN 704 Financial Reports Analysis**

A survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation

of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms. Required of all Finance concentration students.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*On Occasion*

### **FIN 705 Securities Analysis**

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk, including duration and convexity, are examined. An introduction to derivative securities and international investments is included.

*Pre-requisites of GBA 511, GBA 514 or GBA 520, and FIN 704 are required.*

*Credits: 3*

*On Occasion*

### **FIN 706 Advanced Securities Analysis and Speculative Markets**

A study of advanced valuation techniques and individual security and capital markets forecasting techniques and models. Alternative models are analyzed and compared. In addition, the course focuses on speculative markets. Price determination of futures, forward contracts and options are considered. Topics include market structure; uses and price effects of hedging, speculation and arbitrage; the relationship between contingent claims and underlying cash markets; and foreign securities.

*The pre-requisite of FIN 705 is required.*

*Credits: 3*

*On Occasion*

### **FIN 707 Portfolio Management**

A consideration of the most effective methods of meeting investment objectives for individual and institutional portfolios (specifically, pension funds, endowment funds and mutual funds). Focus begins with dedicated equity and fixed income portfolios and then progresses to asset allocation and management strategies for mixed portfolios. Alternative techniques for managing risk, including derivative securities, are explored. Portfolio management, implementation and performance measurement are analyzed and appraised in terms of economic shifts, yield curve changes, and tax and legal considerations. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, are examined.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*On Occasion*

### **FIN 708 Financial Engineering Derivatives**

A study of the creation of derivative securities to meet financing needs, as well as an exploration of the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intrafirm factors. Chiefly as a solution to risk management, financial engineering is explored from both the corporate treasurer's perspective (modeling a firm's risk exposure and productizing solutions) and from the investor's and speculator's perspectives. Recent debt, debt-related, equity, and equity-related and derivative innovations are examined closely. Advanced trading strategies and models are developed. Tactical trading systems are developed and analyzed using probability and gambling theories. Legal protections and current issues are explored. The course makes extensive use of computer programs and spreadsheets.

*Pre-requisites of GBA 511, GBA 514 or GBA 520, and FIN 705 are required.*

*Credits: 3*

*On Occasion*

### **FIN 709 Quantitative Analysis and Forecasting for the Corporate Financial Environment**

An investigation of the relationships between corporate financial flows and financial markets, industry, and aggregate economic data (national income and product accounts and flow of funds). Methods of analysis include econometric methods, time-series analysis and smoothing techniques. Use of leading indicators as a forecasting tool is emphasized. Econometric model building and forecasting are performed using MicroTSP and the associated Citibase Macroeconomic Data Bank.

*Pre-requisite of GBA 511, GBA 516, and GBA 514 or GBA 520 are required.*

*Credits: 3*

*On Occasion*

### **FIN 710 Corporate Mergers and Acquisitions**

A study of business enterprise growth through merger and acquisition. Reviewed and discussed are premerger planning and fact-finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, and postmerger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed.

*Pre-requisites of GBA 511 and GBA 514 and GBA 520 are required.*

*Credits: 3*

*On Occasion*

### **FIN 712 Capital Budgeting**

An exploration of the theory of capital budgeting and risk management of long-term funds. Topics include measurement of cash flows, criteria of investment desirability, effects of taxes and inflation, risk analysis, cost of capital and capital structure, lease analysis, capital rationing, multicriteria capital budgeting, and linear

programming.

*The pre-requisites of GBA 516 and ACC 501/GBA 510 or equivalent are required.*

*Credits: 3*

*On Occasion*

#### **FIN 715 International Trade**

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*Cross-Listings: FIN 715, IBU 703, MKT 716*

*On Occasion*

#### **FIN 716 International Financial Markets**

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*Cross-Listings: FIN 716, IBU 702*

*On Occasion*

#### **FIN 726 International Corporate Finance**

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

*The pre-requisite of FIN 716 is required.*

*Credits: 3*

*Cross-Listings: FIN 726, IBU 708*

*On Occasion*

#### **FIN 727 Global Economic Environment of Business**

The main goal of this course is to analyze and understand the global economy in which business operates today. Attention centers on the key policy

issues and major economic forces that affect business activity and on the tools necessary to evaluate these issues and forces. The tools of analysis include the portfolio approach, post-Keynesian and modern monetarist approaches, rational expectations, and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment. Material in the text will be heavily supplemented by, and integrated with, current events.

*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*

*Credits: 3*

*On Occasion*

#### **FIN 750 Financial Problems Seminar**

An analysis of selected current foreign and domestic financial and economic developments. Emphasis is on integrating acquired financial knowledge with the problems under study.

*Pre-requisite of GBA 511, GBA 514 or GBA 520 and FIN 710 are required.*

*Credits: 3*

*On Occasion*

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## **Law Courses**

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#### **LAW 790 Commercial Law I**

A study of the subjects required to pass the law portion of the CPA examination. Introduction is made to the law and the legal system, torts, contracts, agency, personal property, real property, partnerships and corporations. This is the first of two required law courses for CPA students, and it is recommended for all graduate business students as an elective.

*Credits: 3*

*On Occasion*

#### **LAW 791 Commercial Law II**

A consideration of the study of legal topics covered in the CPA examination. The course covers sales, secured transactions, commercial paper, estates and trusts, antitrust law, securities regulation, employment law, accountants, professional responsibilities, bankruptcy, suretyship and insurance.

*Pre-requisite of LAW 790 is required.*

*Credits: 3*

*On Occasion*

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## **Tax Courses**

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#### **TAX 716 Federal Income Tax Principles**

A study of the determination of income, deductions and exemptions in computing taxable income and tax liability of individuals, including the general rules applicable to all tax entities. Ordinary income, capital assets, gains and losses, involuntary conversions and tax-free exchanges, depreciation

methods, passive activities, portfolio income, and alternative minimum tax are all examined.

*Credits: 3*

*Every Fall*

#### **TAX 722 Corporate Taxation**

A study of the following: choice of entity for conducting business; taxation of corporations, partnerships, and S corporations; tax accounting methods and taxable years; tax credits; alternative minimum tax and reconciliation of book and taxable income; and corporate redemptions and liquidations. An overview of corporate reorganizations is included. (45 CPE credits)

*Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.*

*Credits: 3*

*Every Spring*

#### **TAX 723 Tax Planning and Administration**

An advanced course in current tax practices and planning methods, with emphasis on planning, formation, operation and liquidation of corporate entities. Some topics considered are the effects of tax-free incorporation, personal holding companies, professional corporations, accumulated-earnings tax and collapsible corporations. (45 CPE credits)

*Pre-requisite of ACC 501/GBA 510, and TAX 722 or permission of the Professor, are required.*

*Credits: 3*

*On Occasion*

#### **TAX 724 Partnerships, Corporations and Limited Liability Entities**

An advanced course in the provisions governing the taxation of partnerships, corporations, limited liability entities and their partners/shareholders. Tax compliance and tax reporting for such pass-through entities are covered. The tax advantages, the opportunities inherent in the choice of such entities, and the detriments and traps for the unwary are reviewed. (45 CPE credits)

*Pre-requisite of ACC 501/GBA 510, and TAX 722 are required.*

*Credits: 3*

*Every Fall*

#### **TAX 725 Federal Estate and Gift Taxation**

A study of tax-related factors that enter into the planning of estates for various types of taxpayers, such as those with closely-held businesses, investors, professional persons and corporate executives.

Included are studies of federal estate and gift taxes and their effects on estate planning; the role of trusts in estate planning; and estate planning methods available to reduce tax liabilities. (45 CPE credits)

*Pre-requisite of ACC 501/GBA 510 and TAX 722 are required.*

*Credits: 3*

*On Occasion*

#### **TAX 726 Business Tax Decision**

An examination of federal income tax and other business taxes that influence management

decisions. Consideration is given to the major types of business transactions affected, including financing of a corporation, acquisitions and dispositions, and the purchase, leasing and maintenance of plant equipment. (45 CPE credits)  
*Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.*

*Credits: 3*

*On Occasion*

#### **TAX 729 State and Local Taxation**

An analysis of state and local taxes affecting individuals and businesses in the tristate area (New York, New Jersey and Connecticut). Included is a study of issues involving residency and non-residency, domicile, and sources of income taxed in each jurisdiction. New York State income, sales and general business taxes, rent taxes, and franchise taxes are covered. (45 CPE credits)

*Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.*

*Credits: 3*

*Every Spring*

#### **TAX 730 Corporate Reorganizations**

A study of reorganizations, recapitalizations, stock redemptions, acquisition and disposal of assets, mergers, divisive reorganizations, and corporate liquidations. (45 CPE credits)

*Pre-requisite of ACC 510/GBA 510, and TAX 722 or the equivalent, are required.*

*Credits: 3*

*Every Fall*

#### **TAX 735 Fiduciary Income Tax**

This course will facilitate the complexity of preparing fiduciary income tax returns and will provide practical step-by-step guidance on the basics of Form 1041 preparation as well as more complex issues such as determining fiduciary accounting income and distributable net income (DNI), computing the distribution deduction, allocating capital gains and depreciation, calculating the net investment income tax, reporting income in respect of a decedent, and filing form 1041 in the estate or trust's final year

*The pre-requisite of TAX 716 is required*

*Credits: 3*

*Every Spring*

#### **TAX 745 International Taxation**

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. (45 CPE credits)

*Pre-requisites of GBA 512, MBA 611, ACC 501, TAX 716 and TAX 723 or equivalent are required.*

*Credits: 3*

*Cross-Listings: IBU 745, TAX 745*

*Every Fall*

#### **TAX 746 Advanced International Taxation**

The international aspects of the US tax system as it relates to cross border transactions including the governmental regulatory process. Topics covered

include anti-deferral provisions, transfer pricing, tax treaties, cross boarder reorganizations, international tax practice and procedure, state taxation of international transactions, and IRS forms used in international taxation.

*The pre-requisite of TAX 745 is required*

*Credits: 3*

*Every Spring*

#### **TAX 750 Current Developments in Taxation**

An analysis of current trends in federal taxation. Tax cases, rulings and new developments are examined for their significance to the tax practitioner. (45 CPE credits)

*The pre-requisite of TAX 722 or the equivalent is required.*

*Credits: 3*

*On Occasion*

#### **TAX 760 Tax Practice and Procedure**

A review of the organization of the Internal Revenue Service. Selection of returns for audit, protests and conference rights, tax fraud, statute of limitations, and claims for refund are studied. In addition, research techniques such as the use of tax services, court decisions and rulings are emphasized. (45 CPE credits)

*Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.*

*Credits: 3*

*Every Fall*

#### **TAX 761 Tax Practice from the IRS Perspective**

An insight into IRS examination practices and an opportunity to exchange views with IRS personnel, who will serve as participating faculty. The course includes topics such as auditing through the corporate balance sheet, coordinated examination programs, computer audit techniques, bankruptcy, and IRS authority to obtain information and documents. (45 CPE credits)

*Pre-requisites of TAX 716 is required.*

*Credits: 3*

*On Occasion*

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

This course will primarily focus principally on the tax planning and tax compliance issues faced by high net worth individuals. It will also cover certain fundamentals of sound personal financial planning. Topics will include the U.S. income taxation of portfolio income, passive income, sales of investments, retirement savings and the alternative minimum tax. Also covered will be the basics of investment, charitable and insurance planning.

More detail on Topic Covered: Taxation of portfolio income; interest; dividends; capital gains/losses (502) (507). Taxation of passive income: Partnership rules and basis considerations related to investment income; At risk limitation (762); Passive loss limitation (763); Real estate investment considerations. Alternative minimum tax, Retirement savings, Family Partnerships (219),

REITS (552), Investment Basics, Charitable Giving, Family Offices, Insurance.

*A pre requisite of TAX 760 is required*

*Credits: 3*

*Annually*

#### **TAX 780 Fundamentals of Qualified Employee Benefit Plans**

An introduction to employee benefit plans that covers the analysis of types of plans that can be established by the employer; reviews tax rules involving participation, vesting, deduction limitations, benefit limitations and other requirements for plan qualification; and considers group insurance, flexible benefit plans, IRAs and simplified employee pensions (SEPs). (45 CPE credits)

*Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.*

*Credits: 3*

*On Occasion*

#### **TAX 781 Advanced Problems in Qualified Employee Benefit Plans**

A study of the taxation of distributions from qualified plans, including alternate methods of payment of plan benefits; loans from plans and constructive receipt problems; advantages and disadvantages of lump-sum distribution from plans; the interrelationship between plan death benefit distributions and estate taxation; IRS audits of qualified plans; plan disqualification and its impact on the employer and the employee; plan termination rules and government regulation of plan termination; and IRS rulings and tax cases involving plan distributions and plan disqualification. (45 CPE credits)

*Pre-requisite of ACC 501/GBA 510, and TAX 780 or the equivalent are required.*

*Credits: 3*

*On Occasion*

#### **TAX 783 Plan Benefit Concepts and Funding Requirements**

This course covers: design of plan benefit formulas including actual case studies; Social Security integration of pension and profit sharing plans; plan funding requirements, funding deficiencies, funding penalties and hardship waivers, role of the enrolled actuary and actuarial concepts and terminology; actual preparation of IRS pension returns and an overview of financial accounting for pension costs. (45 CPE credits)

*Pre-requisite of ACC 501/GBA 510 and TAX 780 are required.*

*Credits: 3*

*On Occasion*

#### **TAX 785 Disclosure Requirements of Employee Benefit Plans**

This course covers: plans governed by the reporting and disclosure requirements under the Employee Retirement Act of 1974 (ERISA); Summary Plan Descriptions, Summary Material Modification and Updated Summary Plan Descriptions; annual

reports and triennial reporting, accountants' reports and Summary Annual Reports; disclosure information available to plan participants; fiduciary responsibility and liability; claims procedure and participant-rights prohibited transactions; exemptions and fiduciary insurance. (45 CPE credits)

*The pre-requisite of TAX 780 is required.*

*Credits: 3*

*On Occasion*

#### **TAX 787 Employee Benefit Programs**

This course covers: non-qualified deferred compensation arrangements; life insurance, medical and dental plans, prepaid legal plans, stock options, thrift plans, stock purchase plans, ESOPs, 401k plans, cafeteria plans, VEBAs, Educational Benefit Trusts and other employee fringe-benefit programs. (45 CPE credits)

*Pre-requisite of ACC 501/GBA 510 and TAX 780 are required.*

*Credits: 3*

*On Occasion*

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## **Business Courses**

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#### **GBA 510 Financial Accounting**

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

*Credits: 3*

*Cross-Listings: ACC 501, GBA 510*

*Every Fall and Spring*

#### **GBA 511 Corporate Financial Management**

A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows.

*Pre-requisite of GBA 510 is required.*

*Credits: 3*

*Every Fall and Spring*

#### **GBA 512 Principles of Management and Leadership**

An analysis of current management theory and practice that includes a discussion of its historical foundations and an investigation of various approaches to the management discipline. Primary emphasis is on the administrative functions of planning, decision making, organizing, staffing and controlling.

*Credits: 3*

*Every Fall and Spring*

#### **GBA 513 Marketing Management**

A survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination and adaptation of marketing operations to opportunities in profit and nonprofit organizations. Focus is placed on the principal decision-making components of national and international marketing, including product.

*Credits: 3*

*Every Fall and Spring*

#### **GBA 515 Managerial Communications**

An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climates, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications.

*Credits: 3*

*Every Fall, Spring and Summer*

#### **GBA 516 Business Statistics**

An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing).

*Credits: 3*

*Every Fall and Spring*

#### **GBA 517 Fundamentals of Management Information Systems**

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

*Credits: 3*

*Cross-Listings: GBA 517, PM 703*

*Every Fall and Spring*

#### **GBA 520 Managerial Economics**

Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.

*Credits: 3*

*Every Fall*

#### **GBA 521 Legal Aspects of Business Administration**

A study of law and the legal system, applying the case study methods of learning, through which legal reasoning and analytical skills are developed. Examples of topics covered are intentional torts, negligence, contracts and the Uniform Commercial Code, the law of sales and intellectual property. Other major areas of study include state and federal corporate law; state and federal regulation of business, and the regulation of corporate securities; legal aspects of ethical and social responsibility of business.

*Credits: 3*

*Every Fall and Spring*

#### **HRM 721 Industrial Relations**

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined. *MBA: Pre-requisite of GBA 512 or MBA 613 is required.*

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

*Credits: 3*

*Cross-Listings: HRM 721, MAN 721*

*Every Fall*

#### **HRM 722 Human Resource Management**

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm. *Pre-requisite of GBA 512 or MBA 613 are required.*

*Credits: 3*

*Cross-Listings: HRM 722, MAN 722*

*Every Fall and Spring*

#### **HRM 723 Behavior Concepts Applied to Management**

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics

include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance.

*Pre-requisite of GBA 512 and MBA 613 are required.*

*Credits: 3*

*On Occasion*

#### **HRM 724 Organizational Development**

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

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

*Credits: 3*

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

*Every Spring*

#### **HRM 725 Work, People and Productivity**

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

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

*Credits: 3*

*Cross-Listings: HRM 725, MAN 725, PM 712*

*On Occasion*

#### **HRM 726 Legal and Regulatory Environment in Human Resource Management**

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.

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

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

*Credits: 3*

*Cross-Listings: HRM 726, MAN 726*

*Every Fall*

#### **HRM 730 Staffing and Talent Management**

Examination of the process of strategic recruitment, selection, and development of top talent in organizations; understanding and planning for talent needs; use of current recruitment methods and selection techniques of both internal and external talent pools; and the development of

internal talent for retention and promotion. Legal context of employment decision-making is emphasized.

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

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

*Credits: 3*

*Cross-Listings: HRM 730, MAN 730*

*Not Set*

#### **HRM 731 HR Analytics and Performance Metrics**

Introduces the student to the theory, concepts, and business applications of human resources research, data, metrics, systems, analyses, and reporting. The student will develop an understanding of the role and importance of HR analytics, and the ability to track, store, retrieve, analyze and interpret HR data to support decision-making. The student will use applicable benchmarks/metrics to conduct research and statistical analyses related to human resource management, and will prepare reports to present findings and recommendations.

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

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

*Credits: 3*

*Cross-Listings: HRM 731, MAN 731*

*Every Spring*

#### **HRM 750 Management Seminar**

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

*Pre-requisites: MBA 613 and permission of dean.*

*Credits: 3*

*Cross-Listings: HRM 750, MAN 750*

*Every Spring*

#### **HRM 790 Compensation and Benefits**

This course focuses on employee compensation and employee benefits. Topics considered in this course include strategic compensation policy, compensation management and administration, pay-for-performance, as well as how compensation is determined for both hourly and salaried employees. Benefit topics include both legally required and employer discretionary benefits, as well as how firms develop and administer employee benefit plans. Laws governing both compensation and benefits will also be covered.

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

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

*Credits: 3*

*Cross-Listings: HRM 790, MAN 790*

#### *Alternate Semesters*

#### **HRM 791 Employee Training and Development**

Training refers to a planned effort by an organization to facilitate employee's learning of job related skills and behaviors. The purpose of this course is to provide the student with the knowledge and skills that are required to design, develop, and deliver quality employee training. Within the context of training, approaches to employee development will also be discussed.

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

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

*Credits: 3*

*Cross-Listings: HRM 791, MAN 791*

*On Occasion*

#### **HRM 792 Diversity in the Workplace**

This course employs a seminar format and examines the complex and encompassing ways in which people differ, including examining the primary dimensions (age culture/ethnicity/race, language, gender, physical abilities and sexual orientation) and secondary dimensions (education, geographical location, income, marital status, parental status, religion and work experience) that formulates in many instances the view of cultural diversity.

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

*Credits: 3*

*Cross-Listings: HRM 792, MAN 792*

*On Occasion*

#### **HRM 793 Workplace Safety and Health**

An in-depth study of issues and practices related to workplace safety and health. Relevant topics include OSHA rules and regulations, OSHA inspections, employer requirements under the act, the role of HR in ensuring employer and employee compliance with the act, filing and record keeping requirements. Within the context of OSHA, workplace violence, domestic violence, and workplace security will also be covered.

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

*Credits: 3*

*Cross-Listings: HRM 793, MAN 793*

*On Occasion*

#### **HRM 794 Human Resource Information Systems**

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

*The pre-requisite of HRM 722 or MAN 722 is*



required.

Credits: 3

Cross-Listings: HRM 794, MAN 794

Every Spring

### **HRM 797 Case Studies in Human Resource Management**

This is an application-oriented course designed to provide students with the opportunity to apply HR theory to the practical everyday challenges faced by HR generalists. Relevant course topics addressed during the semester include strategic management; workforce planning, recruitment, and selection; compensation and benefits; labor relations; workplace safety and security. Emphasis is placed on developing and evaluating alternative solution strategies.

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

Credits: 3

Cross-Listings: HRM 797, MAN 797

Every Spring

### **HRM 798 Special Topics in Human Resource Management**

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

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

Credits: 3

Cross-Listings: HRM 798, MAN 798

Every Summer

### **HRM 799 Advanced Topics in Human Resource Management**

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

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

Credits: 3

Cross-Listings: HRM 799, MAN 799

Every Summer

### **IBU 701 International Business**

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

Pre-requisites of GBA 511, GBA 512, GBA 514 and MBA 620 are required.

Credits: 3

Cross-Listings: IBU 701, MAN 780

Every Fall and Spring

### **IBU 702 International Financial Markets**

An analysis of the financial opportunities and risks resulting in global market investment, with a focus

on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.

Credits: 3

Cross-Listings: FIN 716, IBU 702

On Occasion

### **IBU 703 International Trade**

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.

Credits: 3

Cross-Listings: FIN 715, IBU 703, MKT 716

On Occasion

### **IBU 704 Management of International Business**

A focus on the management of direct international investment, commonly known as multinational corporation, that examines the nature, growth and new directions of direct investment and how those elements are related to changing economic, social and monetary conditions. The course highlights the interplay of business and government in international management.

The pre-requisites of GBA 512, MBA 613 and MBA 620 are required.

Credits: 3

On Occasion

### **IBU 705 International Marketing**

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

Pre-requisite of GBA 513 and MBA 612 are required.

Credits: 3

Cross-Listings: IBU 705, MKT 717

On Occasion

### **IBU 706 Comparative International Management**

Comparisons among national managerial systems. The functional inter-relationships between

managers and their international environments and the problems of cross-national cooperation are highlighted.

The pre-requisite of MBA 613 is required.

Credits: 3

On Occasion

### **IBU 707 Multinational Business in Developing Nations**

An analysis of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, and similar concepts relevant to operating in developing nations.

Pre-requisites of GBA 512 and IBU 701 are required.

### **IBU 708 International Corporate Finance**

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

The pre-requisite of FIN 716 is required.

Credits: 3

Cross-Listings: FIN 726, IBU 708

On Occasion

### **IBU 745 International Taxation**

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. (45 CPE credits)

Pre-requisites of GBA 512, MBA 611, ACC 501, TAX 716 and TAX 723 or equivalent are required.

Credits: 3

Cross-Listings: IBU 745, TAX 745

Every Fall

### **IBU 750 International Business Seminar**

An analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business. Three credits.

The pre-requisite of GBA 512 is required.

Credits: 3

On Occasion

### **IBU 770 International Accounting**

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

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

Credits: 3

Cross-Listings: ACC 770, IBU 770  
Every Fall

### **MAN 702 Theories of the Organization**

A survey of organizational theories with particular emphasis on goal setting assessing, achievement and displacement. Topics include the relationship of authority, role responsibility, organizational structure, design and culture. Students diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.

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

*Credits: 3*

*On Occasion*

### **MAN 703 Project Analysis and Program Management**

A survey of managerial criteria for effective project planning and management. Topics include establishing objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution and options in allocation of resources.

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

*Credits: 3*

*On Occasion*

### **MAN 704 Managerial Planning and Control Systems**

A study of the formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of measuring performance and handling information.

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

*Credits: 3*

*On Occasion*

### **MAN 705 Management Decision Theory**

A survey of the decision-making processes and methods for examining, defining, analyzing and solving complex problems. Emphasis is on defining objectives, value systems, and methods for identifying and assessing alternative courses of action.

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

*Credits: 3*

*On Occasion*

### **MAN 707 Small Business and New Venture Management**

An examination of the role of a small business in a dynamic, free enterprise economy, designed to stimulate a creative approach (by entrepreneurs) to the problems of a small firm. The course emphasizes establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions.

*Pre-requisite of GBA 511, GBA 512 and MBA 613 are required.*

*Credits: 3*

*On Occasion*

### **MAN 708 Management of Technology and Product Innovation**

A survey of new technologies in society and business. Topics include opportunities and threats, technological forecasting, evaluation of new products and services, the management of new research and development, stimulating creativity, economic evaluation of research products, organizational characteristics, and estimating and controlling research and development costs.

*Pre-requisite of GBA 512, GBA 517 and MBA 613 are required.*

*Credits: 3*

*On Occasion*

### **MAN 709 Government and the Management of Technology**

An examination of the changing role of government in shaping and directing the management of technology in the civilian sector of the economy. Principal themes include the rationales, processes and mechanisms of government involvement; promotion and regulation of technological development and use by government; industrial policy in the United States and other countries; and the impact of government on product innovation and on the national economy.

*The pre-requisite of GBA 517 or PM 703 is required.*

*Credits: 3*

*On Occasion*

### **MAN 721 Industrial Relations**

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.

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

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

*Credits: 3*

*Cross-Listings: HRM 721, MAN 721*

*Every Fall*

### **MAN 722 Human Resource Management**

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.

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

*Credits: 3*

*Cross-Listings: HRM 722, MAN 722*

*Every Fall and Spring*

### **MAN 723 Behavior Concepts Applied to Management**

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics

include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance.

*Pre-requisite of GBA 512 and MBA 613 are required.*

*Credits: 3*

*On Occasion*

### **MAN 724 Organizational Development**

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

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

*Credits: 3*

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

*Every Spring*

### **MAN 725 Work, People and Productivity**

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

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

*Credits: 3*

*Cross-Listings: HRM 725, MAN 725, PM 712*

*On Occasion*

### **MAN 726 Legal and Regulatory Environment in Human Resource Management**

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.

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

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

*Credits: 3*

*Cross-Listings: HRM 726, MAN 726*

*Every Fall*

### **MAN 750 Management Seminar**

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and

individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

*Pre-requisites: MBA 613 and permission of dean.*

*Credits: 3*

*Cross-Listings: HRM 750, MAN 750*

*Every Spring*

### **MAN 760 Management Consulting**

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

*Pre-requisite: GBA 512*

*Credits: 3*

*Every Fall*

### **MAN 780 International Business**

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

*Pre-requisites of GBA 511, GBA 512, GBA 514 and MBA 620 are required.*

*Credits: 3*

*Cross-Listings: IBU 701, MAN 780*

*Every Fall and Spring*

### **MBA 612 Marketing Strategy**

A focus on marketing planning processes, concepts, methods, and strategies at the product and corporate level and with a global orientation. The course emphasizes the relationship between marketing and other business functions and draws on perspectives from industrial economics, corporate finance, and strategic management. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods, and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies.

*Pre-requisite of GBA 513 is required.*

*Credits: 1.50*

*Every Fall and Spring*

### **MBA 613 Organizational Behavior**

An analysis of both the formal and informal aspects of the administration process. Topics include human behavior in an organizational environment, individual behavior patterns, superior/subordinate relationships, group dynamics, leadership, communication, motivation and decision-making, and the impact of innovation and change on the organization.

*Pre-requisite of GBA 512 is required.*

*Credits: 3*

*Every Fall and Spring*

### **MBA 620 Behavioral Finance**

Behavioral finance offers a new perspective on modern investing. Phenomena such as stock momentum or the tendencies of investors to hold on to losing stocks too long are inconsistent with the notions of traditional finance market efficiency, yet they are perfectly consistent with the psychology of how humans process information. Students will gain proficiency in concepts of psychology and economics and how these relate to the financial markets and apply behavioral finance ideas in the analysis of real market trading phenomena.

*Prerequisite of GBA 510, 511, 512, 513, 514, 515, 516, and 517 are required.*

*Credits: 3*

*Every Fall and Spring*

### **MBA 621 Service and Operations Management**

This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (e.g., banking, transportation, travel and tourism) and within the service functions of manufacturing (e.g., after-sales support, financing). In addition to providing an overview of the role of services in the economy and within the functioning of various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.

*Prerequisite of GBA 510, 511, 512, 513, 514, 515, 516, and 517 are required.*

*Credits: 3*

*Every Fall and Spring*

### **MBA 626 Risk Management**

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

*Prerequisite of GBA 510, 511, 512, 513, 514, 515, 516, 517 and MBA 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### **MBA 630 Marketing Strategy**

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

on perspectives from industrial economics, corporate finance, and strategic management. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods, and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies.

*Pre-requisite of GBA 513 is required.*

*Credits: 1.50*

*Every Fall and Spring*

### **MBA 631 Organizational Leadership**

An exploration of transformational leadership as embodied in earlier theoretical classics in the field. Includes discussions on great man theory, trait theory, autocratic/democratic leadership, contingency theories, and situational leadership.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Cross-Listings: MBA 631, MBA 631*

*Every Fall and Spring*

### **MBA 632 Ethics in a Global Society**

An exploration of the environment in which business is conducted with emphasis on legal, social, and political dimensions. The demands for ethical responsibility in business are also explored and evaluated.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Fall and Spring*

### **MBA 633 Corporate Financial Policy**

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting, cost of capital, financial and capital structure, sources of long-term funds, dividend policies, and mergers, acquisitions, and consolidations.

*Pre-requisite of GBA 511 is required.*

*Credits: 1.50*

*Every Fall and Spring*

### **MBA 634 Service/Operations Management**

This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (e.g., banking, transportation, travel and tourism) and within the service functions of manufacturing (e.g., after-sales support, financing). In addition to providing an overview of the role of services in the economy and within the functioning of various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

Every Fall and Spring

#### **MBA 635 Entrepreneurship**

This course provides an introduction to the process of planning and starting a new business venture as well as an overview of entrepreneurial thinking. Through lecture, online discussion, and group projects, students will explore entrepreneurial concepts including industry analysis, market analysis, lean start-up methodology, feasibility analysis, and value propositions.

*Pre-requisites of MBA 512 and 513 are required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 640 Making Effective Presentations**

This class is designed to provide training and experience in delivering effective oral presentations in various academic settings. It is intended for students who have little or no experience giving formal presentations. In addition to focusing on content, structure, and delivery of oral presentations, we will highlight certain aspects of public speaking, including pronunciation, volume, intonation, and gestures to help improve overall presentation skills.

*Credits: 1*

*Every Fall and Spring*

#### **MBA 641 Managerial Communication**

An investigation into the way people within the organization communicate. The course includes the interpretation and application of organization communication for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communication climate, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications.

*Credits: 1*

*Every Fall and Spring*

#### **MBA 642 Building your Online Brand**

This course provides students with an introduction to creating and managing their personal online brand. Through lecture, online discussion, and real world assignments, students will learn to use the web and social media to enhance their professional careers.

*Credits: 1*

*Every Fall and Spring*

#### **MBA 643 Working in Teams and Project Management**

This course explores complex issues that confront managers working in group settings involving project formulation, implementation, and control. Case studies are used to explore problems, solutions, and best practices across numerous industry settings.

*Credits: 1*

Every Fall and Spring

#### **MBA 644 Career Planning**

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

*Credits: 1*

*Every Fall and Spring*

#### **MBA 650 Business Intelligence**

This course is designed to impart the concepts and the practical aspects of a collection of computer technologies that support managerial decision-making. These technologies, called business analytics and business intelligence, have had a profound impact on corporate strategy, performance management, and competitiveness. Topics covered include: business intelligence, analytics and decision support, data warehousing, business reporting, visual analytics, big data analytics, business analytics, and emerging trends and future directions.

*Pre-Requisite of MBA 620 is required or in the PharmD/MBA program*

*Credits: 1*

*Every Fall and Spring*

#### **MBA 651 Marketing Analytics**

Marketing analytics includes the processes and methodologies used by marketers to evaluate their marketing efforts, assess their effects in the short and long run, and investigate how to improve them. Marketing analytics then offers a dashboard that allows marketers to make the right managerial decisions in order to increase their performance, which is measured through various business metrics.

*A pre requisite of MBA 630 is required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 652 Transformational Leadership**

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

*Pre-requisite of MBA 631 is required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 653 Investment Analysis**

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk are examined.

An introduction to derivative securities is included. *Pre-Requisite of MBA 633 is required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 654 Decision Making**

This course introduces a practical, applied, and analytical approach to managerial decision-making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a business simulation. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; forecasting; managing risk; sensitivity analysis; probabilistic decision models; survey design; and regression analysis.

*Pre-requisite of MBA 634 is required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 800 Business Policy I**

An examination of the fields of policy making and administration that builds upon and integrates the work covered in the graduate curriculum. The viewpoint is that of a senior general manager who sets company-wide objectives and coordinates departmental policies and activities. As an integrating experience, students are expected to bring their overall business knowledge to bear on the intricacies of managerial decision-making. Through text, case analysis, and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing, and management variables in a competitive situation. Selected guest lecturers and the assignment of a major written project round out the learning experience by providing each student with a pragmatic discussion forum as well as research and writing experience contextualized within the dynamics of a changing business world.

*The following pre-requisites are required to enroll in MBA 800 or 801:*

*GBA 510, 511, 512, 513, 514, 515, 516, 517; MBA 612, 613, 620, 621, 625 and 626;*

*Any four 700 level MBA courses.*

*Credits: 3*

*Every Fall and Spring*

#### **MBA 801 Business Policy II**

An examination of the fields of policy making and administration that builds upon and integrates the work covered in the graduate curriculum. The viewpoint is that of a senior general manager who sets company-wide objectives and coordinates departmental policies and activities. As an integrating experience, students are expected to bring their overall business knowledge to bear on the intricacies of managerial decision-making. Through text, case analysis, and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing, and management variables in a competitive situation. Selected guest lecturers and the assignment of a major written project round out the learning

experience by providing each student with a pragmatic discussion forum as well as research and writing experience contextualized within the dynamics of a changing business world.

*The following pre-requisites are required to enroll in MBA 800 or 801:*

*GBA 510, 511, 512, 513, 514, 515, 516, 517;*

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

*Any four 700 level MBA courses.*

*Credits: 3*

*Every Fall and Spring*

### **MKT 701 Marketing Communication and Advertising**

A study of the role of mass and personal communication and sales promotion in marketing management and the social and economic implications of these. Research findings in communication theory and the behavioral sciences and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation, and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information.

*Pre-requisite of GBA 514 is required.*

*Credits: 3*

*On Occasion*

### **MKT 702 Marketing Research**

An examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, questionnaire construction, decision models, data analysis techniques, and data interpretation.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 703 Sales Management and Forecasting**

A focus on the management of selling activities and the outside sales force as critical elements of marketing operations. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potential, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are used to stress practical applications.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 705 Consumer Behavior**

A multidisciplinary approach to understanding consumer behavior in the marketplace that integrates the contributions of cultural

anthropology, psychology, sociology, and economics. The course reviews the role of the behavioral sciences in marketing with regard to determination of market segments, product choice, brand loyalty, and brand switching. Topics include learning theory, motivation, diffusion of innovation, reference group theory, role playing, perception, and attitude formation. Managerial implications are examined using case studies.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 706 Product Planning and Marketing**

This course uses the case study method to develop skills of analysis and decision-making as they relate to product planning, management, and portfolio analysis. The effects of product design, pricing, promotion, advertising, research, distribution channels, sales efforts, and legislation are examined in an effort to understand their interrelationships as they affect both volume and profit. The product management organizational structure is also examined. Outside lecturers from industry visit, as available.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 707 Marketing Distribution Systems**

An analysis of the competitive struggle for channel command and the utilization of economic and analytical tools and behavioral models. The growth of, and innovation in, vertical systems are examined with regard to social, economic, and legal constraints. The course also surveys the objectives and decision-making processes of individual members at various channel levels. Cases are used to stress practical applications.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 708 Industrial Marketing**

An analysis of current marketing practices for manufacturers and suppliers of services to industrial and government markets. Emphasis is placed on the strategy of market selection, product planning, pricing, distribution, and buyer/seller relations pertaining to industrial products.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 709 New Product Development**

A study of the management of the product mix. The course presents an analytical approach to new product decisions. Topics include product policy considerations; research and development; economic analysis; and the factors leading to the decision to commercialize, test market, or discontinue a product.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 710 Management of Marketing Operations**

An analysis of the marketing process, including the formulation of policies and the planning, organizing, directing, and coordinating of marketing activities. The relationship of marketing research and consumer motivation to marketing mix elements is also examined.

*The pre-requisite of GBA 513 or MBA 612 is required.*

*Credits: 3*

*On Occasion*

### **MKT 712 Direct Marketing**

A detailed study of direct response techniques. Direct marketers have developed a sophisticated understanding of the relationship of their marketing effort to sales and profits; this course familiarizes students with the entire range of direct marketing, media, and fulfillment strategies, with special emphasis on database management.

*Pre-requisite of GBA 513 is required.*

*Credits: 3*

*On Occasion*

### **MKT 716 International Trade**

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

*Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.*

*Credits: 3*

*Cross-Listings: FIN 715, IBU 703, MKT 716*

*On Occasion*

### **MKT 717 International Marketing**

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

*Pre-requisite of GBA 513 and MBA 612 are required.*

*Credits: 3*

*Cross-Listings: IBU 705, MKT 717*

*On Occasion*

### **MKT 750 Marketing Seminar**

An analysis of the processes that shape marketing policy to maintain profitable operations. Emphasis is on the use of planning theory, game theory and input-output analysis in devising market plans and decision making. Application of such techniques is illustrated by cases and actual marketing problems of companies.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

**DEPARTMENT OF TECHNOLOGY, INNOVATION AND COMPUTER SCIENCE**

Professors Chung, Rodriguez

Associate Professors Ghriga (Chair), League

Assistant Professor Shang

Adjunct Faculty: 9

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

The department offers the Master of Science in Computer Science.

**M.S. Computer Science**

**Blended Learning - Onsite & Online**

The 36-credit M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science. It is open to students from all undergraduate fields. The program provides the foundations and advanced applications with an emphasis on the design and development of large software systems.

Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle

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

**Admission Requirements:**

The standards for admission to the program are as follows:

1. A bachelor's degree from an accredited institution
2. An undergraduate grade point average of 3.0
3. A written statement outlining applicant’s objectives for seeking admission into the program

4. A current résumé
5. Two letters of recommendation
6. A completed application submitted to the Office of Admissions

Candidates meeting the admission requirements will be placed into one of the following two tracks depending upon the candidate’s undergraduate degree and background in fundamentals of computer science and programming. Other evidence of competence may be required to grant a limited matriculation status in the program.

**Track 1** – Candidates admitted into Track 1 will have a bachelor’s degree in computer science or management information systems and will begin their program with the required core courses.

**Track 2** – Candidates without a bachelor’s degree in computer science or management information systems will be admitted into Track 2 and required to demonstrate proficiency in computer programming and foundations by passing the competency waiver exam or completing two preparation courses: Computer Science 601 and 605 or their equivalents.

**Computer Science Background Requirements**

A candidate who is not proficient in the C programming language must take CS 601 (no credits toward computer science master’s degree). A candidate who does not have sufficient background in computer science foundations (i.e., operating systems, computer architecture, discrete structures, advanced programming) must take CS 605 (3 credits). Candidates who successfully complete both CS 605 and CS 601 will get three (3) elective credits for CS 605.

**Transfer Credits**

Students are permitted to transfer a maximum of six (6) graduate computer science credits from other institutions with the approval of the department chair. Industry training courses that meet time and content requirements may, with the approval of the chair, qualify for transfer credits.

**Competency Equivalencies**

Students who can demonstrate competency in core courses may request that the course(s) be waived. The student will substitute an elective course, with the approval of the department chair.

**M.S., Computer Science**

[Program Code: 89373]

**Computer Science Core: 21 Credits**

**The following seven (7) courses are required:**

|    |     |  |      |
|----|-----|--|------|
| CS | 631 | Algorithms and Data Structures         | 3.00 |
| CS | 633 | System Analysis and Design             | 3.00 |
| CS | 641 | Computer Architecture                  | 3.00 |
| CS | 643 | Operating Systems                      | 3.00 |
| CS | 645 | Computer Communications and Networking | 3.00 |

|    |     |                             |      |
|----|-----|-----------------------------|------|
| CS | 649 | Database Management Systems | 3.00 |
|----|-----|-----------------------------|------|

|    |     |                         |      |
|----|-----|-------------------------|------|
| CS | 666 | Artificial Intelligence | 3.00 |
|----|-----|-------------------------|------|

**Computer Science Electives: 9 to 12 Credits**

Three (3) Advanced Computer Science Courses with **Thesis Option**

Four (4) Advanced Computer Science Courses with **Software Development Project**

**Thesis Option: 6 credits**

|    |     |                         |      |
|----|-----|-------------------------|------|
| CS | 698 | Computer Science Thesis | 3.00 |
|----|-----|-------------------------|------|

|    |     |                         |      |
|----|-----|-------------------------|------|
| CS | 699 | Computer Science Thesis | 3.00 |
|----|-----|-------------------------|------|

**Software Development Project Option: 3 credits**

|    |     |                              |      |
|----|-----|------------------------------|------|
| CS | 690 | Software Development Project | 3.00 |
|----|-----|------------------------------|------|

OR

|    |     |                              |      |
|----|-----|------------------------------|------|
| CS | 691 | Software Development Project | 3.00 |
|----|-----|------------------------------|------|

**Credit and GPA Requirements**

Minimum Credits (Thesis Option): 36

Minimum Credits (Project Option): 36

Minimum Major GPA: 3.0

## Computer Science Courses

### CS 601 Principles of Computer Science and Structured Programming C

A study of the fundamentals of structured program design using a block-structured language such as C, functions and file organization, and processing. Students are required to design and run multiple programs for problem solving on a computer. Not credited to M.S. in Computer Science.

*Credits: 3*

*Every Fall and Spring*

### CS 605 Fundamentals of Computer Science and Systems Programming

A study of the fundamental concepts of machine architecture and operating systems, including assembly language programming, data structures and algorithms used in advanced C programming. Students are required to design and run computer programs. Not credited to M.S. in Computer Science.

*Credits: 3*

*Every Fall and Spring*

### CS 631 Algorithms and Data Structures

An intensive treatment of the application of data structures and algorithms in Computer Science. Topics include recursion; sequential, linked and dynamic allocation of storage stacks; queues; trees; graphs; hash tables; and internal and external sorting and searching. Emphasis is placed on the design, implementation and evaluation of algorithms.

*Pre-requisite of CS 601 or equivalent is required.*

*Credits: 3*

*Every Spring*

### CS 633 System Analysis and Design

Successful system development entails much more than just coding. We will survey various models of the software development process, learn how to elicit and analyze system requirements, and how to apply various design strategies, notations, and tools. In the end, you will understand why quality is so elusive in the development of information systems, and you will be comfortable with a range of processes, methods, and tools to help achieve it.

*Pre-requisite of CS 631 is required.*

*Credits: 3*

*Every Fall*

### CS 641 Computer Architecture

A study of computer architecture and organization, with emphasis on quantitative analysis. Boolean algebra is introduced to teach digital devices. Students are required to design and implement on paper a simple microprocessor by the end of the semester. Microprogramming and conventional machine level are taught. Programming is expected in an assembly programming language.

*Pre-requisite of CS 601 or equivalent, and CS 605 or equivalent, are required.*

*Credits: 3*

*Every Fall*

### CS 643 Operating Systems

An introduction to the algorithms and data structures of operating systems and their performance in various environments. Topics include CPU scheduling, memory management, virtual memory, mutual exclusion and deadlock concurrent processes, and protection and security.

*Credits: 3*

*Every Spring*

### CS 645 Computer Communications and Networking

An introductory course in computer networks, with emphasis on the physical and logical design of computer networks using the OSI and TCP/IP layered models as conceptual frameworks. The physical, data link, network, and transport layers are discussed in detail. Examples are provided from existing network architectures. The TCP/IP protocol suite is studied in the contexts of the network and transport layers.

*Credits: 3*

*Every Spring*

### CS 649 Database Management Systems

An examination of the concepts and practical aspects of database management systems and how data resources can be designed and managed to support information systems in organizations. Topics include data models and data and storage structures and their relation to data access; use and management of database systems, data independence; and data sharing, availability, security, integrity and consistency. Students are required to design and implement a database using a relational database management system, such as SQL.

*Credits: 3*

*Every Fall*

### CS 655 Object-Oriented Software Methodology - C++

A study of object-oriented analysis and design techniques. Several case studies with C++ are used to implement the object-oriented design techniques. Topics include design of classes, class interfaces, overloading (functions and operators), inheritance, polymorphism, dynamic binding, reusability and aspects of software quality modularity. Students are required to complete projects with C++.

*Pre-requisite of CS 601 or knowledge of the C language is required.*

*Credits: 3*

*On Occasion*

### CS 664 Compiler Theory and Design

A study of the following: compiler organization - symbol table, lexical analysis, syntactic analysis, semantic analysis, object code generation and code optimization techniques; polish notation, triples, trees; the translation of arithmetic expressions and programming constructs; the impact of various

language designs on the compilation process; compilation of ambiguous and non-deterministic languages; formal languages, parse techniques; and optimization techniques.

*Credits: 3*

*On Occasion*

### CS 666 Artificial Intelligence

An examination of the concepts and methodologies used in constructing intelligent computer programs. Areas covered are state space representation, knowledge representation and reasoning techniques, and search strategies, including heuristic search and genetic algorithms. Application areas are selected from game playing, expert-systems, natural language processing and machine learning. Overview of AI tools and languages is included. Students are required to implement an AI project.

*Pre-requisite of CS 631 is required.*

*Credits: 3*

*Every Fall*

### CS 668 Advanced Topics in Data Base Technology

A study of the following: business and industrial application development; graphical user interfaces with client/server computing distributed data bases; interface of relational data bases with software packages.

*Pre-requisite of CS 649 is required.*

*Credits: 3*

*On Demand*

### CS 669 Expert and Knowledge Base Systems

A study of the methodologies for designing and implementing expert and knowledge-based systems. Topics are expert and knowledge-based problem solving, knowledge acquisition, explanation generation, and expert system development tools. Comprehensive treatment of an expert system design and development tool such as ECLIPSE is conducted. Students are required to implement an expert system project.

*Pre-requisite of CS 666 is required.*

*Credits: 3*

*On Occasion*

### CS 673 Internet Programming with JAVA

A look at programming for the Internet and concepts that relate to Internet technologies. Topics include JAVA, object-related programming, CGI and Dynamic HTML. JAVA topics include classes, interface classes, exceptions, libraries, threads, network programming and database access. Writing CGI code for Web servers and JDBC for database connectivity is also covered. Students are required to complete projects with JAVA.

*The pre-requisites of CS 601 and 645, and the co-requisite of CS 631 are required.*

*Credits: 3*

*On Occasion*

### CS 674 Distributed Systems

A detailed treatment of distributed systems in applications such as databases, computer networks

and communication, architecture, and operating systems. Guiding theory, design principles, and tools for analyzing and performing system trade-offs are presented. Case histories of distributed systems are reviewed.

*Credits: 3*

*On Occasion*

#### **CS 675 Parallel Programming**

A study of parallel random access machine (PRAM) model, as well as processor organizations and parallel architectures. Design, analysis and implementation of parallel algorithms are studied. Case studies of parallel algorithms in various problem domains are examined. An introduction is made to fault tolerant computing. Students are required to do assignments using a parallel extension of the C language such as C\*, nCUBE C or C-LINDA.

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

*Credits: 3*

*On Occasion*

#### **CS 676 UNIX Programming**

An in-depth study of the UNIX system called interface which allows programmers to write applications that take advantage of the services provided by the UNIX kernel. Topics include file system, processes and threads, and signals. Interprocess communication: pipes, message queues, shared memory, semaphores are studied. An introduction is made to network programming using the socket interface and RPC.

*Pre-requisite of CS 601 or knowledge of the C language is required.*

*Credits: 3*

*On Occasion*

#### **CS 678 Data Security**

A consideration of security problems in computing, with emphasis on legal issues. Topics include cryptography fundamentals and data security; NP-completeness and security of cryptosystems; DES; IDEA; hashes and message digests; RSA; authentication of people and systems; signature schemes; access controls, information flow controls, and inference controls; and e-mail security.

*Pre-requisite of CS 631 is required.*

*Credits: 3*

*On Occasion*

#### **CS 679 Local Area Networks**

A study of local area network (LAN) technology, including topologies, communications media, communication protocol, interfacing equipment, and hardware and software. Students work on problems of planning, designing, installing and maintaining a LAN.

*Credits: 3*

*On Occasion*

#### **CS 690 Software Development Project**

The development of a large software systems project based on a current analysis and design paradigm

resulting in a valid and verified software system.

The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

*Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.*

*Credits: 3*

*Every Fall*

#### **CS 691 Software Development Project**

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system.

The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

*Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.*

*Credits: 3*

*Every Spring*

#### **CS 695 Special Topics in Computer Science**

A consideration of a current topic in computer science not offered in any other course.

*Credits: 3*

*On Occasion*

#### **CS 696 Special Topics in Computer Science**

A consideration of a current topic in computer science not offered in any other course.

*Credits: 3*

*On Occasion*

#### **CS 697 Special Topics in Computer Science**

A consideration of a current topic in computer science not offered in any other course.

*Credits: 3*

*On Occasion*

#### **CS 698 Computer Science Thesis**

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

*Credits: 3*

*Every Fall and Spring*

#### **CS 699 Computer Science Thesis**

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

*Credits: 3*

*Every Fall and Spring*

#### **MBA 625 Management of Innovation and Technology**

This course draws upon the economics of technical change - for high technology businesses. The emphasis is on the development and application of conceptual models clarifying the interactions between competition, patterns of technological and market change, and the structure and development of internal firm capabilities. The aim of this course is to provide a solid foundation for managing

innovation in high-technology industries.

Throughout, key conceptual frameworks are linked to applications in a variety of industry and case settings.

*The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, 517 and MBA 621 are required.*

*Credits: 3*

*Every Fall and Spring*

#### **MBA 655 Management of Innovation**

The ability to increase business value through technological innovation is a critical success factor in many industries. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries. Emphasis is placed on the foundations of the dynamics of innovation, strategy formulation, and strategy implementation. Throughout, the main topics of the course are linked to applications in a variety of industry and case settings.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Fall and Spring*

#### **MBA 656 Information Systems Development and Management**

Information systems innovation comprises the development and management of both new technology components and new organizational arrangements. In other words, IS innovation is broader than the development of technology-based information handling systems. In our study the development, deployment and use of technologies and organizational change are the two inseparable aspects of an IS innovation process. Organizational change includes changing the way an organization is structured, its work processes, its products and services as well as its relationships with other organizations, partners, suppliers, customers, and overall stakeholders.

*Pre-requisite of GBA 512 is required.*

*Credits: 1.50*

*Every Fall and Spring*



## DEPARTMENT OF PUBLIC ADMINISTRATION

Professor Levine (Director)

Assistant Professors Elmedni, Martin, Moreno,  
Adjunct Faculty: 3

The public administration program prepares public service professionals for managerial positions in government, health and nonprofit sectors. It is open to students from all undergraduate fields and provides the foundations and advanced applications expected in a graduate program.

The program focuses on competencies that employers want – leadership, ethical decision-making, analytical and budgeting expertise, written communication and oral presentation skills. Specialization courses in government, health and nonprofit fields with a variety of sub-topics provide depth in the student’s area of interest. Focused capstone courses allow students to apply their new competencies in meaningful public service projects.

The M.P.A. program offers the Master of Public Administration in Public Administration and the Master of Public Administration in Health Administration..

### Admission Requirements:

The standards for admission to the program and the advanced certificates are as follows:

- Official transcripts as proof of a baccalaureate degree from an accredited institution of higher education
- Two letters of recommendation
- A current résumé
- A two-to-three-page typewritten statement of purpose
- A completed application submitted to the Office of Admissions

Note: Full matriculation admission requires an official transcript showing an undergraduate grade point average of at least 3.0 on a scale of 4.0. Limited matriculation may be available to applicants who do not meet full matriculation requirements. Candidates with grade point averages of 2.5 or less must contact the M.P.A. program director before submitting an application.

Such limited matriculation may require additional evidence of competence. Limited matriculation students may register for a maximum of six credits per semester for the first 12 credits. Limited matriculation becomes full matriculation upon completion of 12 graduate credits with a 3.0 average or better. Transfer students are welcome; transfer credits will be evaluated by the program director.

## Master of Public Administration (M.P.A.)

The 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Public Administration

prepares students for public service responsibilities, blending management theory with practical applications in government, health and nonprofit organizations. Students from diverse backgrounds with varying levels of professional expertise are taught by faculty members who are current in all aspects of this continuously evolving and growing field.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth.

Areas of specialization include public administration, nonprofit management, urban government management, human resources management, law and management, international public management and social policy management. Other specializations can be developed in consultation with a faculty adviser from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and law and accountability. Students then take 12 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project and a formal presentation. Capstone courses can **only** be taken after all course work is completed.

### M.P.A., Public Administration

[Program Code: 81214]

#### M.P.A. (PAD) Foundation: 15 Credits

|     |     |                              |      |
|-----|-----|------------------------------|------|
| MPA | 501 | Principles of Administration | 3.00 |
|-----|-----|------------------------------|------|

|     |     |                                    |      |
|-----|-----|------------------------------------|------|
| MPA | 502 | Organizational Theory and Behavior | 3.00 |
|-----|-----|------------------------------------|------|

|     |     |                            |      |
|-----|-----|----------------------------|------|
| MPA | 503 | Government and the Economy | 3.00 |
|-----|-----|----------------------------|------|

|     |     |                  |      |
|-----|-----|------------------|------|
| MPA | 505 | Analytic Methods | 3.00 |
|-----|-----|------------------|------|

|     |     |                         |      |
|-----|-----|-------------------------|------|
| MPA | 507 | Public Policy Processes | 3.00 |
|-----|-----|-------------------------|------|

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

|     |     |                           |      |
|-----|-----|---------------------------|------|
| MPA | 602 | Human Resource Management | 3.00 |
|-----|-----|---------------------------|------|

|     |     |   |      |
|-----|-----|---|------|
| MPA | 603 | Fundamentals of Public Budgeting and Financial Management | 3.00 |
|-----|-----|---|------|

|     |     |  |      |
|-----|-----|--|------|
| MPA | 604 | Administrative Responsibility and Accountability | 3.00 |
|-----|-----|--|------|

#### M.P.A. (PAD) Specialization: 12 Credits

The following course is required:

|    |     |   |      |
|----|-----|---|------|
| PM | 728 | Managing Human Behavior in Public Organizations | 3.00 |
|----|-----|---|------|

### and

Three (3) advanced (700 level) elective courses

#### M.P.A. Capstone: 6 Credits

|     |     |                  |      |
|-----|-----|------------------|------|
| MPA | 798 | Capstone Seminar | 3.00 |
|-----|-----|------------------|------|

|     |     |                  |      |
|-----|-----|------------------|------|
| MPA | 799 | Capstone Project | 3.00 |
|-----|-----|------------------|------|

### Credit and GPA Requirements

Minimum Credits: 42

Minimum Major GPA: 3.00

## Master of Public Administration in Health Administration

The U.S. Department of Labor’s Bureau of Labor Statistics predicts above-average employment growth for healthcare administrator positions through 2018. “Those with the highest education, strongest business skills and health care work experience will be well positioned to take advantage of the most coveted jobs.”

The 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Health Administration prepares students for careers in fields that offer numerous professional paths. Students from diverse backgrounds with varying levels are taught by faculty members who are current in all of the latest trends and issues in health care administration.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth. Areas of specialization include health care administration, health care management, health care policy and aging/long-term care. Other specializations can be developed in consultation with a faculty advisor from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and law and accountability. Students then take 12 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project and a formal presentation. Capstone courses can **only** be taken after all course work is completed.

### M.P.A.. Health Administration

[Program Code: 86461]

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

|     |     |                              |      |
|-----|-----|------------------------------|------|
| MPA | 501 | Principles of Administration | 3.00 |
|-----|-----|------------------------------|------|

MPA 502 Organizational Theory and Behavior 3.00

MPA 503 Government and the Economy 3.00

MPA 505 Analytic Methods 3.00

MPA 507 Public Policy Processes 3.00

**M.P.A. (HAD) Advanced Core: 9 Credits**

MPA 602 Human Resource Management 3.00

MPA 613 Health Systems Finance 3.00

MPA 614 Healthcare Responsibility and Accountability for Administrators 3.00

**M.P.A. (HAD) Specialization: 12 Credits**

PM 730 Health, Disease and Medical Care 3.00

**and**

Three (3) advanced (700 level) elective courses

**M.P.A. Capstone: 6 Credits**

MPA 798 Capstone Seminar 3.00

MPA 799 Capstone Project 3.00

**Credit and GPA Requirements**

Minimum Credits: 42

Minimum Major GPA: 3.00

## Public Administration Courses

### MPA 501 Principles of Administration

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

*Credits: 3*

*Every Fall and Spring*

### MPA 502 Organizational Theory and Behavior

An examination of theories of organization, administrative processes, and formal and informal relationships in organizations. The course discusses the environment, leadership, structure, networks, and outputs and outcomes of organized action

*Credits: 3*

*Every Fall and Spring*

### MPA 503 Government and the Economy

An examination of the role of the public sector in economic decision making. The nature of public goods as they relate to allocation, stabilization, and distribution functions of economic systems is studied, as are the role of private investment, relations between government and private sectors, privatization of public services, and the use of national income accounts. An analysis of fiscal federalism, and the fiscal crises of the state are included. Three credits. Offered every Spring and alternate summers

*Credits: 3*

*Every Fall and Spring*

### MPA 504 Technology and Society

Critically examines the impacts of technological advances on society and organizations through systematic analysis of how technology not only influences administrative practices, but also changes our conceptual approach to management. Students are exposed to topics ranging from the debate on privacy and security to information security, e-government, social media and cyber-bullying, and the ethics of online personas.

*Credits: 3*

*On Occasion*

### MPA 505 Analytic Methods

An introduction to the methods, tools and uses of research as it applies to policy and administrative problems. Includes a review and application of research design, data gathering and analytical concepts and techniques.

*Credits: 3*

*Every Fall and Spring*

### MPA 507 Public Policy Processes

An examination of the political system and the political, administrative and delivery processes that yield public services. Includes agenda development, the role of special interests, policy formation,

analysis, implementation and evaluation.

*Credits: 3*

*Every Fall and Spring*

### MPA 602 Human Resources Management

An exploration of theories and practices of human resources management as they apply to the public and not-for-profit sectors. Includes a review of recruitment, civil service, training, performance evaluation, job development, compensation systems, teamwork, empowerment, unionism, equal employment opportunity, employee rights, privacy and occupational health and safety.

*Credits: 3*

*Every Fall and Spring*

### MPA 603 Fundamentals of Public Budgeting and Financial Management

An examination of public sector revenue generation, budgeting, accounting and auditing and their effects on managerial decisions. Includes a review of budget systems, processes and politics, and the preparation and justification of financial information and reports.

*Credits: 3*

*Every Fall*

### MPA 604 Administrative Responsibility and Accountability

A review of legal and ethical issues facing administrators as they seek to balance professionalism and responsiveness with the competing demands of diverse constituencies and the realities of their task environments.

*Credits: 3*

*Every Fall*

### MPA 606 Law for Managers

An introduction to the basic skills and perspectives of the legal environments of the public, private not-for-profit, and quasi-public sectors. The objective of the course is student understanding of the legal obligations, responsibilities and liabilities facing managers in the three sectors. Important topics include basic provisions of the United States Constitution, the exercise of delegation and discretionary authority rule-making and regulatory processes and their economic impacts), contract, tort, employment, duties and liabilities of managers and professionals in health-care organizations, environmental law and privacy.

*Credits: 3*

*On Occasion*

### MPA 613 Foundations of Health Systems Finance

An examination of health-care finance topics, including government and private health insurance, reimbursement, fees, service contracts, rate-setting, DRGs, capitated payments, managed care and multiple entities. Includes a review of financial strategies and characteristics of various health organizations. Three credits.

*Credits: 3*

*Every Spring*

### MPA 614 Healthcare Responsibilities and Accountability for Administrators

This course considers the ethical dilemmas that confront modern health service agencies and institutions in the exercise of administrative authority. Coursework includes analysis of the problems of accountability, rights, equity, ethics and the reconciliation of administrative processes with medial, constitutional, regulatory and social mandates encountered and utilized by government organizations in the administration of health systems and public affairs.

*Credits: 3*

*Every Spring*

### MPA 616 Legal Aspects of Health

An examination of legal issues in health-care services, including governance; consents and patient rights; admission and discharge; malpractice and liability of hospitals, physicians, nurses, emergency crews; management duties and liabilities; medical records; immunity; medical staff rights and privileges; end of life decisions; moral and ethical dilemmas.

*Credits: 3*

*On Occasion*

### MPA 624 Nonprofit Management

This course focuses on the formation, financing and management of nonprofit organizations, including: the board of directors, the workforce, marketing, financial management, fund raising, planning, leadership and the methods and strategies that have been used successfully to manage nonprofit organizations. The course also examines the role of nonprofits in the delivery of public services through fee for service, contracts and reimbursement arrangements.

*Credits: 3*

*On Occasion*

### MPA 626 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organization, including incorporation and tax exempt status, general liability, regulatory compliance/reporting and contracts. The course explores the roles, responsibilities, liabilities and powers of directors, board members, trustees, officers and employees of nonprofit organizations. In addition to the legal aspects, the nonprofit's advocacy responsibilities and opportunities and ethical issues are examined and discussed in detail. *The pre-requisite of MPA 624 is required.*

*Credits: 3*

*On Occasion*

### MPA 787 Independent Study

Students taking independent study are expected to research an aspect or phase of a problem under the supervision of a faculty adviser. The product of study is an evaluative report containing a thorough

literature review and student assessment of the significance and impact of the substantive issue.

With permission of director and dean.

*Credits: 3*

*On Occasion*

#### **MPA 788 Graduate Internship**

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

*Credits: 3*

*Every Fall*

#### **MPA 789 Graduate Internship**

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

*Credits: 3*

*On Occasion*

#### **MPA 790 Graduate Internship**

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

*Credits: 3*

*Every Summer*

#### **MPA 798 Capstone Seminar**

An integrative seminar using a team approach. Students develop a framework and design for systematic analysis of a subject in their area of concentration. The framework includes problem background and environmental analysis, as well as an action plan for data collection and analysis.

*Pre requisites:*

*MPA 501, 502, 503, 505, 507, 602*

*MPA 603 or 613*

*MPA 604 or 614*

*Four 700 level PM courses*

*Credits: 3*

*Every Fall and Spring*

#### **MPA 799 Capstone Project**

Students carry out the plan proposed in MPA 798 using a combination of data collection methods and analytic techniques. Teams prepare and present a report of their analysis and results.

All course work must be completed before capstone.

*Pre requisites:*

*MPA 501, 502, 503, 505, 507, 602*

*MPA 603 or 613*

*MPA 604 or 614*

*Four 700 level PM courses*

*Credits: 3*

*Every Fall and Spring*

#### **PM 700 Modern Management Issues**

An examination of current management strategies in the context of their genesis, antecedents, strengths and weaknesses, methods of application in public, health and not-for-profit settings, and comparisons with other management strategies. All course work must be completed before capstone.

*Credits: 3*

*On Occasion*

#### **PM 702 Managerial Communication**

This course examines how people communicate within public organizations. The course will cover the theory and application of organizational communication for the working public sector manager. Topics include personal and managerial communication styles, and how to use the media for effective communication. Specific types of communications include one on one and group communications, written and verbal managerial, and communications for conferences, business and advertising environments. This course will serve as an important tool for any aspiring or current public sector manager.

*Credits: 3*

*Every Spring*

#### **PM 703 Fundamentals of Management Information Systems**

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

*Credits: 3*

*Cross-Listings: GBA 517, PM 703*

*Every Fall and Spring*

#### **PM 705 U.S. Social Policy**

An analysis of government health and welfare policies affecting an individual's income level and life opportunities, including an analysis of policy formation, implementation, and impact on social problems.

*Credits: 3*

*Alternate Fall*

#### **PM 706 Comparative Administration**

The class is designed to provide an introduction to the field of comparative public administration. The class will examine the varying approaches to bureaucracy, administrative structure, policy formulation and implementation in the light of variations in social, cultural, and political contexts. This will include an overview of basic theories of bureaucracy and how they function and theoretical approaches to comparative analyses of performance based on changing variables. The course will also touch upon understanding variations in efforts for administrative reform. The impact of government structure on diverse constituencies will be examined to better understand the effectiveness of varying approaches to public management and organizational development.

*Credits: 3*

*Alternate Fall*

#### **PM 708 Labor Relations**

A study of the interaction of the labor movement and management in the public and not-for-profit sectors. Collective bargaining impacts on policy and budget are examined. Strategies and public opinion are considered.

*Credits: 3*

*Alternate Fall*

#### **PM 709 Administrative Law**

A look at public law concepts that affect public and not-for-profit sector managers: legislative delegation of power, administrative investigation, rulemaking, the relationship between citizens and the states, adjudication, judicial review of administrative action.

*Credits: 3*

*Every Fall*

#### **PM 710 Issues in Administration**

An examination of selected themes, current developments and emerging issues in the study of administration. Topics vary.

*Credits: 3*

*On Occasion*

#### **PM 711 Organizational Development**

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

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

*Credits: 3*

*Cross-Listings: HRM 724, MAN 724, PM 711  
Every Spring*

### **PM 712 Work, People and Productivity**

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

*Pre-requisite of GBA 512 or MBA 613 are required.  
Credits: 3*

*Cross-Listings: HRM 725, MAN 725, PM 712  
On Occasion*

### **PM 714 Policy Analysis and Program Evaluation**

Policy analysis and program evaluation are more steps in a process than separate endeavors. Policies are chosen on the basis of forecasts of needs and expected results, then selected policies are implemented. Implementation then is evaluated to determine actual effects, and these results are used to adjust policy goals and implementation (processes ranging from regulations to programs) to better achieve desired results and ensure accountability. Policy processes are iterative and interactive. This course provides students with basic understanding of needs assessment, policy analysis and program evaluation, as well as practice in applying tools used in each type of analysis, or applicable to all of them. Through use of text material, cases and both quantitative and qualitative assignments, students will hone their knowledge of policy processes and limitations, and develop assessment skills.

*Credits: 3  
Every Summer*

### **PM 715 Privatization and the Contracting-Out of Public Services**

Governments, through elected officials, make decisions concerning which services should be provided by the public and the private sectors. This course provides students with both the economic and social basis for making judgments about the potential effectiveness of privatizing services in different policy areas, such as education and health care. The course provides general guidelines as to the nature of the services that are most appropriately provided by the private sector. When the public sector is determined to be the appropriate provider of a service, then government must determine whether to provide these services itself or contract-out for the service. The course also examines the principles and practices in the government contracting-out process—the decision whether to contract-out a government service, the preparation of the Request For Proposals, the evaluation of the submitted proposals for the selection of the contractor, the preparation of the contract document, and the monitoring of the selected contractors. Understanding the issues of

privatization and the contracting-out of public services enables students to be more effective managers and responsive to citizens.

*Credits: 3  
Alternate Fall*

### **PM 716 Public Administration and Citizen Participation**

This course will explore public participation in association with public administration processes in a time of concurrent criticism, pressure, and apathy directed towards existing institutions. The engagement of citizens in public administration will be examined as a potential challenge to and support for public management. Different forms and degrees of participation will be looked at in case studies included in our texts. Students will be encouraged to relate course topics to everyday life and work experience.

*Credits: 3  
Alternate Spring*

### **PM 720 Public Finance and Fiscal Policy**

This course applies basic microeconomics to study the theory and practice of governmental taxation, expenditure and debt within the framework of a modern market economy.

*Credits: 3  
Cross-Listings: ECO 636, PM 720  
Rotating Basis*

### **PM 722 Advanced Cost/Managerial Accounting**

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3  
Cross-Listings: ACC 737, PM 722  
On Occasion*

### **PM 723 Not-for-Profit/Governmental Accounting**

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3  
Cross-Listings: ACC 720, PM 723  
Every Spring*

### **PM 724 Budgeting and Controllorship**

An examination of the practice of controllorship in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3  
Cross-Listings: ACC 741, PM 724  
Every Spring*

### **PM 726 Internal Auditing**

An examination of the principles of internal auditing as they apply to large corporate enterprise. (45 CPE credits)

*The pre-requisite of ACC 501 or equivalent is required.*

*Credits: 3  
Cross-Listings: ACC 735, PM 726  
On Occasion*

### **PM 727 Financial Statement Analysis**

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

*The pre-requisite of ACC 501 or GBA 510 or equivalent is required.*

*Credits: 3  
Cross-Listings: ACC 742, FIN 742, PM 727  
Every Spring*

### **PM 728 Managing Human Behavior in Public Organizations**

The course examines the range of issues concerning managing people in the workplace. It reviews current theories and the latest research concerning human relations in organizations. Students gain an understanding of the "people skills" necessary to be successful in the world of work. The course explains the major theories of workplace human relations and behavior and the application of psychology to management in the public sector. The prominent focus is on understanding the self and others; role of perception and personality; leadership versus management; effective group/team collaborations; the need for flexibility and adaptation to change. Additionally, the courses will highlight interviewing strategies, self-marketing, oral presentations, and finding ways to enhance personal strengths and minimize weaknesses.

*Credits: 3  
Every Fall and Spring*

### **PM 730 Health Disease and Medical Care**

An overview of the political, economic, social and epidemiological characteristics of health and medical care. The forms of health services financing, organization and delivery systems in the United States and other industrialized nations, processes of health and disease in individuals and societies, and the moral and ethical issues facing health-care decision makers are examined.

*Credits: 3  
Every Fall and Spring*

**PM 731 Managed Health-Care Systems**

An examination of the various forms of managed health-care plans and organizations that addresses the financing, organization and delivery aspects of each form from a management perspective. The purpose is to provide students with a knowledge base from which to develop and implement effective management processes for managed care services. Among the topics covered are the legal and regulatory environment, public opinion, product development and marketing, pricing and delivery strategies, reimbursement methods, utilization review, quality assurance and control, management information systems, Medicare and Medicaid, and trends.

*Credits: 3*

*Alternate Fall*

**PM 732 Public Health and Regulation**

An analysis of the role of government in the health field, including concepts and practices in health policy and regulation, especially the implementation of regulatory policy as it affects health providers.

*Credits: 3*

*Alternate Spring*

**PM 733 Economics of Health**

An examination of health-care delivery as an economic activity. Focus is on determination of demand for health care and supply of services available. Consideration of various methods for achieving equilibrium in health care and government's role via licensure, regulation, financing, and planning.

*Credits: 3*

*Alternate Spring*

**PM 736 Quality Performance Management**

The course includes a study of external methods of quality review, internal methods of assessing quality (process and outcomes measurement and monitoring criteria), strategies for developing the quality infrastructure and integrating it into a quality management program, the use of management information systems in quality, and the balancing of quality and costs.

*Credits: 3*

*Alternate Spring*

**PM 737 Mission-Based Marketing**

An examination of planning and marketing in health-care, human service and non-profit organizations, including market research and forecasting, application of research information and planning principles, translation of goals into action priorities, development of action plans, and evaluation of results.

*Credits: 3*

*On Occasion*

**PM 738 Gerontology: The Process of Aging**

The course examines the multidisciplinary field of gerontology and provides students with an overview

of the current "state-of-the-art" and the critical issues and controversies that confront individuals as they grow older. The course examines the theories, processes and consequences of aging from both the individual and societal perspectives. A range of issues are presented, including: physical, social, psychological, health, family, race, ethnicity, gender, sexuality, retirement, economics, social work and social policy. Comparisons among African American, White, Hispanic, Asian, and Native American are offered especially in view of unequal treatment and multiple disparities among minorities.

*Credits: 3*

*Every Fall*

**PM 739 Long-Term Care Administration**

This course examines the special administrative and organizational methods, social systems and population that are attributable to all kinds of residential and long term care facilities, as separate entities from acute care hospitals. It includes an overview of the long term care continuum, including community care, management issues, Medicare and Medicaid, finance, pertinent laws and regulations, and patient/resident requirements and needs. Care and treatment standards will be reviewed and discussed, as well as policy changes and government trends associated with the new paradigm of aging in the 21st Century.

*The pre-requisite of PM 738 is required.*

*Credits: 3*

*Every Spring*

**PM 741 Fund Raising**

An examination of revenue strategies for non-profit organization fund-raising, including membership, donations, programs, foundations and government agencies. The focus is on which strategies work for what organizations, how to identify organizational needs and appropriate funding sources, and how to successfully petition funding support.

*Credits: 3*

*Every Fall*

**PM 742 Grant/Proposal Preparation**

An introduction to the process of developing and writing a proposal for project funding and an examination of key management techniques and decision tools needed to coordinate successfully the process of proposal development and implementation within an organization.

*Credits: 3*

*Every Spring*

**PM 743 Aging Policy in the Community**

This course examines the options including social supports, health care, housing and recreation that older community dwelling residents have. Psychology, personality, gender, personal history, gentrification, residential segregation and policy issues including economics are presented. Additionally, data pertaining to the aforementioned items are examined.

*The pre-requisite of PM 738 is required.*

*Credits: 3*

*Every Spring*

**PM 744 Bereavement: Psychological, Cultural and Institutional Perspectives**

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process will be identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience will be examined. Political, medical, legal and ethical issues will be analyzed. Students' values, attitudes and fears will be explored in order to inform their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying will be highlighted. In addition, students will learn to design organizational structures for interdisciplinary assessments and service delivery in settings serving the dying and bereaved.

*Credits: 3*

*Every Summer*

**PM 745 Health and Retirement Planning in Elder Care**

The course addresses critical issues affecting health and retirement among older adults, and the relationship between gerontology and legal estate planning issues at the core of our discussions. This course examines estate, disability and retirement planning tools used by elder law attorneys with analyses of laws, regulations and programs upon which planning is based. Topics include advanced directive, power of attorney, long-term care and Medicaid, long term care insurance, and planning for asset distribution on death.

*Credits: 3*

*Every Spring*

**PM 747 Nutrition Policy Across the Lifecycle**

The purpose of this course is to examine the relationships among food, nutrition and health for adults in the context of public policy formation and implementation at federal, state and local government levels. Of particular interest in this examination are intended and unintended consequences for individuals of public policies on food availability, prices, consumption and health. The course reviews major areas of food and nutrition policy at various levels of government as well as social and political forces that result in particular policies and in major changes in policy, for example recent revisions in the food pyramid.

*Credits: 3*

*Every Summer*

**PM 750 Housing Policies, Minorities and Social Equity**

Critically examines the effects of national housing policies on minorities from a historical perspective, explaining the existing housing conditions facing minorities across the nation.

*Credits: 3*

*On Occasion*

**PM 751 Diversity and Cultural Competence in the Workplace**

An examination of managing cultural competence and the impact of diversity, culture, and ethnic origin in public sector workplaces along several dimensions including race, ethnicity, gender, age, sexual preference, and physical ability.

*Credits: 3*

*On Occasion*

**PM 755 U.S. Educational Policy and Reform**

An exploration into the complex sociopolitical and socioeconomic webs surrounding educational policy in the U.S. This course will deeply examine multiple themes pertaining to educational policy and education reforms.

*Credits: 3*

*On Occasion*

**PM 767 International Organization, The United Nations and its Affiliated Agencies**

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

*Credits: 3*

*Cross-Listings: PM 767, POL 642*

*On Occasion*

**PM 768 Contemporary Nationalism**

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order.

*Credits: 3*

*Cross-Listings: PM 768, POL 668*

*On Occasion*

**PM 770 International Economics**

This course provides a unified introduction to international trade and finance. It first focuses on the concept of comparative advantages to examines the causes and consequences of trade among nations, and then provides an introduction to open-economy macroeconomics, focusing on capital flows across international financial markets and the effects of exchange rate and monetary policy on those flows.

*Credits: 3*

*Cross-Listings: ECO 624, PM 770*

*Rotating Basis*

**PM 772 International Economic Relations**

This course examines international economic relations, focusing on the emergence and evolution of regional economic integration and the interaction of different free-trade areas, common markets, and economic unions in the context of an

increasingly globalized world economy. The course also discusses the role of international economic organizations, like the WTO, the World Bank or the IMF, and a variety of bilateral and multilateral economic, environmental, and defense agreements, in managing globalization and shaping the world economic order.

*Credits: 3*

*Cross-Listings: ECO 661, PM 772*

*On Occasion*

**PM 773 Comparative Economic Systems**

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, emphasizing the US economy and the mixed economies of Western Europe and Japan, the transition of former Communist countries of Eastern Europe to market economies, and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives structures, which explains different economic performance.

*Credits: 3*

*Cross-Listings: ECO 669, PM 773*

*Rotating Basis*

**PM 781 Urban Government and Politics**

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

*Credits: 3*

*Cross-Listings: PM 781, POL 604, URB 604*

*On Occasion*

**SCHOOL OF EDUCATION**

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LIU Brooklyn's School of Education prepares teachers, counselors, administrators and school psychologists for the challenges and the rewards of working in urban settings. Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings to develop an inquiry stance toward practice; integrate theory and practice, and achieve high standards of practice. Graduates of our programs acquire the experiential knowledge that is essential for interacting with and guiding children and families in urban communities. All specialties, undergraduate and graduate, within the Teacher Education Program are accredited by the Teacher Education Accreditation Council (TEAC).

Our programs are designed to ensure that our graduates keep pace with changes and innovations in their chosen fields. The School's **KEEPS Mission**, its urban location, and its nationally recognized faculty make it an exciting place to study!

**Structures Within the School of Education**

The School of Education comprises two departments: Teaching, Learning, and Leadership (TLL) and Counseling and School Psychology (CSP) departments. These departments provide educational opportunities leading to rewarding careers serving urban youth and families. TLL offers undergraduate and graduate degree programs in multiple teacher certification areas and educational leadership. CSP offers graduate programs in school counseling, mental health counseling, marriage and family therapy, and school psychology, and applied behavior analysis. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students' needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the dean's office at 718-488-1055 or visit the website at [www.liu.edu/brooklyn/soe](http://www.liu.edu/brooklyn/soe).

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## KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of LIU Brooklyn's School of Education addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet rising standards? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethnolinguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

### KEEPS MISSION IN BRIEF

#### KEEPS: The desired qualities of LIU Brooklyn Educators.

To carry on the important mission of the LIU Brooklyn School of Education, we value:

**KNOWLEDGE** and intellectual inquisitiveness about children, schools, and the world.

**ENQUIRY**, or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

**EMPATHY** that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

**PLURALISM** and attention to differences and to the inclusion of all in the learning community of schools and the wider community.

**SOCIAL COMMITMENT** and the building of a just and democratic society.

### KEEPS MISSION IN DEPTH

**KNOWLEDGE** and intellectual inquisitiveness about children, schools, and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages, and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of

teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, and about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

**ENQUIRY** or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as the descriptive inquiry of teaching and professional practice.

LIU Brooklyn educators value being active inquirers, curious about social and natural phenomena, able to imagine and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge, and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education's curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators' habits of being active inquirers, remaining "wide awake" in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment. This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to

act and to transform.

LIU Brooklyn educators are comfortable with inquiry and persevere with questions. We extend what learners bring by asking questions that widen their horizons of knowledge and experiences. We set up and construct learning contexts that stimulate active learning and the learner's curiosity, inquisitiveness, and imagination. The Learning Center for Educators and Families (LCEF) provides experiences working with children and teachers in curriculum-related tasks, imagining, inventing, and investigating. LCEF also provides opportunities to conduct observations of student practice and to carry out research on the learning and development of children, adolescents, and adults.

**EMPATHY** that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities. LIU Brooklyn educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students' ethnographic skills to study communities and to build transcultural understanding and empathy.

**PLURALISM** and attention to differences and to the inclusion of all in the learning community of schools and in the wider community.

LIU Brooklyn educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City's children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American, Caribbean-American, Latino and recent immigrant communities that are prominent in Brooklyn schools, and we use this knowledge in teaching. We also value ethnographic processes of observation and

participation that enable us to gain an understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners.

SOCIAL COMMITMENT and the building of a just and democratic society.

LIU Brooklyn educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

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## School of Education Resources

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### Family University (FUN) After School Program

The Family University (FUN) After School Program for the children of LIU Brooklyn students provides a setting for teacher education students to see creative arts and community-building activities in action. It is used as a fieldwork site for students in education, social work, music, and art programs. The children's presence in the building alongside the teacher education students serves as a reminder that theory and practice can and must be integrated to maximize learning. For further information, contact Charlotte Marchant at [charlotte.marchant@liu.edu](mailto:charlotte.marchant@liu.edu), 718-246-6496.

### Academic Support

The School of Education offers academic support to students through workshops to help students prepare for teacher certification exams and writing tutoring. For more information, contact Martha

Rosas, Director, Academic Support Services, at [martha.rosas@liu.edu](mailto:martha.rosas@liu.edu), 718-488-3452.

### Teacher Resource Center

The Teacher Resource Center (TRC) provides the resources and workshops to help new and experienced teachers feel more successful in their classrooms. Materials are available to instructors as well.

The Center, open Monday through Thursday, from 3 p.m. to 7 p.m. (Fall/Spring/Summer semesters), welcomes students and instructors to come in and browse, get work done, use the computers, have a cup of tea or coffee, and meet with other teachers. For more information, contact Shoshana Wolfe, Director, Teacher Resource Center, at [shoshana@wolfe@liu.edu](mailto:shoshana@wolfe@liu.edu), 718-780-8549.

### Center for Urban Educators (CUE)

CUE's mission is the development of culturally relevant and effective practices for the work of teaching, learning, and mental health and well-being in schools and communities in the urban context. The vision of teaching and practice guiding the Center's work is one that supports teachers and mental health practitioners as socially responsible people who are intellectually engaged and act as advocates of children, families, and communities.

CUE's core values are beliefs in human capacity and worth in the importance of educating, and practicing for health and democracy. The Center puts diverse perspectives alongside each other with the aim of getting beyond convention and creating new possibilities for teaching and serving children, families, and communities. In order to create these opportunities, CUE supports the use of observation, description, and story as ways of generating understanding out of lived experiences. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multi-faceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond LIU Brooklyn and supports publications and the annual CUE conference.

## DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

Associate Professors Jacobs, Lieberman, Short  
(Chair)

Assistant Professor Arora

Field Coordinator Scheinberg

Adjunct: 15

The Department of Counseling and School Psychology strives to inspire graduates to become effective and compassionate professionals who bring positive change to the communities they serve. The Department is committed to affording access to professional graduate study to individuals of all backgrounds; to providing quality education and training that prepare students to work in a variety of settings, primarily in the urban community; and to tailoring instruction and providing individual assistance to help students meet high standards of knowledge, skills and dispositions. These three pillars — access, quality and tailored instruction — are the foundation upon which the Department rests.

The Department of Counseling and School Psychology offers the following programs:

- School Counseling (M.S.Ed., Advanced Certificate)
- Bilingual School Counseling (M.S.Ed., Advanced Certificate)
- Mental Health Counseling (M.S., Advanced Certificate)
- Marriage and Family Therapy (M.S., Advanced Certificate)
- School Psychology (M.S.Ed., optional specializations in early childhood and bilingual)
- Applied Behavior Analysis (Advanced Certificate)

## COUNSELING PROGRAMS

### ADMISSIONS REQUIREMENTS

#### Deadlines & Important Dates

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

#### Application Materials

All candidates must submit the following:

- A completed LIU Brooklyn graduate admissions application, including a personal statement
- Official transcripts of all undergraduate and graduate study. To be considered for admission to an advanced certificate program, students must have a master's degree in counseling or a related field from a regionally accredited

college or university.

- A current resume (curriculum vitae)
- Two letters of recommendation from persons familiar with the applicant's work or academic performance (i.e., employer, supervisor, former professor).

#### Application Review Criteria

**GPA:** A minimum grade point average of 3.0 from undergraduate or previous graduate study is required for full matriculation. Applicants with a 2.50 – 3.0 GPA are considered for limited matriculation. If admitted with limited matriculation status, students may take a maximum of 6 credits each semester for two semesters and must attain an overall grade point average of 3.0 to continue in the program and become fully matriculated. After 12 credits on limited matriculation status, students with under a 3.0 grade point average may not be permitted to continue in the program.

**Writing:** A personal statement of 500 words or less is analyzed in terms of both content and prose. The successful applicant demonstrates an understanding of what has led them to pursue graduate study in counseling. Educational and career goals are expected to be consistent with our program mission and curriculum. Organization, cogency, and grammar are taken into consideration, with a well organized, well-reasoned, grammatically accurate written presentation required for admission.

**Resume/Vitae:** Applicants' experiences (including volunteer work and training in addition to employment experience) should demonstrate in breadth and/or depth a developed commitment to serving others in a helping capacity.

#### Interview

Interviews take place throughout most months of the fall and spring semesters and in early summer. Morning, afternoon, evening and weekend interviews are arranged. Interviews are one hour in length.

Interviews typically consist of two parts, each approximately 30 minutes in length:

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

Time is also allotted for applicants to ask questions of the faculty about the program and the University.

Applicants are evaluated on verbal and non-verbal communication skills, interpersonal interaction, and appropriateness of responses.

#### The Review and Notification Process

Graduate applications are submitted to the LIU Brooklyn Admissions Office and forwarded to the department once they are complete. The

application form, personal statement, all transcripts, letters of recommendation, and resume must be received by Admissions before the applicant review process begins.

The program faculty reviews completed applications that have been forwarded from admissions to the department. The department then contacts applicants whom they have selected to be interviewed and interviews are scheduled. The remaining applicants are notified that they are not accepted. Applicants who are not accepted may request recommendations for strengthening their application for future submission. Applicants who seek to be reconsidered for acceptance in a future semester may submit an updated application at that time, with indication in the personal statement of how the applicant responded to the direction provided by the faculty when not previously accepted to the program.

#### Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

#### PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory student disposition in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism.

Each of these requirements is addressed in greater depth in the Counseling Student Handbook provided to all students upon enrollment in the program. These requirements are also addressed in a student orientation that occurs at the start of each fall and spring semester.

## SCHOOL COUNSELING AND BILINGUAL SCHOOL COUNSELING

State-certified school counselors and bilingual school counselors are uniquely qualified to address students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are essential members of the education community. School counselors help students achieve academically, develop both personally and socially, and consider future educational and career avenues. If you are interested in a challenging career within the educational system outside of the classroom, and you want to make a real difference in the lives of young people, you will find a career in school counseling to be enjoyable and gratifying.

## M.S.Ed. School Counseling

The 48-credit M.S.Ed. program in school counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the school counseling program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration, and consultation. Our 48-credit M.S.Ed. program in school counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor.

### M.S.Ed., School Counselor

[Program Code 06904]

**All of the following core courses are required:**

|          |  |      |
|----------|--|------|
| CSP 615  | Professional Issues and Ethics in Counseling               | 3.00 |
| CSP 649  | Counseling Theories and Applications                       | 3.00 |
| CSP 652  | Human Development Across the Lifespan                      | 3.00 |
| CSP 654  | Counseling Skills & Processes                              | 3.00 |
| CSP 659  | Counseling and A Pluralistic Society                       | 3.00 |
| CSP 660A | Group Work   | 3.00 |
| CSP 668A | Assessment and Diagnosis in Counseling Diverse Populations | 3.00 |
| CSP 682  | Career Development and Counseling                          | 3.00 |

**All of the following specialty courses are required:**

|         |   |      |
|---------|---|------|
| CSP 705 | Foundations of School Counseling  | 3.00 |
| CSP 708 | School Counseling Research, Program Development and Evaluation            | 3.00 |
| CSP 711 | Advocacy, Leadership, Collaboration and Consultation in School Counseling | 3.00 |

**All of the following specialty practice courses are required:**

|          |                             |      |
|----------|-----------------------------|------|
| CSP 661A | School Counseling Practicum | 3.00 |
|----------|-----------------------------|------|

|          |                                |      |
|----------|--------------------------------|------|
| CSP 665A | School Counseling Internship I | 6.00 |
|----------|--------------------------------|------|

|          |                                 |      |
|----------|---------------------------------|------|
| CSP 666A | School Counseling Internship II | 6.00 |
|----------|---------------------------------|------|

**Credit and GPA Requirements**

Minimum Total Credits: 48 Credits

Minimum GPA: 3.0

## Advanced Certificate, School Counseling

The 24-credit Advanced Certificate in School Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become certified as a school counselor. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, and assessment. Building upon these core content areas, the school counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration, and consultation. As with our master's degree in school counseling, our 24-credit Advanced Certificate in School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor. Permanent certification requires a total of 60 credits and two years experience as a school counselor.

### Advanced Certificate, School Counselor

[Program Code 33163]

**All of the following courses are required:**

|          |   |      |
|----------|---|------|
| CSP 661A | School Counseling Practicum   | 3.00 |
| CSP 665A | School Counseling Internship I  | 6.00 |
| CSP 666A | School Counseling Internship II   | 6.00 |
| CSP 705  | Foundations of School Counseling  | 3.00 |
| CSP 708  | School Counseling Research, Program Development and Evaluation            | 3.00 |
| CSP 711  | Advocacy, Leadership, Collaboration and Consultation in School Counseling | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 24 Credits  
Minimum GPA: 3.0

## M.S.Ed. Bilingual School Counseling

The 51-credit M.S.Ed. in Bilingual School Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the bilingual school counseling program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration, consultation, and counseling ethnolinguistically diverse students and families. Our 51-credit M.S.Ed. in Bilingual School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor and the bilingual extension for practice as a bilingual school counselor.

The New York City Department of Education has created a Graduate Scholarship Program to address the staffing needs in critical shortage areas and to improve the delivery of service to New York City Public School students. This scholarship program prepares participants to serve in the areas of Bilingual Special Education, Monolingual and Bilingual Speech-Language Pathology/Audiology, Monolingual and Bilingual Visually Impaired, Bilingual Guidance Counselor, Bilingual School Psychology, and Bilingual Social Worker. The scholarship program offers uncertified candidates a traditional path to certification by way of a master's degree in a traditional teaching or clinical shortage area. The primary objective of the scholarship program is to provide full tuition payments to eligible students enabling them to obtain New York State certification and to seek a rewarding career in education. Successful program candidates are required to provide service in a high-need New York City Public Schools upon completion of the program. Two (2) years of service is required for every year the scholarship is awarded. Additional information on the Graduate Scholarship Program is available at [www.teachnycprograms.net](http://www.teachnycprograms.net).

### M.S.Ed., Bilingual School Counselor

[Program Code 33530]

**All of the following core courses are required:**

|         |  |      |
|---------|--|------|
| CSP 615 | Professional Issues and Ethics in Counseling | 3.00 |
| CSP 649 | Counseling Theories and Applications         | 3.00 |
| CSP 652 | Human Development Across the Lifespan        | 3.00 |

|     |      |  |      |
|-----|------|--|------|
| CSP | 654  | Counseling Skills & Processes                              | 3.00 |
| CSP | 659  | Counseling and A Pluralistic Society                       | 3.00 |
| CSP | 660A | Group Work   | 3.00 |
| CSP | 668A | Assessment and Diagnosis in Counseling Diverse Populations | 3.00 |
| CSP | 682  | Career Development and Counseling                          | 3.00 |

**All of the following specialty courses are required:**

|     |     |   |      |
|-----|-----|---|------|
| CSP | 705 | Foundations of School Counseling  | 3.00 |
| CSP | 708 | School Counseling Research, Program Development and Evaluation            | 3.00 |
| CSP | 711 | Advocacy, Leadership, Collaboration and Consultation in School Counseling | 3.00 |
| CSP | 726 | Counseling Ethnolinguistically Diverse Students and Families              | 3.00 |

**All of the following specialty practice courses are required:**

|     |      |   |      |
|-----|------|---|------|
| CSP | 661B | Bilingual School Counseling Practicum     | 3.00 |
| CSP | 665B | Bilingual School Counseling Internship I  | 6.00 |
| CSP | 666B | Bilingual School Counseling Internship II | 6.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 51 Credits  
 Minimum GPA: 3.0

**Advanced Certificate, Bilingual School Counseling**

The 18-27-credit Advanced Certificate Program in Bilingual School Counseling is for students who already have a master’s degree in counseling and wish to meet the educational requirements to become certified as a school counselor with the bilingual extension. To enter this program, students’ graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, and assessment. Building upon these core content areas, the bilingual school counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in today’s schools: contemporary practice of school

counseling with ethnolinguistically diverse students and families, school-based research, program development and evaluation, advocacy, leadership, collaboration, and consultation. Along with a master’s degree in counseling, our 18-27-credit Advanced Certificate Program in Bilingual School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor and the bilingual extension for practice as a bilingual school counselor. Permanent certification requires a total of 60 credits and two years experience as a school counselor.

**Advanced Certificate, Bilingual School Counseling**

*[Program Code 33165]*

All of the following courses are required:

|     |      |   |      |
|-----|------|---|------|
| CSP | 661B | Bilingual School Counseling Practicum                                     | 3.00 |
| CSP | 665B | Bilingual School Counseling Internship I                                  | 6.00 |
| CSP | 666B | Bilingual School Counseling Internship II                                 | 6.00 |
| CSP | 705  | Foundations of School Counseling  | 3.00 |
| CSP | 708  | School Counseling Research, Program Development and Evaluation            | 3.00 |
| CSP | 711  | Advocacy, Leadership, Collaboration and Consultation in School Counseling | 3.00 |
| CSP | 726  | Counseling Ethnolinguistically Diverse Students and Families              | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 27 Credits  
 Minimum GPA: 3.0

**MENTAL HEALTH COUNSELING**

Mental Health Counseling is a distinct profession with national standards for education, training and clinical practice. The New York Mental Health Counselors Association is the state organization that represents the interests of the clinical counselors of New York State. Mental health counselors work with individuals, families, and groups to address and treat mental and emotional disorders and to promote mental health. They are trained in a variety of therapeutic techniques used to address issues such as depression, anxiety, addiction and substance abuse, suicidal impulses, stress, trauma, low self-esteem, and grief. They also help with job and career concerns, educational decisions, mental and emotional health issues, and relationship problems. In addition, they may be involved in community outreach, advocacy, and mediation activities. Some specialize in delivering mental health services for the elderly. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors.

Mental health counselors work in community health and social service organizations, day treatment programs, outpatient mental health clinics, hospitals, or private practice. Mental health counselors are highly skilled professionals who provide a full range of services including assessment and diagnosis, psychotherapy, treatment planning and utilization review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psycho-educational and prevention programs, and crisis management. If you are interested in a challenging career working with individuals, groups, couples, families, the young and the elderly, and you want to help people lead more fulfilling lives, you will find a career in mental health counseling to be enjoyable and gratifying.

**M.S. Mental Health Counseling**

The 60-credit M.S. in Mental Health Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Our 60-credit M.S. in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license

(LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

**M.S. in Mental Health Counseling**

[Program Code 79432]

All of the following core courses are required:

|     |      |  |      |
|-----|------|--|------|
| CSP | 615  | Professional Issues and Ethics in Counseling               | 3.00 |
| CSP | 649  | Counseling Theories and Applications                       | 3.00 |
| CSP | 652  | Human Development Across the Lifespan                      | 3.00 |
| CSP | 654  | Counseling Skills & Processes                              | 3.00 |
| CSP | 659  | Counseling and A Pluralistic Society                       | 3.00 |
| CSP | 660A | Group Work   | 3.00 |
| CSP | 668A | Assessment and Diagnosis in Counseling Diverse Populations | 3.00 |
| CSP | 682  | Career Development and Counseling                          | 3.00 |

All of the following specialty practice courses are required:

|     |      |  |      |
|-----|------|--|------|
| CSP | 661M | Mental Health Counseling Practicum     | 3.00 |
| CSP | 665M | Mental Health Counseling Internship I  | 6.00 |
| CSP | 666M | Mental Health Counseling Internship II | 6.00 |

All of the following specialty courses are required:

|     |     |  |      |
|-----|-----|--|------|
| CSP | 706 | Foundations of Mental Health Counseling                  | 3.00 |
| CSP | 709 | Research, Evidence-Based Practice and Program Evaluation | 3.00 |
| CSP | 712 | Psychopathology and Psychopharmacology                   | 3.00 |

A total of 12 credits of electives is required.

**Credit and GPA Requirements**

Minimum Total Credits: 60 credits

Minimum GPA: 3.0

**Advanced Certificate, Mental Health Counseling**

The 24-credit Advanced Certificate Program in Mental Health Counseling is for students who

already have a master’s degree in counseling and wish to meet the educational requirements to become licensed as a mental health counselor. To enter this program, students’ graduate transcript in counseling must reflect coursework in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Along with a master’s degree in counseling, our 24-credit Advanced Certificate Program in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

**Advanced Certificate, Mental Health Counseling**

[Program Code 33446]

All of the following courses are required:

|     |      |  |      |
|-----|------|--|------|
| CSP | 661M | Mental Health Counseling Practicum                       | 3.00 |
| CSP | 665M | Mental Health Counseling Internship I                    | 6.00 |
| CSP | 666M | Mental Health Counseling Internship II                   | 6.00 |
| CSP | 706  | Foundations of Mental Health Counseling                  | 3.00 |
| CSP | 709  | Research, Evidence-Based Practice and Program Evaluation | 3.00 |
| CSP | 712  | Psychopathology and Psychopharmacology                   | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 24 Credits

Minimum GPA: 3.0

**MARRIAGE AND FAMILY THERAPY**

Our graduates practice marriage and family therapy in accordance with the scope of practice delineated by the Office of the Professions of the New York State Education Department:

- Marriage and family therapists provide individual, couple, family, relational and group therapy. They assess, treat and implement change in the overall, long-term well-being of individuals, couples, families and those in other relationships. The traditional emphasis on the individual is expanded to include consideration of the nature and roles of individuals in relation to others, particularly in the family system.
- Marriage and family therapy focuses not only on the individual patient—even if it is a single person seeking therapy—but on the context and relationships in which the person participates. All relationship contexts are considered, including the married or committed couple, family, school, work, social, community and other relational systems.
- Marriage and family therapists treat a wide range of clinical problems including depression, marital problems, anxiety, nervous and mental disorders, as well as relationship, couple, family and child-parent problems.
- Marriage and family therapy is often brief and solution-focused and it is designed to achieve specific therapeutic goals of individuals and families.

**M.S. Marriage and Family Therapy**

Our 60-credit M.S. in Marriage and Family Therapy provides students with the core knowledge necessary to work with individuals, couples, and families in a variety of settings. The program requires extensive clinical training and satisfies the educational requirements for the New York State Marriage and Family License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

**M.S., Marriage and Family Therapy**

[Program Code 36003]

Marriage and Family Therapy Prerequisite

Core Courses

|     |     |  |      |
|-----|-----|--|------|
| CSP | 615 | Professional Issues and Ethics in Counseling | 3.00 |
| CSP | 707 | Foundations in Marriage and Family Therapy   | 3.00 |

CSP 652 Human Development Across the Lifespan 3.00

CSP 700 Family Law 3.00

**Marriage and Family Therapy Common Core Courses**

CSP 659 Counseling and A Pluralistic Society 3.00

CSP 660A Group Work 3.00

CSP 668A Assessment and Diagnosis in Counseling Diverse Populations 3.00

CSP 639 Therapeutic Interventions with Diverse Children and Adolescents 3.00

CSP 658 Couples Therapy 3.00

CSP 679 Substance Abuse & High-Risk Behaviors 3.00

**Marriage and Family Therapy Specialty Courses**

CSP 657A Marriage and Family Counseling: Theoretical Foundations 3.00

CSP 657B Contemporary Marriage and Family Theories 3.00

CSP 657C Marriage and Family Counseling: Clinical Knowledge and Skills 3.00

CSP 709 Research, Evidence-Based Practice and Program Evaluation 3.00

CSP 712 Psychopathology and Psychopharmacology 3.00

**Marriage and Family Therapy Practice Courses**

CSP 661F Marriage and Family Counseling Practicum 3.00

CSP 665F Marriage and Family Counseling Internship I 6.00

CSP 666F Marriage and Family Counseling Internship II 6.00

**Credit and GPA Requirements**

Minimum Total Credits: 60 Credits

Minimum GPA: 3.0

**Advanced Certificate, Marriage and Family Therapy**

This 39-credit Advanced Certificate program in Marriage and Family Therapy satisfies the educational requirements for the New York State Marriage and Family Therapy License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy and a passing grade on the Examination in Marital and Family Therapy developed by the

Association of Marital and Family Therapy Regulatory Boards.

**Advanced Certificate, Marriage and Family Therapy**

[Program Code 36004]

**Marriage and Family Therapy Specialty Courses**

CSP 657A Marriage and Family Counseling: Theoretical Foundations 3.00

CSP 657B Contemporary Marriage and Family Theories 3.00

CSP 657C Marriage and Family Counseling: Clinical Knowledge and Skill 3.00

CSP 658 Couples Therapy 3.00

CSP 700 Family Law 3.00

CSP 707 Foundations of Marriage and Family Therapy 3.00

CSP 709 Research, Evidence-Based Practice and Program Evaluation 3.00

CSP 712 Psychopathology and Psychopharmacology 3.00

**Marriage and Family Therapy Practice Courses**

CSP 661F Marriage and Family Counseling Practicum 3.00

CSP 665F Marriage and Family Counseling Internship I 6.00

CSP 666F Marriage and Family Counseling Internship II 6.00

**Credit and GPA Requirements**

Minimum Total Credits: 39 Credits

Minimum GPA: 3.0

**SCHOOL PSYCHOLOGY**

**ABOUT THE FIELD OF SCHOOL PSYCHOLOGY**

School psychologists work with students individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing the abuse of drugs and other substances, and preventing and managing crises. In addition, most school psychologists provide the following services:

**Consultation**

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- Help others understand child development and how it affects learning and behavior.
- Strengthen working relationships with teachers, parents, and service providers in the community.

**Evaluation**

- Evaluate eligibility for special services.
- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.

**Intervention**

- Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.
- Help families and schools manage crises such as death, illness, or community trauma.

**Prevention**

- Design programs for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy school environments.

**Research and Planning**

- Evaluate the effectiveness of academic and behavior management programs.
- Identify and implement programs and strategies to improve schools.
- Use evidence-based research to develop and/or recommend effective interventions.

For more information on the field of school psychology, visit the National Association of

School Psychologist's website at [www.nasponline.org](http://www.nasponline.org).

**ADMISSIONS REQUIREMENTS**

- B.A. or B.S. degree from an accredited college, with a 2.75 GPA.
- Individuals with or without a background in psychology or education are encouraged to apply.
- A written statement of professional goals, including a rationale for why the candidate has chosen the field of school psychology.
- Two professional letters of reference from academic instructors or professional supervisors.

Based on the information that the candidate provides, as well as space limitations, a select number of students will be interviewed.

**PROGRAM REQUIREMENTS**

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory professional dispositional reviews in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism.

**M.S.Ed. School Psychology**

The 60-credit M.S.Ed. Program in School Psychology provides students with core knowledge and skills necessary to work in today's schools. Specifically, our program has outlined ten competencies based on what was delineated by the National Association of School Psychologists (NASP). Those include: data-based decision-making; consultation and collaboration; effective instruction; socialization and the development of life-skills; student diversity in development and learning; school and systems organization; policy development and the development of appropriate school climate; prevention, crisis intervention and mental health interventions; home-school collaboration; research and program evaluation; and information technology. Our 60-credit M.S.Ed Program in School Psychology is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school psychologist.

In addition to the requirements for the general School Psychology degree, students may elect to take one or both of two specializations, each of which entails another 6 credits of coursework:

1. Early Childhood Specialization prepares school psychologists to work with infants, toddlers and preschoolers and their families. This sequence consists of two three-credit courses: one that covers the administration and interpretation of infant assessment instruments, and one that explores current theory and research in infant development. This specialization does not lead to a separate New York State certification but is

designed to help our graduate students acquire the knowledge base and practical skills for working with a particularly sensitive population.

2. Bilingual Specialization prepares school psychologists to work with linguistically diverse children and their families. It includes two three-credit courses: a course in bilingual education and a course in bilingual assessment. Students who wish to be certified as bilingual school psychologists must also receive passing scores on the Bilingual Education Assessment Test (BEA) of the New York State Teacher Certification Exams (NYSTCE), or the previously administered Target Language Proficiency Assessment (TLPA). Information regarding the BEA exam can be found at [www.nystce.nesinc.com/NY\\_viewSG\\_opener.asp](http://www.nystce.nesinc.com/NY_viewSG_opener.asp). (It is recommended that students take the exam after they have taken and completed TAL 823.)

**M.S.Ed., School Psychologist**

[Program Code 06905]

The following courses are required:

**Developmental Sequence - 6 credits**

|                 |  |      |
|-----------------|--|------|
| CSP 633         | Developmental Psychology   | 3.00 |
| TAL/ xxx<br>CSP | TAL graduate-level elective OR CSP 825 Maintenance of Client Records in Behavioral Analytic Practice | 3.00 |

**Diagnostic Sequence - 9 credits**

|         |                                |      |
|---------|--------------------------------|------|
| CSP 650 | Developmental Psychopathology  | 3.00 |
| CSP 651 | School Neuropsychology         | 3.00 |
| CSP 702 | Diagnosis of Learning Problems | 3.00 |

**Assessment Sequence - 15 credits**

|          |                                       |      |
|----------|---------------------------------------|------|
| CSP 704  | Research and Measurement in Education | 3.00 |
| CSP 721A | Cognitive Assessment I                | 3.00 |
| CSP 721B | Cognitive Assessment II               | 3.00 |
| CSP 722A | Personality Assessment I              | 3.00 |
| CSP 722B | Personality Assessment II             | 3.00 |

**Intervention Sequence - 15 credits**

|         |   |      |
|---------|---|------|
| CSP 655 | Applied Behavior Analysis I                               | 3.00 |
| CSP 703 | Parent Consultation and Intervention                      | 3.00 |
| CSP 714 | Educational Consultation in Multicultural School Settings | 3.00 |
| CSP 720 | Community School Psychology                               | 3.00 |

|             |   |      |
|-------------|---|------|
| CSP 799/801 | Individual and Group Counseling Practices in School Settings OR Behavior Therapy and Autism Spectrum Disorder | 3.00 |
|-------------|---|------|

**Fieldwork and Professional Issues Sequence - 15 credits**

|                         |  |      |
|-------------------------|--|------|
| CSP 680A                | Issues in School Psychology  | 3.00 |
| CSP 680B                | Fieldwork in School Psychology I   | 3.00 |
| CSP 680C                | Fieldwork in School Psychology II  | 3.00 |
| CSP 781A, 781B, or 781C | Internship in School Psychology I - General, Bilingual or Early Childhood  | 3.00 |
| CSP 782A, 782B, or 782C | Internship in School Psychology II - General, Bilingual or Early Childhood | 3.00 |

Students who wish to specialize in bilingual school psychology should take the bilingual internship courses (CSP 781B and CSP 782B) and are also required to take TAL 823 and CSP 724. Total credits = 66.

Students who wish to specialize in early childhood school psychology should take the early childhood internship courses (CSP 781C and CSP 782C) and are also required to take CSP 723 and CSP 733. Total credits = 66.

**Credit and GPA Requirements**

Minimum Total Credits: 60 Credits  
Minimum GPA: 3.0

**Advanced Certificate, Applied Behavior Analysis**

The 27-credit Advanced Certificate program in Applied Behavior Analysis provides students with the knowledge base and skills stipulated by the Behavior Analyst Certification Board (BACB®) as constituting basic competence for behavior analysts. These competencies include the following: Knowledge of professional issues and ethics; basic characteristics of the science of behavior analysis; principles, processes and concepts; behavioral assessment; measurement of behavior; experimental evaluation of interventions; interpretation of data; selection of intervention outcomes and strategies; behavior change procedures; and, systemic work with agencies and institutions. This program satisfies the educational requirements for licensure as a behavior analyst in New York.

The purpose of the program is to educate and train behavior analysts who will serve children and adults who present with a wide array of emotional, behavioral, and neurological issues (e.g.,



intellectual disabilities, autism spectrum disorders), particularly in complex, urban settings. This program is a natural extension for individuals who are currently on one of the following two career paths: certified school-based professionals (e.g., classroom teachers, administrators, or pupil personnel providers), or individuals who are in a program that leads to school-based certification, who attend this applied behavior analysis program, develop a more refined skill set to deal with children who evidence emotional, behavioral and neurological issues within the school setting. Licensed mental health and healthcare professionals (e.g., mental health counselors, physician assistants, psychologists, clinical social workers, nurses or marriage and family therapists), or individuals who are license-eligible such that they have satisfied the educational requirements for licensure in these fields and are completing experience and/or examination requirements, who attend this applied behavior analysis program work skillfully with both children and adults with emotional, behavioral and neurological issues in a variety of mental health and healthcare settings.

### **Advanced Certificate, Applied Behavior Analysis**

*[Program Code 36570]*

#### **Required Courses**

|     |     |  |      |
|-----|-----|--|------|
| CSP | 655 | Applied Behavior<br>Analysis I: Principles and<br>Procedures               | 3.00 |
| CSP | 714 | Academic Consultation in<br>Multicultural School<br>Settings               | 3.00 |
| CSP | 801 | Applied Behavior<br>Analysis II: Behavior<br>Therapy                       | 3.00 |
| CSP | 802 | Applied Behavior<br>Analysis III: ABA and<br>Developmental<br>Disabilities | 3.00 |
| CSP | 803 | Applied Behavior<br>Analysis IV: Academic<br>Interventions                 | 3.00 |
| CSP | 804 | Special Topics in<br>Behavior Analysis                                     | 3.00 |
| CSP | 805 | ABA Internship<br>Supervision I  | 3.00 |
| CSP | 806 | ABA Internship<br>Supervision II   | 3.00 |
| CSP | 825 | Maintenance of Client<br>Records in Behavior<br>Analytic Practice          | 3.00 |

#### **Credit and GPA Requirements**

Minimum Total Credits: 27 Credits

Minimum GPA: 3.0

## Counseling and School Psychology Courses

### CSP 50 Professional Writing Lab

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

*Credits: 0*

*Every Fall and Spring*

### CSP 518 Play Therapy

A survey of methods, materials and techniques for working with children. Consideration of different approaches and the therapeutic use of play.

*The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A or CS 706.*

*Credits: 3*

*Rotating Basis*

### CSP 605 Domestic Violence: Violence and the Family

This course examines the nature of violence, especially against women and children. Three major areas are covered: spouse abuse, child physical abuse and child sexual abuse. Prevalence, factors that foster and mitigate the tendency toward violence, and treatment issues are discussed.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.*

*Credits: 3*

*Rotating Basis*

### CSP 607 Independent Research in Counseling

Under the guidance of a faculty member, students select a topic or question of interest to investigate in depth. Students conduct a thorough literature review and devise a qualitative or quantitative study that would contribute to existing knowledge in the area. The submission of a complete proposal, including rationale, literature review, sample population chosen, methods, and procedure, is required.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706; and CSP 708 or CSP 709.*

*Credits: 3*

*Rotating Basis*

### CSP 615 Professional Issues and Ethics in Counseling

An overview of professional orientation and ethical practice. Introduction to the history and philosophy of the profession, professional roles and

organizations, and credentialing issues and processes. An exploration of ethical standards of the ACA and related entities and applications of ethical and legal considerations in professional counseling.

*Credits: 3*

*Every Fall and Spring*

### CSP 633 Developmental Psychology

This course is intended to review the different stages of human development from birth to age 21. It includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The emotional, cognitive, social and physical challenges that children face as they grow older will be reviewed. Major developmental theories and research findings will be presented such as Neo-Piagetian theory, racial identity development theory, developmental theories based on LGBT issues, immigration issues and second language issues. Theorists such as Bronfenbrenner, Kohlberg, Gardner, and Erickson will also be reviewed. Three credits.

*Credits: 3*

*Annually*

### CSP 639 Therapeutic Interventions with Diverse Children and Adolescents

This course provides a contextual exploration of today's youth in the urban environment, centralizing foci on the counselor's role as an advocate and the role of resilience in response to youth risk. Critical to this course is an intersectional analysis relative to the effect of race, ethnicity, class, gender/gender expression, sexual identity and orientation, and their ability to shape the lives of young people (ages 5-18) developing in urban communities and schools as members and learners. A focus on therapeutic interventions with children and adolescents individually, in groups, and within school, community and familial contexts to respond to early and/or complex trauma as well as to support mental health and well-being is engaged. Issues such as substance use and abuse, gang involvement, teen pregnancy, sexually transmitted diseases, HIV, the role of the media, technology and music will be discussed.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.*

*Credits: 3*

*Rotating Basis*

### CSP 649 Counseling Theories and Applications

Counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of counseling and psychotherapy, including psychoanalytic, person-centered, existential, reality, behavioral, cognitive, multicultural, racial identity, feminist, and family systems, amongst others.

*Credits: 3*

*Every Fall and Spring*

### CSP 650 Developmental Psychopathology

The major mood disorders in children and adolescents will be reviewed, with a specific focus on anxiety, depression and bipolar conditions. There will be an emphasis on specific school related problems, such as social withdrawal, school phobia, eating disorders, social adjustment and peer problems, and suicide. Attention will also be given to reviewing other interfering behaviors such as selective mutism, suicidal ideation, and gang violence. Consideration will be given to cultural and social factors in making diagnoses and developing therapeutic interventions. The role of the school psychologist will be explored as well as assessment issues inherent in diagnosing psychopathology.

**TARGETED FIELDWORK REQUIREMENT:**

Students are expected to administer the following instruments: Conners Comprehensive Behavior Rating Scales, Reynolds Child Manifest Anxiety Scale, the Reynolds Child Depression Inventory, Reynolds Suicide Scale, Beck Youth Inventories, and Piers-Harris Self-Concept Scale, Symptom Checklist-90-R (SCL-90-R) as well as other assessment methods. After these scales are administered, students will be required to incorporate theories and research findings from reading and will be expected to set socio-emotional goals, and develop sample treatment plans. 40 hours.

*Credits: 3*

*Annually*

### CSP 651 Educational Neuropsychology

This course will provide an examination of neural anatomy and brain functions that are most important in the acquisition of reading, writing and math skills. Mechanisms such as attention, executive functions, and working memory will be explored, and their neurological brain bases will be discussed. Developmental neuropsychological research will be examined for principles that can enhance psychoeducational assessment and remedial practices. The neural bases of bilingualism and second language acquisition will also be discussed. Neurological disorders will be discussed in relationship to modifications in educational placement, classification and practice.

*The pre-requisite of CSP 721A is required.*

*Credits: 3*

*Annually*

### CSP 652 Human Development Across the Lifespan

An overview of theories of individual and family development, transitions across the lifespan, and theories of learning and personality development. Exploration of internal and external influences upon normal and abnormal development, disability, and exceptional behavior. Investigation of strategies for facilitating optimum development and wellness over the lifespan.

Credits: 3

Every Fall and Spring

### **CSP 654 Counseling Skills & Processes**

Counselor characteristics and behaviors that influence helping processes are addressed. Focus is on interviewing methods, counseling skills, goal setting, treatment planning, assessment, diagnosis, documentation and report writing. Both direct service and consultation skills are discussed. The importance of self-awareness and analysis toward counselor effectiveness is highlighted.

Credits: 3

Every Fall and Spring

### **CSP 655 Applied Behavior Analysis I: Principles and Procedures**

This course will provide an in-depth analysis of the principles upon which applied behavior analysis is based, as well as an introduction to procedures that can be used to improve social and academic behaviors in all children. Students will review single subject design as well as other issues necessary to document interventions. Emphasis is placed on the application of the principles to environmental, functional and ecological analyses of behavior in a responsible ethical manner. TARGETED FIELDWORK REQUIREMENT: Students are expected to observe in schools and develop behavior intervention plans to improve specific social or academic behaviors in a classroom. A certified school psychologist will supervise students. 30 hours.

Credits: 3

Annually

### **CSP 657A Family Counseling in the Urban Setting**

Marriage and family counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of marriage and family counseling and psychotherapy, including psychodynamic, Bowenian, experiential, structural, systemic, and strategic theories, amongst others.

*The pre-requisites of CSP 615, 649, 652 and 654 are required.*

Credits: 3

Annually

### **CSP 657B Contemporary Marriage and Family Theories**

This course will focus on post-modern, and contemporary theories in the field of marriage and family therapy. Theories such as Feminist Family Therapy, Narrative Therapy, Solution-Focused Therapy, and Collaborative Language Systems will be explored. Further, the act of therapy as being empowering and just will be discussed. Diverse family configurations will be considered that have recently been included in the field of marriage and family therapy; sexual minority families, families with diverse gender locations, immigrant families etc. Students will engage in critical thinking as a skill in having conversations

with clients. From a post-modern perspective, therapy is seen as a personal, professional, and political act.

*The pre-requisites of CSP 615, 649, 652, 654 and 657A are required.*

Credits: 3

Annually

### **CSP 657C Marriage and Family Therapy: Clinical Knowledge and Skills**

Focus is on healthy and unhealthy family functioning, including the recognition of specific problems and appropriate interventions. Attention to the impact of human sexuality on families and couples. Consideration of preventative methods to encourage family wellness. Study of societal trends and treatment issues related to working with multicultural and diverse family systems. Concentration on principles and methods of case conceptualization and assessment with couples and families.

*Prerequisites of CSP 657A and 657B are required.*

Credits: 3

Annually

### **CSP 658 Couples Therapy**

This course will focus on theories and practice of couples therapy. There will be a focus on systemic approaches to working with conflict as well as utilizing strengths and resources of the couple. Strategies in joining, assessment, intervention, and termination will be examined. Contextual issues such as sexual orientation, gender, race and class will be emphasized throughout the course. Students will be introduced to significant literature and research on couples therapy.

*Pre requisites: CSP 615 and CSP 652*

Credits: 3

Annually

### **CSP 659 Counseling and A Pluralistic Society**

An exploration of the context of relationships, and issues and trends in a culturally and linguistically diverse society. Focus on theories of identity development in multiple domains, and multicultural counseling theories and competencies. Investigation into the nature of biases, prejudices, oppression, and discrimination and their effects.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.*

Credits: 3

Annually

### **CSP 660A Group Work**

An introduction to principles of group dynamics, approaches to group leadership and authority, theories and methods of group counseling. Issues of culture, diversity, and identity in groups will be addressed. Instructional videos and/or media representations of group dynamics will be included. Includes an experiential group experience of at least 10 hours and the study of different types and settings of group work, including psychoeducational

groups and therapeutic groups with various clinical populations.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.*

Credits: 3

Annually

### **CSP 660B Advanced Group Work**

A continuation of the study of group dynamics in an advanced context. The impact of social system phenomena such as race/ethnicity, gender, and culture on groups will be assessed. Systemic and organizational dynamics related to the counselor's role will be explored. Instructional videos and/or media representations of group dynamics will be included. An intensive experiential group experience of at least 10 hours will be required.

*The pre-requisites of CSP 615, 649, 652, 654 and 660A are required as well as CSP 657A, or CSP 705, or CSP 706.*

Credits: 3

Rotating Basis

### **CSP 661A School Counseling Practicum**

Students work 100 hours in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 40 hours of direct service is required. Audio-taping, videotaping, or live supervision.

*Pre-requisites of CSP 615, 649, 652, 654, 705 and ALCX 702, 703, 705 are all required.*

Credits: 3

Annually

### **CSP 661B Bilingual School Counseling Practicum**

Students work 100 hours in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 40 hours of direct service to children with limited English language proficiency is required. Audio-taping, videotaping, or live supervision.

*Pre-requisites of CSP 615, 649, 652, 654, 705 and ALCX 702, 703, 705 are all required.*

Credits: 3

Annually

### **CSP 661F Marriage and Family Counseling Practicum**

Students work 100 hours in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 40 hours in direct service to clients. Audiotaping, videotaping, or live supervision is required.

*Pre-requisites of CSP 615, 649, 652, 654, 657A and*

ALCX 702 are all required. CSP 712 is pre or co-requisite

Credits: 3

Annually

**CSP 661M Mental Health Counseling Practicum**

Students work 100 hours in a mental health setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 40 hours in direct service is required. Audio-taping, videotaping, or live supervision.

*Pre-requisites of CSP 615, 649, 652, 654, 706 and ALCX 702 are all required. Pre- or Co-requisite of CSP 712 is required.*

Credits: 3

Annually

**CSP 665A School Counseling Internship I**

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

*The pre-requisite of CSP 661A is required and approval from the Department.*

Credits: 6

Annually

**CSP 665B Bilingual School Counseling Internship I**

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service to children with limited English language proficiency is required. Audio-taping, videotaping or live supervision.

*The pre-requisite of CSP 661B is required and Departmental approval.*

Credits: 6

Annually

**CSP 665F Marriage and Family Counseling Internship I**

Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 130 hours each semester in direct service to clients. Audiotaping,

videotaping, or live supervision is required.

*The pre-requisites of CSP 661F and 712 are required and departmental approval.*

Credits: 6

Annually

**CSP 665M Mental Health Counseling Internship I**

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

*The pre-requisite of CSP 661M and 712 are required and Departmental approval.*

Credits: 6

Annually

**CSP 666A School Counseling Internship II**

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

*The pre-requisite of CSP 665A is required and approval from the Department.*

Credits: 6

Annually

**CSP 666B Bilingual School Counseling Internship II**

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service to children with limited English language proficiency is required. Audio-taping, videotaping, or live supervision.

*The pre-requisite of CSP 665B is required and Departmental approval.*

Credits: 6

Annually

**CSP 666F Marriage and Family Counseling Internship II**

Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 130 hours each

semester in direct service to clients. Audiotaping, videotaping, or live supervision is required.

*The pre-requisite of CSP 665F is required and Departmental approval.*

Credits: 6

Annually

**CSP 666M Mental Health Counseling Internship II**

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

*The pre-requisite of CSP 665M is required.*

Credits: 6

Annually

**CSP 668A Assessment and Diagnosis in Counseling Diverse Populations**

Focus on the nature and meaning of assessment; standardized and non-standardized testing methods; statistical concepts; reliability and validity; social, cultural, and linguistic factors in assessment and diagnosis; ethical issues in instrument selection, administration, and interpretation of assessments. Introduction to the DSM classification system.

*The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A, or CSP 705, or CSP 706.*

Credits: 3

Annually

**CSP 679 Substance Abuse and High Risk Behaviors**

This course will provide an overview of substance use, abuse and high-risk behaviors, and the role of and their interrelatedness in the contexts of the helping professions of psychology and counseling. The course will also consider the role of trauma on the development and psychology of addiction and recovery. Substance abuse counseling theories, practices, and treatment will be explored.

*The pre-requisites of CSP 615, 649, 652 and 654 are all required and CSP 657A or CSP 706.*

Credits: 3

Rotating Basis

**CSP 682 Career Development and Counseling**

Study of the meaning of work in people's lives, career development theories, decision-making models, and programming. Consideration of print and electronic career information systems. Exploration of multiple roles and identities in career development. Analysis of educational and career counseling processes, techniques, and resources.

*The pre-requisites of CSP 615, 649, 652, and 654*

are required as well as CSP 705 or CSP 706.

Credits: 3

Annually

### **CSP 700 Family Law**

An overview of legal issues with regard to marriage and family relationships with a focus on familial trauma that necessitates and results from engagement in court and legal proceedings.

Central to this course is the counselor's role in working with various types of families to confront important life decisions, resolving disputes and planning for the future. Attention to issues of consultation with legal professionals and the interaction of the counselor with the legal system are discussed.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.*

Credits: 3

Annually

### **CSP 702 Diagnosis of the Learning Problems of Students**

This course will review the diagnostic and learning issues of students with learning disabilities, such as dyslexia, math and writing disabilities, nonverbal disabilities, attention deficit and executive function difficulties. Profiles, assessment batteries, differential diagnoses, and specific measures that facilitate the diagnosis of such disabilities will be reviewed. Research findings along with theoretical and etiological issues will be discussed

#### **TARGETED FIELDWORK REQUIREMENT:**

Students are expected to administer various assessments such as (but not limited to): Ravens Progressive Matrices, S-TOPP, Stroop, BRIEF, Achenbach, Conners to help in ruling out conditions described within the course description to children in school settings. Supervision by a school psychologist is required. The results of these assessments will be used to write social, emotional and academic goals. 40 hours.

*The pre-requisite of CSP 651 is required.*

Credits: 3

Annually

### **CSP 703 Parent Consultation and Intervention in Multicultural Settings**

This course will focus on the shifts that have occurred in child therapy, and how these changes can inform and affect consultation work with parents in a variety of multicultural settings. Topics such as developmental and attachment theory, the interactional nature of personality development and a relational understanding of emotional problems will be emphasized to highlight how interactions between parent and child become prototypes for later relational experiences. The premise of parent-focused treatment rests on an understanding of the regulatory processes and attachment between parent and child; through parent consultation, the parent-child relationship is reconfigured to mitigate issues in child development. Three credits.

Credits: 3

Annually

### **CSP 704 Research and Measurement In Education and Psychology**

This course will provide a presentation of basic statistical and measurement concepts such as central tendency, variability, correlation and factor analysis used to interpret test scores and understand test construction. Concepts of validity, reliability and the use of derived scores are presented through an analysis of the assessments used in school psychology as well as research used to inform school psychology. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental quasi-experimental and qualitative designs. Surveys and qualitative research are also discussed.

Credits: 3

Annually

### **CSP 705 Foundations of School Counseling**

Introduction to the history, philosophy, and current trends in school counseling and educational systems. Exploration of the role, function, and professional identity of the school counselor. Investigation into internal and external factors that influence student learning and development. Instruction in ethical and legal issues specific to the practice of school counseling. Ten hour field component.

*The pre-requisites of CSP 615, 649, 652 and 654 are required.*

Credits: 3

Annually

### **CSP 706 Foundations of Mental Health Counseling**

Introduction to the history, philosophy, and current trends in mental health counseling. Exploration of the role, function, and professional identity of the mental health counselor, including issues of credentialing, collaboration, and consultation with other treatment providers. Instruction in ethical and legal issues specific to the practice of mental health counseling. Ten hour field component.

*The pre-requisites of CSP 615, 649, 652 and 654 are required.*

Credits: 3

Annually

### **CSP 708 School Counseling Research, Program Development and Evaluation**

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry, and analyses in conducting research in the development, evaluation and modification of school counseling programs. Focus on understanding the investigative process from needs assessment through the interpretation of findings and the implementation of change for improved counseling effectiveness. Exploration of the use of data to inform decision making, with attention to both internal and external effects upon

students learning and development. Ten hour field component.

*The pre-requisites of CSP 615, 649, 652, 654 and 705 are required.*

Credits: 3

Annually

### **CSP 709 Research, Evidence-Based Practice and Program Evaluation**

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry and analysis in research and program evaluation. A review and analysis of evidence-based practices in mental health counseling with a variety of populations and clinical issues. The use of needs assessment and outcomes research in program development, implementation, and evaluation will be explored. Ten hour field component.

*The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.*

*Student must be active in the Mental Health Counseling plan.*

Credits: 3

Annually

### **CSP 711 Advocacy, Leadership, Collaboration and Consultation in School Counseling**

Introduction to educational policy and school reform related to diversity, equity and excellence in student learning. Exposure to modes and methods of collaboration and consultation with family, school, and community to enhance student development and achievement. Understanding of the characteristics and strategies of effective leadership in educational systems. Ten hour field component.

*The pre-requisites of CSP 615, 649, 652, 654 and 705 are required.*

Credits: 3

Annually

### **CSP 712 Psychopathology and Psychopharmacology**

This course explores the major diagnostic categories of psychopathology according to the current DSM classification system. The concept of mental health, illness and wellbeing are explored through the socio-cultural formulations utilizing the stress-diathesis and biopsychosocial spiritual models. Of specific focus in this course is an emphasis on the relationship of traumatic life experiences and complex traumatic stress on the manifestation of traumatic stress-related disorders and diagnosis secondary to experienced trauma. Additionally, students will develop an understanding of disorders in terms of diagnostic features, associated features, demographic features, prevalence, course, familial pattern, differential diagnosis, and cultural contexts through case study analysis. Commonly prescribed psychopharmacological medications, including uses and side effects are introduced and considered.

The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706. Student must be active in the Mental Health Counseling plan.

Credits: 3

Annually

#### **CSP 714 Academic Consultation in Multicultural School Settings**

This course will review instructional issues inherent in school systems necessary to facilitate changes on the individual, team and programmatic level.

Emphasis is on reviewing instructional and learning theory as well as exploring the role of school psychologists in assisting teachers and staff to develop and monitor curriculum. Emphasis will be placed on assisting and training staff and parents to implement evidence-based curricula as well as understanding the context and cultural background of different students. Parent training programs will be reviewed and discussed and methods of crisis intervention will be elaborated upon, as well as how issues of diversity may warrant that interventions be tailored to particular backgrounds. Consultation projects will be completed in which trainees assess student strengths and weaknesses, develop interventions collaboratively with staff, and train staff to implement these interventions, monitor these interventions and assess overall effectiveness. TARGETED FIELDWORK REQUIREMENT: Students will be required to go into schools and consult with teachers and/or administrators regarding children with academic difficulties. A certified school psychologist will supervise students. 40 hours.

The pre-requisite of CSP 655 is required.

Credits: 3

Annually

#### **CSP 721A Cognitive Assessment I**

This course is designed to teach students to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course focuses on the three Wechsler Intelligence Scales. Psychometric properties of those instruments are related to issues of interpretation. Psychological issues in intelligence testing as well as ethical and legal considerations are reviewed. Students are required to administer tests and write assessment reports based on the results. Additional laboratory hours are required.

Credits: 3

Annually

#### **CSP 721B Cognitive Assessment II**

A continuation of 721A. Students learn how to assess the cognitive functioning of children by administering, scoring and interpreting measures of cognitive ability as well as academic functioning used by school psychologists. Integration of findings with educational and other evaluation results is examined so that individual education plans can be developed. Students are required to administer tests, write assessment reports, and make case

presentations. Additional laboratory hours are required.

The pre-requisite of CSP 721A is required.

Credits: 3

Annually

#### **CSP 722A Personality Assessment I**

This course aims to teach students how to administer, score and interpret the Rorschach test, through the use of the Exner Comprehensive Scoring System. The history of projective tests along with their strengths and shortcomings will be reviewed. Cultural, ethnic and language considerations will be discussed as related to the administration and interpretation of the test. Additional laboratory hours are required.

The pre-requisite of CSP 721A is required.

Credits: 3

Annually

#### **CSP 722B Personality Assessment II**

This course is a continuation of 722A. It aims to teach students how to administer, score and interpret thematic apperceptive, figure drawing and sentence completion tests. Throughout the course students will be practicing report writing and will develop the ability to integrate information from the various personality assessments, including the Rorschach. Quantitative and qualitative interpretations will be reviewed. Additional laboratory hours are required.

The pre-requisite of CSP 722A is required.

Credits: 3

Annually

#### **CSP 723 Assessing Infants, Toddlers and Preschoolers**

Students will learn to administer, score and interpret the tests used to assess development in infants, toddlers and preschoolers. This course will focus on the psychometric properties as they relate to assessments of development, cognitive functioning and adaptive behavior. Play assessment and observational techniques for such age groups are presented. Techniques for assessing children with vision and hearing impairments are also addressed. Students will be required to administer tests, make case presentations, and write reports. Students will interpret data by integrating clinical findings so that specific intervention plans can be developed. Additional laboratory hours are required.

The pre-requisites of CSP 721A and 721B are required.

Credits: 3

On Demand

#### **CSP 724 Assessing the Bilingual Child**

In this course, students will engage in an examination of issues in the assessment of bilingual children, including the appropriate use of standardized measures, nondiscriminatory assessment, and alternative approaches to the assessment of cognitive functioning and social adaptive behavior of linguistically diverse children.

Students will learn when and how to conduct evaluations in the child's first or second language (or both). Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that individual educational plans can be developed. Additional laboratory hours are required.

The pre-requisites of CSP 721A and 721B are required.

Credits: 3

Annually

#### **CSP 726 Counseling Ethnolinguistically Diverse Students and Families**

An exploration of the experiences of culturally and ethnolinguistically diverse families in the context of an English-predominant society. The impact of linguistic fluency, immigration, acculturation, and assimilation upon family dynamics and related systems will be analyzed. Considerations such as parentification of English-speaking children of linguistic minority parents, management of bi-cultural stress, trends in bilingual education, and cultural resiliency will be addressed. Ten hour field component.

The pre-requisites of CSP 615, 649, 652, 654 and 705 are required.

Credits: 3

Annually

#### **CSP 733 Development in Infancy and Early Childhood**

This course presents an in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included.

Credits: 3

On Demand

#### **CSP 745 Special Topics in Counseling**

Each year the faculty identifies critical areas of interest in counseling. Institutes are planned for intensive study related to those issues, featuring expert speakers on the topic.

The pre-requisites of CSP 615, 649, 652, and 654 are required as well as CSP 657A or CSP 706.

Credits: 3

Rotating Basis

#### **CSP 781A Internship School Psychology I - General**

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and

practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration.

*The pre-requisites of CSP 721A, 721B, 722A, 722B and a total of 48 credits completed are required.*

*Credits: 3*

*Every Fall*

### **CSP 781B Internship School Psychology I - Bilingual Extension**

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where bilingual and multicultural populations are in place and must receive supervision from a bilingual field-based supervisor.

*The pre-requisites of CSP 721A, 721B, 722A, 722B and a total of 48 credits completed are required.*

*Credits: 3*

*Every Fall*

### **CSP 781C Internship School Psychology I - Early Childhood**

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where early childhood populations are in place and must receive

supervision from a field-based supervisor with expertise in early childhood assessment.

*The pre-requisites of CSP 721A, 721B, 722A, 722B and a total of 48 credits completed are required*

*Credits: 3*

*Every Fall*

### **CSP 782A Internship School Psychology II - General**

This course is a continuation of CSP 781A. Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration.

*The pre-requisite of CSP 781A is required.*

*Credits: 3*

*Every Spring*

### **CSP 782B Internship School Psychology II - Bilingual Extension**

This course is a continuation of CSP 781B. Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where bilingual and multicultural populations are in place and must receive supervision from a field-based supervisor with a bilingual certificate.

*The pre-requisite of HDL 781B is required.*

*Credits: 3*

*Every Spring*

### **CSP 782C Internship School Psychology II - Early Childhood**

This course is a continuation of CSP 781C.

Students will complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where early childhood populations are in place and must receive supervision from a field-based supervisor with expertise in early childhood assessment.

*The pre-requisite of CSP 781C is required.*

*Credits: 3*

*Every Spring*

### **CSP 801 Applied Behavior Analysis II: Behavior Therapy**

This course will introduce students to the practice of behavior therapy, in relation to the principles and procedures of applied behavior analysis. A major goal of this course is to teach students to effectively utilize behavioral techniques in the treatment of emotional disorders and the covert verbal behaviors that are unique to this spectrum of disorders. Emphasis will be placed on understanding how basic ABA principles inform the application of procedures and the importance of implementing these procedures within the context of a carefully considered behavioral case conceptualization. Students will expand their use of functional analysis as well as numerous behavioral intervention strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response substitution).

*The pre-requisite of CSP 655 is required.*

*Credits: 3*

*Annually*

### **CSP 802 Applied Behavior Analysis III: ABA and Developmental Disabilities**

The primary focus of this course is to provide students with a thorough review of assessment and intervention models that are used within ABA-based programs serving individuals with developmental disabilities, including, but not limited to: autism, pervasive developmental disorders, and intellectual disabilities. Students will review the ABA procedures, as well as the principles on which they are based, to assess the needs of individuals with developmental disabilities, design interventions that meet the needs of these individuals, monitor progress, and evaluate effectiveness. This course will provide an in-depth

analysis of the principles upon which applied behavior analysis is based, as well as an introduction to procedures that can be used to improve social and academic behaviors in all children. Students will review single subject design as well as other issues necessary to document interventions. Emphasis is placed on the application of the principles to environmental, functional and ecological analyses of behavior in a responsible ethical manner.

*The pre-requisite of CSP 655 is required.*

*Credits: 3*

*Annually*

### **CSP 803 Applied Behavior Analysis IV: Academic Interventions**

This course will focus on the extension of functional analytic methods as applied to the assessment, intervention and evaluation of students with academic disorders. Response to Intervention models will be reviewed as well as curriculum based measurements as applied to reading interventions, such as Direct Instruction. Students will be exposed to progress monitoring assessment packages such as AIMSWeb and DIBELS, as well as fundamentals of single-subject design as applied to reading behaviors.

*The pre-requisite of CSP 655 is required.*

*Credits: 3*

*Annually*

### **CSP 804 Special Topics in Behavior Analysis**

This course will focus on a variety of topics in ABA that are relevant to the field and the general New York City area. Although topics may vary from year to year, specific focus will be placed on the ethical applications and implementation of behavior analysis.

*The pre-requisite of CSP 655 is required.*

*Credits: 3*

*Annually*

### **CSP 805 ABA Internship Supervision I**

This course is meant to provide supervision to students in the first semester of full-time internship as applied behavior analytic interns. Emphasis will be placed on the review of service delivery models and especially on the development and implementation of antecedent based, consequent based, and educative methods of intervention to enhance students' success in a variety of settings. The application of the principles and procedures of behavior analysis will be monitored throughout the duration of the course. Students will begin an integrated case study project in this course, which will include assessment information, diagnostic formulations, proposed intervention(s), and implementation of the intervention(s) as well as the monitoring of the intervention. Students will be expected to take and pass the ABA comprehensive exam.

*The pre-requisites of CSP 655, 714, 801, 802, 803 and 804 are all required.*

*Credits: 3*

*Annually*

### **CSP 806 ABA Internship Supervision II**

This course is meant to provide supervision to students in the second semester of full-time internship as applied behavior analytic interns. Discussions will emphasize the role of the behavior analyst as a change agent in the school system and culture. Students will discuss plans for personal growth in the field. Supervision will continue in the development and implementation of antecedent based, consequent based, and educative methods of intervention to enhance clients' success in a variety of settings. The application of the principles and procedures of behavior analysis will be monitored throughout the duration of the course. Students will begin an integrated case study project in this course, which will include assessment information, diagnostic formulations, proposed intervention(s), and implementation of the intervention(s) as well as the monitoring of the intervention. Students will be expected to take and pass the ABA comprehensive exam.

*The pre-requisites of CSP 655, 714, 801, 802, 803 and 804 are all required.*

*Credits: 3*

*Annually*

### **CSP 825 Maintenance of Client Records in Behavior Analytic Practice**

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

*The pre-requisite of CSP 655 is required.*

*Credits: 3*

*Annually*



## DEPARTMENT OF TEACHING, LEARNING AND LEADERSHIP

Professors Kesson, Rivera

Professors Emeriti Berkowitz, Kazlow, Long,  
Nathanson, Pascale

Associate Professors Bains, Dyasi, Lava, Lehman,  
Lemberger

Associate Professor Emeriti Floyd, Zinar

Assistant Professors Black, Schlessinger,  
Shuttleworth

Fellows Program Administrators Harris, Walsh  
Field Experiences and School Relations Director  
Systra, Assistant Director Marchant

Adjunct: 30

The Department of Teaching, Learning, and Leadership offers programs on both the undergraduate and graduate level, all leading to NYS teaching and leadership certification. The program prepares new teachers and administrators who are just starting out in their field and helps practicing professionals enhance their careers with additional specializations. All programs emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork, student teaching, and internship placements are in schools especially selected for excellence and diversity. With an emphasis on practice, students will be out in the schools – observing, learning, and doing – from the very beginning. Students will graduate eligible for state certification – and ready to get a job!

### Job Opportunities and Career Trends

Education is an ever-growing field. As the population continues to grow, so will the need for quality teachers and administrators to work in schools. Learning the theory in classrooms and being involved in the practice of teaching through fieldwork and student teaching is the beginning of a journey. The New York City Department of Education is the primary employer of our graduates and there are high need areas such as Early Childhood, Special Education, and English as a Second Language. In addition, teachers and administrators are also employed in a range of educational settings, including pre-schools, private, independent and charter schools, private tutorial companies and after-school and literacy programs. Educators are also sought at non-profit organizations with a community service and/or educational focus, including those that are internationally-based. Having a degree in education opens up other career options including positions in educational media, such as in publishing and television development, curriculum development, market research and human resources, notably the training function.

### Admission Requirements

To be admitted into this program, you must:

- Submit an application to LIU Brooklyn's Office of Admissions (see below)
  - Have a bachelor's degree from an accredited institution
  - Have 3.0 minimum undergraduate grade-point average
  - Submit scores on Graduate Record Examination (GRE)
  - Submit two letters of recommendation
  - Submit a statement of professional goals
- Students who do not have prior teaching certification are required to take the TLL Department Assessment, a measure of writing skill, upon admission and before registration. Students who do not achieve a passing score (Level 3) on the assessment must enroll in TAL 088 Textual Strategies for Educators, a non-credit course to develop reading and writing skills at the graduate level, during the first semester. They are also required to meet with the Director of Academic Support Services early in the semester to discuss the results of the assessment. In addition, students scoring at Level 1 are limited to 3 credits in the first semester; students scoring at Level 2 are limited to 6 credits.

### Waiver of Courses for Students with an Undergraduate Degree in Urban Education from LIU

Students who have completed the undergraduate teacher education curriculum at LIU Brooklyn, including TAL 201 and TAL 301/302, may waive TAL 801 and TAL 830 in the graduate curriculum, reducing the total credit requirement by six credits. In the event that this results in a program of fewer than 30 credits, students are required to take an elective to bring their program to at least 30 credits. The elective must be approved by a faculty adviser.

### Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

### Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining a 3.0 grade-point average
  - Satisfactory review by faculty at each stage of the program
- The School of Education Certification Officer reviews the transcripts of all new students seeking 1st initial certification for evidence of undergraduate or graduate study that fulfills the following NYS teacher certification requirements:
- General education requirements, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, a language other than English, scientific processes, mathematical processes, and written analysis and expression.
  - Content area requirements, including a 30 credit concentration or major in one of the

Liberal Arts and Sciences.

Students will be advised of any additional coursework that they will need to complete before graduation to fulfill these requirements.

### Fieldwork

Fieldwork is required in almost all TLL courses. Students need to have at least one day a week available to be in a school placement during school hours.

### Student Teaching

Student teaching is usually completed in the last semester of the teacher education programs. It is a full-time experience that consists of all-day student teaching in selected schools.

To be admitted to Student Teaching, multiple criteria include:

- Passing score on required New York State Teacher Certification Examinations (NYSTCE)
- 3.0 GPA

### Degree Requirements

To graduate with a major in teaching students must have:

- Completion of all program requirements with a minimum GPA of 3.0
- Descriptive Review of Practice
- Capstone Portfolio

To graduate from the Certification Track, students must also:

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

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

A passing score on the NY State School District Leadership (SDL) examination is a requirement for graduation from the educational leadership advanced certificate program.

### Certification

All TAL graduate certification-track programs in teaching fulfill the academic requirements for the following certificates:

- Initial Certification, for students with less than 3 years of experience in the certification area
  - Professional Certification, for students with a year of mentored teaching and two years of teaching experience in the certification area
- To obtain initial or professional certification, students must:
- Fulfill all requirements for graduation from a certification track program
  - Be a U.S. citizen or sign a Declaration of Intent
  - Pass the Content Specialty Test (CST) in the certification area
  - Pass the edTPA
  - For students seeking the Bilingual Education Extension: pass the Bilingual Education Assessment (BEA) in the target language of instruction
- The School of Education (SOE) Certification Officer helps students apply for certification when

all requirements are met. Students interested in Internship Certification before graduation should consult the Certification Officer.

**Progression**

All of the M.S.Ed. programs in teaching are divided into four Tiers:

- Tier I: Foundations in Urban Education
- Tier II: Observation and Description of Urban Learners
- Tier III: Inquiry of Urban Classrooms and Teaching Practices
- Tier IV: Advanced Inquiry and Practice

To progress from one Tier to the next, students must maintain a minimum 3.0 GPA. In addition, students must meet the following criteria,

- To progress from Tier I to Tier II: satisfactory completion of first six credits, including TAL 801.
- To progress from Tier II to Tier III: satisfactory completion of TAL 830 and other Tier II courses.
- To progress from Tier III to Tier IV: satisfactory completion of TAL 880 and other Tier III courses.

At each stage of progression, faculty teams review students' work to ensure that all criteria are met. In some cases, students who do not meet criteria are permitted to progress to the next Tier on probation.

**Teaching Certification Requirements**

Requirements for teacher certification in New York includes successful completion of a bachelor's or master's degree; passing of certification examinations, completing workshops in (1) child abuse identification and reporting, (2) violence prevention, (3) fire safety, substance abuse prevention, and abduction prevention, and, (4) harassment, bullying and discrimination prevention and intervention. LIU Brooklyn's programs in teacher education are designed to prepare students to meet these certification requirements.

The teacher education programs in the School of Education at LIU Brooklyn prepare students for two levels of certification in New York State — Initial and Professional:

**Initial Certification** is the minimum certification required to teach in New York State. Initial Certification, for students with less than three years of teaching experience in the certification area. The entry-level certificate is valid for 5 years and is issued in a specific subject and/or grade level. Initial Certification leads to the Professional Certificate. After three years of professional teaching experience, you can apply for the Professional Certificate to continue to be certified in New York State. All teacher-training bachelor's and master's programs in the School of Education at LIU Brooklyn lead to Initial Certification.

**Professional Certification** is the second-level teaching certificate. A holder of an Initial certificate must apply to the New York State Department of Education (SED) for the

Professional certificate upon completion of requirements. Professional Certification is awarded to students with a year of mentored teaching and 2 years of teaching experience in the certification area. Please note that when you possess this certificate you must complete 175 hours of professional development every five years to keep this certificate valid.

In addition, students in the following M.S.Ed. programs leading to 1st initial certification may be eligible to apply for Internship Certification after completing half the required credits:

- Childhood Urban Education
- Early Childhood/Childhood Urban Education
- Early Childhood Urban Education
- Urban Adolescence Inclusive Education
- Teaching Urban Children with Disabilities
- TESOL

Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

To obtain initial or professional certification, students must:

1. Graduate from the Certification Track
2. Complete state-mandated training in (1) child abuse identification and reporting, (2) violence prevention, (3) harassment, bullying and discrimination prevention and intervention.
3. Pass required tests of the NYSTCE.
4. Fingerprint Clearance

Applications for certification are submitted electronically. Students who have completed all requirements of the registered New York State Teacher Certification program at LIU Brooklyn should see the SOE certification officer to complete their application.

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

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

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

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

## EARLY CHILDHOOD AND CHILDHOOD EDUCATION

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

The 36-credit M.S.Ed. in Early Childhood Urban Education (Birth-Grade 2) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Early Childhood Education. It prepares students to teach children from birth to second grade. There is also a 34 credit M.S.Ed. in Early Childhood Urban Education (Birth-Grade 2) for students who already have certification in another area. Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area. A 34-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

### M.S.Ed. Early Childhood Urban Education 1st Initial & 2nd Initial Certification

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

[Program Code 32376]

Non-credit pre-requirement determined by TAL Assessment

|     |     |                                  |      |
|-----|-----|----------------------------------|------|
| TAL | 088 | Textual Strategies for Educators | 0.00 |
|-----|-----|----------------------------------|------|

All of the following courses must be completed.

#### TIER I: Diversity, Language, and Literacies in Urban Education (9 credits)

|     |     |   |      |
|-----|-----|---|------|
| TAL | 801 | Issues in Urban Education                                     | 3.00 |
| TAL | 802 | Language and Literacy   | 3.00 |
| TAL | 810 | Early Development (15 fieldwork hours)                        | 3.00 |
| TAL | 846 | Family Literacy & Parental Collaboration (10 fieldwork hours) | 3.00 |

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

|     |     |                            |      |
|-----|-----|----------------------------|------|
| TAL | 803 | Perspectives on Disability | 3.00 |
|-----|-----|----------------------------|------|

|     |     |  |      |
|-----|-----|--|------|
| TAL | 830 | Classroom Inquiry I (30 Fieldwork hours) | 3.00 |
|-----|-----|--|------|

|     |     |   |      |
|-----|-----|---|------|
| TAL | 844 | Environments, Practices and Play (15 Fieldwork hours) | 3.00 |
|-----|-----|---|------|

#### Tier III: Inquiry into Urban Classrooms and Teaching Practices (9 credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 845 | Math and Science in Early Childhood (15 Fieldwork hours) | 3.00 |
|-----|-----|--|------|

|     |     |                                     |      |
|-----|-----|-------------------------------------|------|
| TAL | 873 | Early Literacy (15 Fieldwork hours) | 3.00 |
|-----|-----|-------------------------------------|------|

|     |     |   |      |
|-----|-----|---|------|
| TAL | 880 | Classroom Inquiry II (30 Fieldwork hours) | 3.00 |
|-----|-----|---|------|

#### Tier IV: Advanced Inquiry and Practice (6 credits)

|     |      |   |      |
|-----|------|---|------|
| TAL | 881A | Student Teaching: Early Childhood (Full-time) | 3.00 |
|-----|------|---|------|

|     |     |                  |      |
|-----|-----|------------------|------|
| TAL | 971 | Capstone Seminar | 3.00 |
|-----|-----|------------------|------|

### M.S.Ed., Early Childhood Urban Education (B-2) - 2nd Initial Certification

All of the following courses must be completed.

#### TIER I: Diversity, Language, and Literacies in Urban Education (9 credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 801 | Issues in Urban Education              | 3.00 |
| TAL | 802 | Language and Literacy                  | 3.00 |
| TAL | 810 | Early Development (15 fieldwork hours) | 3.00 |

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

|     |     |   |      |
|-----|-----|---|------|
| TAL | 803 | Perspectives on Disability                                      | 3.00 |
| TAL | 830 | Classroom Inquiry I (30 Fieldwork hours)                        | 3.00 |
| TAL | 844 | Environments, Practices and Play (15 Fieldwork hours)           | 3.00 |
| TAL | 846 | Family Literacy and Parental Collaboration (10 Fieldwork hours) | 3.00 |

#### Tier III: Inquiry into Urban Classrooms and Teaching Practices (9 credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 845 | Math and Science in Early Childhood (15 Fieldwork hours) | 3.00 |
| TAL | 873 | Early Literacy (15 Fieldwork hours)                      | 3.00 |
| TAL | 880 | Classroom Inquiry II (30 Fieldwork hours)                | 3.00 |

#### Tier IV: Advanced Inquiry and Practice (4 credits)

|     |      |  |      |
|-----|------|--|------|
| TAL | 881B | Student Teaching for the Practicing Teacher: Early Childhood (20 days) | 1.00 |
|-----|------|--|------|

|     |     |                  |      |
|-----|-----|------------------|------|
| TAL | 971 | Capstone Seminar | 3.00 |
|-----|-----|------------------|------|

#### Credit and GPA Requirements

Minimum Total Credits: 34-36 Credits

Minimum GPA: 3.0

### M.S.Ed. Early Childhood Urban Education - Non Certification

#### M.S.Ed., Early Childhood Urban Education (B-2) (Non-Certification)

[Program Code 32377]

Non-credit pre-requirement determined by TAL Assessment

|     |     |                                  |      |
|-----|-----|----------------------------------|------|
| TAL | 088 | Textual Strategies for Educators | 0.00 |
|-----|-----|----------------------------------|------|

#### TIER I: Diversity, Language, and Literacies in Urban Education (9 credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 801 | Issues in Urban Education              | 3.00 |
| TAL | 802 | Language and Literacy                  | 3.00 |
| TAL | 810 | Early Development (15 Fieldwork hours) | 3.00 |

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

|     |     |   |      |
|-----|-----|---|------|
| TAL | 803 | Perspectives on Disability                                      | 3.00 |
| TAL | 830 | Classroom Inquiry I (30 Fieldwork hours)                        | 3.00 |
| TAL | 844 | Environments, Practices and Play (15 Fieldwork hours)           | 3.00 |
| TAL | 846 | Family Literacy and Parental Collaboration (10 Fieldwork hours) | 3.00 |

#### TIER III: Inquiry of Urban Classrooms and Teaching Practices (9 credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 845 | Math and Science in Early Childhood (15 Fieldwork hours) | 3.00 |
| TAL | 873 | Early Literacy (15 Fieldwork hours)                      | 3.00 |
| TAL | 880 | Classroom Inquiry II (30 Fieldwork hours)                | 3.00 |

#### TIER IV: Advanced Inquiry and Practice (4 credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 890 | Overview of Teaching in Alternative Settings | 1.00 |
| TAL | 971 | Capstone Seminar                             | 3.00 |

#### Credit and GPA Requirements

Minimum Total Credits: 34 Credits

Minimum GPA: 3.0

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

The 42-credit M.S.Ed. in Childhood Urban Education (Grades 1-6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Childhood Education, grades 1-6. It prepares students to teach in elementary school classrooms. There is also a 33-credit M.S.Ed. in Childhood Urban Education (Grades 1-6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (6 credits) or bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 40-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

**M.S.Ed. Childhood Urban Education 1st Initial Certification**

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

[Program Code 24898]

**Non-credit pre-requirement determined by TAL Assessment**

|         |                                  |      |
|---------|----------------------------------|------|
| TAL 088 | Textual Strategies for Educators | 0.00 |
|---------|----------------------------------|------|

**All of the following courses must be completed.**

**TIER I: Foundations (6 credits)**

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

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

|         |  |      |
|---------|--|------|
| TAL 803 | Perspectives on Disability                 | 3.00 |
| TAL 811 | Lives of Children (14 Fieldwork hours)     | 3.00 |
| TAL 816 | Teaching Literacy K-6 (15 Fieldwork hours) | 3.00 |

|         |  |      |
|---------|--|------|
| TAL 830 | Classroom Inquiry I (30 Fieldwork hours) | 3.00 |
|---------|--|------|

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)**

|         |  |      |
|---------|--|------|
| TAL 831 | Teaching Social Studies 1-6 (10 Fieldwork hours)     | 3.00 |
| TAL 832 | Teaching the Arts 1-6                                | 3.00 |
| TAL 833 | Teaching Science/Technology 1-6 (10 Fieldwork hours) | 3.00 |
| TAL 834 | Teaching Math/Technology 1-6 (10 Fieldwork hours)    | 3.00 |
| TAL 854 | Classroom as Community (10 Fieldwork hours)          | 3.00 |
| TAL 880 | Classroom Inquiry II (30 Fieldwork hours)            | 3.00 |

**TIER IV: Adv Inquiry & Practice (6 credits)**

|          |   |      |
|----------|---|------|
| TAL 882A | Student Teaching: Childhood (Full-time) | 3.00 |
| TAL 971  | Capstone Seminar                        | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 42 Credits  
Minimum GPA: 3.0

**M.S.Ed. Childhood Urban Education 2nd Initial Certification**

**M.S.Ed., Childhood Urban Education (1-6) - 2nd Initial Certification**

[Program Code 24900]

All of the following courses must be completed.

**TIER I (6 credits)**

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

**TIER II (6 credits)**

|         |  |      |
|---------|--|------|
| TAL 816 | Teaching Literacy K-6 (15 Fieldwork hours) | 3.00 |
| TAL 830 | Classroom Inquiry I (30 Fieldwork hours)   | 3.00 |

**TIER III (18 credits)**

|         |  |      |
|---------|--|------|
| TAL 831 | Teaching Social Studies 1-6 (10 Fieldwork hours)     | 3.00 |
| TAL 832 | Teaching the Arts 1-6                                | 3.00 |
| TAL 833 | Teaching Science/Technology 1-6 (10 Fieldwork hours) | 3.00 |

|         |   |      |
|---------|---|------|
| TAL 834 | Teaching Math/Technology 1-6 (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 880 | Classroom Inquiry II (30 Fieldwork hours) | 3.00 |
|---------|---|------|

**TIER IV (3 credits)**

|         |                  |      |
|---------|------------------|------|
| TAL 971 | Capstone Seminar | 3.00 |
|---------|------------------|------|

**Credit and GPA Requirements**

Minimum Total Credits: 33 Credits  
Minimum GPA: 3.0

**M.S.Ed. Childhood Urban Education - Non Certification**

**M.S.Ed., Childhood Urban Education (1-6) (Non-Certification)**

[Program Code 24899]

**Non-credit pre-requirement determined by TAL Assessment**

|         |                                  |      |
|---------|----------------------------------|------|
| TAL 088 | Textual Strategies for Educators | 0.00 |
|---------|----------------------------------|------|

**All of the following courses must be completed.**

**TIER I: Foundations (6 credits)**

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

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

|         |  |      |
|---------|--|------|
| TAL 803 | Perspectives on Disability             | 3.00 |
| TAL 811 | Lives of Children (14 Fieldwork hours) | 3.00 |

|         |  |      |
|---------|--|------|
| TAL 816 | Teaching Literacy K-6 (15 Fieldwork hours) | 3.00 |
|---------|--|------|

|         |  |      |
|---------|--|------|
| TAL 830 | Classroom Inquiry I (30 Fieldwork hours) | 3.00 |
|---------|--|------|

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)**

|         |  |      |
|---------|--|------|
| TAL 831 | Teaching Social Studies 1-6 (10 Fieldwork hours)     | 3.00 |
| TAL 832 | Teaching the Arts 1-6                                | 3.00 |
| TAL 833 | Teaching Science/Technology 1-6 (10 Fieldwork hours) | 3.00 |

|         |   |      |
|---------|---|------|
| TAL 834 | Teaching Math/Technology 1-6 (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 880 | Classroom Inquiry II (30 Fieldwork hours) | 3.00 |
|---------|---|------|

**TIER IV: Adv Inquiry & Practice (4 credits)**

|     |     |  |      |
|-----|-----|--|------|
| TAL | 890 | Overview of Teaching in Alternative Settings | 1.00 |
| TAL | 971 | Capstone Seminar                             | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 40 Credits  
Minimum GPA: 3.0

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

The 52-credit M.S.Ed. in Childhood/Early Childhood Urban Education (Birth-Grade 6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Early Childhood Education, birth to grade 2, and Childhood Education, grades 1-6. It prepares students to teach in pre-schools, kindergartens, and elementary school classrooms. There is also a 44-credit M.S.Ed. in Childhood/Early Childhood Urban Education (Birth-Grade 6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools, grades 7-9 (6 credits) or bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 24 to 26 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 49-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

**M.S.Ed. Childhood/Early Childhood Urban Education - 1st Initial Certification**

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

[Program Code 24901]

Non-credit pre-requirement determined by TAL Assessment

|     |     |                                  |      |
|-----|-----|----------------------------------|------|
| TAL | 088 | Textual Strategies for Educators | 0.00 |
|-----|-----|----------------------------------|------|

All of the following courses are required.

**TIER I: Foundations (9 credits)**

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

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

|     |     |  |      |
|-----|-----|--|------|
| TAL | 810 | Early Development (15 Fieldwork hours)     | 3.00 |
| TAL | 811 | Lives of Children (14 Fieldwork hours)     | 3.00 |
| TAL | 816 | Teaching Literacy K-6 (15 Fieldwork hours) | 3.00 |
| TAL | 830 | Classroom Inquiry I (30 Fieldwork hours)   | 3.00 |

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)**

|     |     |   |      |
|-----|-----|---|------|
| TAL | 831 | Teaching Social Studies (1-6) (10 Fieldwork hours)              | 3.00 |
| TAL | 832 | Teaching the Arts (1-6)   | 3.00 |
| TAL | 833 | Teaching of Science/Technology (10 Fieldwork hours)             | 3.00 |
| TAL | 834 | Teaching of Math/Technology (10 Fieldwork hours)                | 3.00 |
| TAL | 844 | Environments, Practices and Play (15 Fieldwork hours)           | 3.00 |
| TAL | 846 | Family Literacy and Parental Collaboration (10 Fieldwork hours) | 3.00 |

**OR**

|     |     |   |      |
|-----|-----|---|------|
| TAL | 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
| TAL | 873 | Early Literacy (15 Fieldwork hours)         | 3.00 |
| TAL | 880 | Classroom Inquiry II (30 Fieldwork hours)   | 3.00 |

**TIER IV: Advanced Inquiry and Practice (7 credits)**

|     |      |  |      |
|-----|------|--|------|
| TAL | 882A | Student Teaching: Childhood (Full-Time)                                | 3.00 |
| TAL | 881B | Student Teaching for the Practicing Teacher: Early Childhood (20 days) | 1.00 |
| TAL | 971  | Capstone Seminar   | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 52 Credits  
Minimum GPA: 3.0

**M.S. Ed. Childhood/Early Childhood Urban Education - 2nd Initial Certification**

**M.S.Ed., Childhood and Early Childhood Urban Education (B-6) - 2nd Initial Certification**

[Program Code 24904]

**TIER I: Diversity, Language, and Literacies in Urban Education (6 credits)**

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

**TIER II: Observation and Description of Urban Learners (9 credits)**

|     |     |  |      |
|-----|-----|--|------|
| TAL | 810 | Early Development (15 Fieldwork hours)     | 3.00 |
| TAL | 816 | Teaching Literacy K-6 (15 Fieldwork hours) | 3.00 |
| TAL | 830 | Classroom Inquiry I (30 Fieldwork hours)   | 3.00 |

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)**

|     |     |   |      |
|-----|-----|---|------|
| TAL | 831 | Teaching Social Studies (1-6) (10 Fieldwork hours)              | 3.00 |
| TAL | 832 | Teaching the Arts (1-6)   | 3.00 |
| TAL | 833 | Teaching of Science/Technology (10 Fieldwork hours)             | 3.00 |
| TAL | 834 | Teaching of Math/Technology (10 Fieldwork hours)                | 3.00 |
| TAL | 844 | Environments, Practices and Play (15 Fieldwork hours)           | 3.00 |
| TAL | 846 | Family Literacy and Parental Collaboration (10 Fieldwork hours) | 3.00 |

**OR**

|     |     |   |      |
|-----|-----|---|------|
| TAL | 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
| TAL | 873 | Early Literacy (15 Fieldwork hours)         | 3.00 |
| TAL | 880 | Classroom Inquiry II (30 Fieldwork hours)   | 3.00 |

**TIER IV: Advanced Inquiry and Practice (4-5 credits)**

|     |      |  |      |
|-----|------|--|------|
| TAL | 882B | Student Teaching for the Practicing Teacher: Childhood * (20 days)     | 1.00 |
| TAL | 881B | Student Teaching for the Practicing Teacher: Early Childhood (20 days) | 1.00 |
| TAL | 971  | Capstone Seminar   | 3.00 |

\*May be waived for students who hold initial certification in another area.

**Credit and GPA Requirements**

Minimum Total Credits: 43-44 Credits  
Minimum GPA: 3.0

## M.S.Ed. Childhood/Early Childhood Urban Education - Non Certification

### M.S.Ed., Childhood and Early Childhood Urban Education (B-6) (Non-Certification)

[Program Code 24903]

Non-credit pre-requirement determined by TAL Assessment

|     |     |                                  |      |
|-----|-----|----------------------------------|------|
| TAL | 088 | Textual Strategies for Educators | 0.00 |
|-----|-----|----------------------------------|------|

All of the following courses are required.

#### TIER I: Foundations (9 credits)

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

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

|     |     |  |      |
|-----|-----|--|------|
| TAL | 810 | Early Development (15 Fieldwork hours)     | 3.00 |
| TAL | 811 | Lives of Children (14 Fieldwork hours)     | 3.00 |
| TAL | 816 | Teaching Literacy K-6 (15 Fieldwork hours) | 3.00 |
| TAL | 830 | Classroom Inquiry I (30 Fieldwork hours)   | 3.00 |

#### TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

|     |     |   |      |
|-----|-----|---|------|
| TAL | 831 | Teaching Social Studies (1-6) (10 Fieldwork hours)              | 3.00 |
| TAL | 832 | Teaching the Arts (1-6)   | 3.00 |
| TAL | 833 | Teaching of Science/Technology (10 Fieldwork hours)             | 3.00 |
| TAL | 834 | Teaching of Math/Technology (10 Fieldwork hours)                | 3.00 |
| TAL | 844 | Environments, Practices and Play (15 Fieldwork hours)           | 3.00 |
| TAL | 846 | Family Literacy and Parental Collaboration (10 Fieldwork hours) | 3.00 |

OR

|     |     |   |      |
|-----|-----|---|------|
| TAL | 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
| TAL | 873 | Early Literacy (15 Fieldwork hours)         | 3.00 |
| TAL | 880 | Classroom Inquiry II (30 Fieldwork hours)   | 3.00 |

#### TIER IV: Advanced Inquiry and Practice (4

credits)

|     |     |  |      |
|-----|-----|--|------|
| TAL | 890 | Overview of Teaching in Alternative Settings | 1.00 |
| TAL | 971 | Capstone Seminar                             | 3.00 |

#### Credit and GPA Requirements

Minimum Total Credits: 49 Credits

Minimum GPA: 3.0

## Advanced Certificate, Early Childhood Urban Education (Birth - Grade 2)

The Advanced Certificate in Early Childhood is for students with prior certification only. It leads to a 2nd Initial Certification in Early Childhood Education, preparing students to teach in preschool, kindergarten, and primary classrooms through grade 2.

### Advanced Certificate, Early Childhood Urban Education (B-2)

[Program Code 24905]

Must complete all courses listed below.

|     |      |  |      |
|-----|------|--|------|
| TAL | 810  | Early Development  | 3.00 |
| TAL | 844  | Environments Practices and Play in Early Childhood           | 3.00 |
| TAL | 846  | Family Literacy and Parental Collaboration                   | 3.00 |
| TAL | 873  | Early Literacy   | 3.00 |
| TAL | 881B | Student Teaching for the Practicing Teacher: Early Childhood | 1.00 |

#### Credit and GPA Requirements

Minimum Total Credits: 13 Credits

Minimum GPA: 3.0

## URBAN ADOLESCENCE INCLUSIVE EDUCATION

This two-year, 36-credit, dual-certification program leads to New York State credentialing in Adolescent Education (biology, chemistry, English, math, or social studies) and Special Education, generalist (7–12). It is an inclusive education program grounded in capacity-oriented approaches that view all students, families, and communities as integral to the educational process. Students get prepared to teach diverse adolescent learners through the integration of coursework and fieldwork. Upon completion of the program, students will become reflective, inquiry-based practitioners, and they will be highly qualified to teach in inclusive secondary classrooms.

### M.S.Ed. Urban Adolescence Inclusive Education

[Program Code 38304]

All of the following courses are required:

- Students who have 30 or more content-area credits do not need to take any additional graduate content courses.
- Students who have 18-29 content area credits must take one or more graduate content course to get to 30 total credits.

*\*TAL 088 Textual Strategies for Educators is a writing course that must be completed by students who have placed in Level 1 or 2 on the TAL placement assessment.*

#### Credit and GPA Requirements

Minimum Total Credits: 36 credits

Minimum GPA: 3.0

**SPECIAL EDUCATION**

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

The M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS Certification in Teaching Urban Children with Disabilities, grades 1-6. It prepares students to teach in inclusive or self-contained special education classrooms and resource rooms at the elementary school level. The M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6) is offered for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (7 credits) or bilingual classrooms (9 credits). Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for students who are not interested in or who do not qualify for certification.

**M.S.Ed. Teaching Urban Children with Disabilities - 1st Initial**

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

[Program Code 24909]

Non-credit pre-requirement determined by TAL Assessment

|         |                                  |      |
|---------|----------------------------------|------|
| TAL 088 | Textual Strategies for Educators | 0.00 |
|---------|----------------------------------|------|

Must Complete All Courses:

**TIER I: Foundations (6 credits)**

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

**TIER II Observation and Description of Urban Learners (18 credits)**

|         |                       |      |
|---------|-----------------------|------|
| TAL 802 | Language and Literacy | 3.00 |
|---------|-----------------------|------|

|         |   |      |
|---------|---|------|
| TAL 811 | Lives of Children (14 Fieldwork hours)  | 3.00 |
| TAL 816 | Teaching Literacy K-6 (10 Fieldwork hours)  | 3.00 |
| TAL 822 | Assessment and Special Education  | 3.00 |
| TAL 830 | Classroom Inquiry I (30 Fieldwork hours)  | 3.00 |
| TAL 851 | Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours) | 3.00 |

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (12 credits)**

|         |   |      |
|---------|---|------|
| TAL 852 | Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours) | 3.00 |
| TAL 853 | Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)   | 3.00 |

|         |   |      |
|---------|---|------|
| TAL 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 880 | Classroom Inquiry II (30 Fieldwork hours) | 3.00 |
|---------|---|------|

**Tier IV: Advanced Inquiry and Practice (6 credits)**

|          |   |      |
|----------|---|------|
| TAL 884A | Student Teaching: Childhood Special Education (full-time classroom fieldwork) | 3.00 |
|----------|---|------|

|         |                  |      |
|---------|------------------|------|
| TAL 971 | Capstone Seminar | 3.00 |
|---------|------------------|------|

**Credit and GPA Requirements**

Minimum Total Credits: 42 Credits  
Minimum GPA: 3.0

**M.S.Ed. Teaching Urban Children with Disabilities - 2nd Initial**

**M.S.Ed., Teaching Urban Children with Disabilities (1-6) - 2nd Initial Certification**

[Program Code 24911]

**TIER I: Diversity, Language, and Literacies in Urban Education (6 credits)**

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

**TIER II: Observation and Description of Urban Learners (9 credits)**

|         |                                  |      |
|---------|----------------------------------|------|
| TAL 822 | Assessment and Special Education | 3.00 |
|---------|----------------------------------|------|

|         |  |      |
|---------|--|------|
| TAL 830 | Classroom Inquiry I (30 Fieldwork hours) | 3.00 |
|---------|--|------|

|         |   |      |
|---------|---|------|
| TAL 851 | Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours) | 3.00 |
|---------|---|------|

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (16 credits)**

|         |   |      |
|---------|---|------|
| TAL 852 | Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 853 | Collaboration and Consultation: Family School, and Community (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |   |      |
|---------|---|------|
| TAL 854 | Classroom as Community (10 Fieldwork hours) | 3.00 |
|---------|---|------|

|         |                       |      |
|---------|-----------------------|------|
| TAL 816 | Teaching Literacy K-6 | 3.00 |
|---------|-----------------------|------|

|         |   |      |
|---------|---|------|
| TAL 880 | Classroom Inquiry II (30 Fieldwork hours) | 3.00 |
|---------|---|------|

**TIER IV: Advanced Inquiry and Practice (4-6 credits)**

|          |  |      |
|----------|--|------|
| TAL 884A | Student Teaching: Childhood Special Education (full-time classroom fieldwork) special permission required OR | 3.00 |
|----------|--|------|

|          |  |      |
|----------|--|------|
| TAL 884B | Student Teaching for the Practicing Teacher: Childhood Special Education (full-time classroom fieldwork) special permission required | 1.00 |
|----------|--|------|

|         |                  |      |
|---------|------------------|------|
| TAL 971 | Capstone Seminar | 3.00 |
|---------|------------------|------|

**Credit and GPA Requirements**

Minimum Total Credits: 34-36 Credits  
Minimum GPA: 3.0

**M.S.Ed. Teaching Urban Children with Disabilities - Non Certification**

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

[Program Code 24910]

Non-credit pre-requirement determined by TAL Assessment

|         |                                  |      |
|---------|----------------------------------|------|
| TAL 088 | Textual Strategies for Educators | 0.00 |
|---------|----------------------------------|------|

Must Complete All Courses Below:

**TIER I: Foundations (6 credits)**

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

**TIER II: Observation and Description of**

**Urban Learners (18 credits)**

|         |   |      |
|---------|---|------|
| TAL 802 | Language and Literacy   | 3.00 |
| TAL 811 | Lives of Children (14 Fieldwork hours)  | 3.00 |
| TAL 816 | Teaching Literacy K-6 (10 Fieldwork hours)  | 3.00 |
| TAL 822 | Assessment and Special Education  | 3.00 |
| TAL 830 | Classroom Inquiry I (30 Fieldwork hours)  | 3.00 |
| TAL 851 | Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours) | 3.00 |

**TIER III: Inquiry of Urban Classrooms and Teaching Practices (12 credits)**

|         |   |      |
|---------|---|------|
| TAL 852 | Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours) | 3.00 |
| TAL 853 | Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)   | 3.00 |
| TAL 854 | Classroom as Community (10 Fieldwork hours)   | 3.00 |
| TAL 880 | Classroom Inquiry II (30 Fieldwork hours)   | 3.00 |

**TIER IV: Advanced Inquiry and Practice (4 credits)**

|         |  |      |
|---------|--|------|
| TAL 890 | Overview of Teaching in Alternative Settings | 1.00 |
| TAL 971 | Capstone Seminar                             | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 40 Credits  
Minimum GPA: 3.0

**TESOL**

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

The 42-credit M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS Certification in TESOL, preparing students to teach English to speakers of other languages in K through 12 classrooms. There is also a 40-credit M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12) for students who already have certification in another area.

Students graduating from this program are eligible for teaching certification once they have

passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

In order to meet the New York State Education Department's licensing requirements, students must have taken as part of their general education coursework 12 semester hours or the equivalent of the study of a language other than English. If this requirement is not met on admission to the program, it can be met concurrently with the student's completing program requirements. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 40-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

**M.S.Ed. Teaching English to Speakers of Other Languages, 1st Initial**

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

[Program Code 24874]

All of the following courses must be completed:

|          |  |      |
|----------|--|------|
| TAL 801  | Issues in Urban Education                                    | 3.00 |
| TAL 802  | Language and Literacy  | 3.00 |
| TAL 803  | Perspectives on Disability                                   | 3.00 |
| TAL 805  | Linguistics and the Structure of English for Teachers        | 3.00 |
| TAL 825  | First and Second Language Acquisition and Classroom Practice | 3.00 |
| TAL 826  | Curriculum and TESOL Pedagogy                                | 3.00 |
| TAL 827  | ESOL and Content Area Instruction: Childhood K-6             | 3.00 |
| TAL 828  | ESOL and Content Area Instruction: Adolescence 6-12          | 3.00 |
| TAL 830  | Classroom Inquiry I  | 3.00 |
| TAL 867  | Sociolinguistics and Teaching                                | 3.00 |
| TAL 868  | Second Language Literacy and Bilingualism                    | 3.00 |
| TAL 880  | Classroom Inquiry II   | 3.00 |
| TAL 886A | Student Teaching: TESOL                                      | 3.00 |

|         |                              |      |
|---------|------------------------------|------|
| TAL 975 | Final Inquiry Seminar: TESOL | 3.00 |
|---------|------------------------------|------|

**Credit and GPA Requirements**

Minimum Total Credits: 42 Credits  
Minimum GPA: 3.0

**M.S.Ed. Teaching English to Speakers of Other Languages, 2nd Initial**

**M.S.Ed., TESOL (Teaching English to Speakers of Other Languages) (K-12) - 2nd Initial Certification**

[Program Code 24876]

All of the following courses must be completed:

|          |  |      |
|----------|--|------|
| TAL 801  | Issues in Urban Education                                    | 3.00 |
| TAL 802  | Language and Literacy  | 3.00 |
| TAL 803  | Perspectives on Disability                                   | 3.00 |
| TAL 805  | Linguistics and the Structure of English for Teachers        | 3.00 |
| TAL 825  | First and Second Language Acquisition and Classroom Practice | 3.00 |
| TAL 826  | Curriculum and TESOL Pedagogy                                | 3.00 |
| TAL 827  | ESOL and Content Area Instruction: Childhood K-6             | 3.00 |
| TAL 828  | ESOL and Content Area Instruction: Adolescence 6-12          | 3.00 |
| TAL 830  | Classroom Inquiry I  | 3.00 |
| TAL 867  | Sociolinguistics and Teaching                                | 3.00 |
| TAL 868  | Second Language Literacy and Bilingualism                    | 3.00 |
| TAL 880  | Classroom Inquiry II   | 3.00 |
| TAL 886B | Student Teaching for the Practicing Teacher: TESOL           | 1.00 |
| TAL 975  | Final Inquiry Seminar: TESOL                                 | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 40 Credits  
Minimum GPA: 3.0

**M.S.Ed. Teaching English to Speakers of Other Languages, Non Certification**

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



**(Non-Certification)**

[Program Code 24875]

All of the following courses must be completed:

|     |     |  |      |
|-----|-----|--|------|
| TAL | 801 | Issues in Urban Education                                    | 3.00 |
| TAL | 802 | Language and Literacy  | 3.00 |
| TAL | 803 | Perspectives on Disability                                   | 3.00 |
| TAL | 805 | Linguistics and the Structure of English for Teachers        | 3.00 |
| TAL | 825 | First and Second Language Acquisition and Classroom Practice | 3.00 |
| TAL | 826 | Curriculum and TESOL Pedagogy                                | 3.00 |
| TAL | 827 | ESOL and Content Area Instruction: Childhood K-6             | 3.00 |
| TAL | 828 | ESOL and Content Area Instruction: Adolescence 6-12          | 3.00 |
| TAL | 830 | Classroom Inquiry I  | 3.00 |
| TAL | 867 | Sociolinguistics and Teaching                                | 3.00 |
| TAL | 868 | Second Language Literacy and Bilingualism                    | 3.00 |
| TAL | 880 | Classroom Inquiry II   | 3.00 |
| TAL | 890 | Overview of Teaching in Alternative Settings                 | 1.00 |
| TAL | 975 | Final Inquiry Seminar: TESOL                                 | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 40 Credits  
 Minimum GPA: 3.0

**Advanced Certificate, Teaching English to Speakers of Other Languages (TESOL)**

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

Knowledgeable, Enquiring, Empathy, Pluralistic and Socially committed.

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

**Advanced Certificate, TESOL**

**Advanced Certificate, TESOL (Teaching English to Speakers of Other Languages)**

[Program Code 39072]

Must complete all courses listed below.

|     |      |  |      |
|-----|------|--|------|
| TAL | 805A | Linguistics and the Structure of English for Teachers        | 3.00 |
| TAL | 825A | First and Second Language Acquisition and Classroom Practice | 3.00 |
| TAL | 826  | Curriculum and TESOL Pedagogy                                | 3.00 |
| TAL | 828  | ESOL and Content Area Instruction: Adolescence 6-12          | 3.00 |
| TAL | 868  | Second Language Literacy and Bilingualism                    | 3.00 |
| TAL | 886B | Student Teaching for the Practicing Teacher: TESOL           | 1.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 13-16 Credits  
 Minimum GPA: 3.0

**BILINGUAL EDUCATION**

**Advanced Certificate, Bilingual Education**

*Offered Fully Online*

The 15-credit Advanced Certificate in Bilingual Education is for individuals with prior teaching certification and proficiency in a language besides English. The Advanced Certificate, also known as the Bilingual Education Extension, certifies students to teach in their original certification area in bilingual classrooms. Students completing the program are eligible for the extension once they have passed the New York State Teacher Certification Exam, the Bilingual Education Assessment (BEA) in the target language of instruction. Please note, the Advanced Certificate in Bilingual Education is offered online as a Bilingual Extension through our Cross Campus Online Extension program and meets weekly via video conferencing.

The following options are also available to students with prior certification:

- M.S.Ed. leading to 2nd initial certification along with optional Bilingual Extension in one of the following areas:
  - Childhood Urban Education
  - Early Childhood Urban Education
  - Early Childhood/Childhood Urban Education
  - Adolescence Urban Education
  - Teaching Urban Children with Disabilities
  - Teaching Urban Adolescents with Disabilities
- Individuals without prior teaching certification who are interested in bilingual education may pursue the M.S.Ed. leading to 1st initial certification along with the optional Bilingual Extension in one of the following areas:
  - Childhood Urban Education
  - Early Childhood Urban Education
  - Early Childhood/Childhood Urban Education
  - Adolescence Urban Education
  - Teaching Urban Children with Disabilities
  - Teaching Urban Adolescents with Disabilities

**Advanced Certificate, Bilingual Education**

[Program Code 24878]

Must complete all courses below.

|     |     |  |      |
|-----|-----|--|------|
| TAL | 804 | Fundamentals of Linguistics                            | 3.00 |
| TAL | 823 | Bilingualism and Bilingual/Multicultural Education     | 3.00 |
| TAL | 862 | ESL Curriculum and Methodology: Teaching Literacy K-12 | 3.00 |

|     |     |   |      |
|-----|-----|---|------|
| TAL | 863 | ESL Curriculum and Methodology: Teaching Content Areas K-12 | 3.00 |
| TAL | 866 | Native Language Teaching in the Bilingual Classroom         | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 15 Credits

Minimum GPA: 3.0

## Cross-Campus Online Bilingual Education Extension Programs

### Information for Bilingual Education Teachers

The online bilingual extension programs are a collaborative effort between LIU Brooklyn and LIU Hudson designed, implemented, and administered by full-time faculty at both campuses. All programs are approved by the New York State Education Department. LIU Brooklyn administers the bilingual general education extension, and LIU Hudson administers the bilingual special education extension.

To determine whether or not the online programs are appropriate for you, ask yourself if you can answer YES to the following:

- You are a self-motivated learner who can keep up with readings and assignments.
- You have sufficient computer skills (e.g., advanced word-processing, PowerPoint, discussion forums, video conferencing, etc.)
- You have updated computer equipment (no more than three years old) at home and high-speed internet access.
- You will be required to purchase additional equipment including a headset and webcam if you do not have one built-in.

### Tuition Support, Costs, and Reimbursement

LIU and the NYSED Intensive Teacher Institute (ITI) program offer significant tuition support to eligible bilingual special education applicants.

Note:

- ITI funding covers ONE 3-credit course per semester. You must take courses in consecutive semesters, including summers. You will be given a course sequence, which must be followed.
- NYCDOE scholarship recipients, such as NYC Teaching Fellows or Teachers of Tomorrow, are not eligible to receive New York State ITI funding.
- If you are not eligible for ITI funding and you still want to take the program, you are most welcome to do so at the full cost. Financial aid is available for students taking a minimum of 6 credits per semester. See [liu.edu/Brooklyn/Financial-Services.aspx](http://liu.edu/Brooklyn/Financial-Services.aspx)
- Please note tuition reimbursement is paid by LIU and ITI upon completion of the course, so a grade must be posted first in order for the reimbursement to be credited to your account.

### Intensive Teacher Institute (ITI) Scholarship and Eligibility Criteria

Determination of ITI eligibility rests with the ITI office, but these guidelines will assist you in deciding whether or not to apply for this funding.

- You are a certified special education teacher (initial or preferably professional/permanent) working out-of-license with bilingual students in your class. You must currently teach in the native language and English, but you do not have the approved certification to do so. If you teach at the secondary level, you may be a bilingual content area teacher (e.g., social studies, math or science), but not a Spanish teacher.
- You are bilingual in a language other than English. You must be proficient enough to pass the NYSTCE Bilingual Education Assessment (BEA), the required exam for the NYS Bilingual Education Extension. The BEA includes speaking, reading, writing and listening components in the non-English language and other content from the bilingual extension courses.
- Your administrator (principal and/or superintendent) must recommend you for the ITI scholarship by signing the ITI application and verifying your teaching placement in a bilingual program and stating the need for your credential by providing numbers of students and staff currently at your school.
- After obtaining the extension, you must commit to working for two years in a bilingual education setting; otherwise, you may be asked to repay the tuition scholarship.

For information about the ITI tuition scholarship and to download the application, go to [www.emsc.nysed.gov/biling/bilinged/iti.html](http://www.emsc.nysed.gov/biling/bilinged/iti.html) or call 631-244-4016.

### Admissions

You must be fully admitted to LIU to participate in the online program. For admissions information, visit [liu.edu/Brooklyn/Admissions/Graduate.aspx](http://liu.edu/Brooklyn/Admissions/Graduate.aspx)

### For Consideration and Information

To be considered by LIU for this special program, please click this link to fill out the questionnaire at <http://studentvoice.com/liu/onlineprogrameligibility>. Upon receipt of your questionnaire, you will be contacted promptly about next steps.

## Teaching and Learning Courses

### TAL 088 Textual Strategies for Educators

A course that focuses on improving school professionals' abilities to write academic essays and developing reading strategies to be applied to the comprehension of complex texts in the field of education. Students will be involved in writing, editing and rewriting, as well as doing close reading of texts. Pass/Fail only. This course has an additional fee.

*Credits: 0*

*Every Fall and Spring*

### TAL 602 Understanding Urban Youth

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

*Credits: 6*

*Annually*

### TAL 607 Independent Study

Content is developed by faculty and student.

*Credits: 1 to 3*

*On Demand*

### TAL 680 Inclusive Pedagogy: Practicum I

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

*Credits: 9*

*Annually*

### TAL 801 Issues in Urban Education

Using the School of Education KEEPS mission as a context, this course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in urban settings. Through readings and class discussion, students will examine schooling from historical, philosophical, sociological, economic, and political perspectives. Factors such as language, ability, socioeconomic class, ethnicity, race, gender and sexuality will be introduced through a critical perspective in order to understand how they influence and shape urban education. Students will have the opportunity to engage in field-based research related to issues studied.

*Credits: 3*

*Every Fall and Spring*

### TAL 802 Language and Literacy

A course focusing on the relationship between oral language and literacy, highlighting the psycholinguistic and social foundations of reading. Principles of first and second language acquisition, dialectal differences, and the development of literacy in English Language Learners and bilingual children will be addressed. Students will be introduced to different philosophical approaches to teaching reading and will explore the connection between reading and writing. They will examine the cognitive and sociolinguistic processes involved in making meaning from text, including the importance of background knowledge, as well as processes underlying word recognition. The role of multicultural literature for children will be highlighted. Students will be introduced to a variety of literacy resources, including children's libraries and relevant Web sites.

*The pre-requisite or co-requisite of TAL 801 is required.*

*Credits: 3*

*Every Fall and Spring*

### TAL 803 Perspectives on Disability

Provides an overview of the social, political, historical, cultural and educational contexts of disability. Students will explore the history of Special Education legislation and litigation that have influenced the field, attitudes toward people with disabilities, images in the media, and different perspectives on the meaning of disability. Major issues in the fields of Special Education and Disability Studies as well as topics central to the lives of people with disabilities such as transition, employment, and self-determination will be emphasized.

*The pre-requisite or co-requisite of TAL 801 is required or membership in NYC Teaching Fellows Student Group 1 or Group 2, or in the I-START Student Group.*

*Credits: 3*

*Every Fall and Spring*

### TAL 804 Fundamentals of Linguistics

An introduction to the basic concepts of linguistics

needed to understand second language acquisition, language variation in urban settings, and ESL pedagogy for diverse learners. Students will become familiar with the main components of language structure (phonological, morphological, syntactic, and lexical) and will learn their significance from a psycholinguistic perspective. They will analyze data from languages spoken in New York City.

*Credits: 3*

*Annually*

### TAL 805 Linguistics and the Structure of English for Teachers

This course addresses the structural components of language. Students develop and apply the knowledge of phonology, morphology, and syntax to understand the structure of the English Language and their students' development of oral and written fluency in English. Teaching candidates learn to design and implement contextualized activities and instructional techniques to assist their students in developing phonemic awareness, using their knowledge of morphology, building vocabulary and using the syntactic structures of English in oral and written communication. The course prepares students to analyze and describe the language spoken by learners at different stages of language acquisition and to instruct their students to contrast their native language and English. Attention to the teaching of formal and informal English and the use of English for a variety of purposes, including the use of academic language is also provided.

*The pre-requisite or co-requisite of TAL 801 is required or membership in the NYC Teaching Fellow Student Group or in the I-START Student Group.*

*Credits: 3*

*Annually*

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

This course addresses the structural components of language. Students develop and apply the knowledge of phonology, morphology, and syntax to understand the structure of the English Language and their students' development of oral and written fluency in English. Teaching candidates learn to design and implement contextualized activities and instructional techniques to assist their students in developing phonemic awareness, using their knowledge of morphology, building vocabulary and using the syntactic structures of English in oral and written communication. The course prepares students to analyze and describe the language spoken by learners at different stages of language acquisition and to instruct their students to contrast their native language and English. Attention to the teaching of formal and informal English and the use of English for a variety of purposes, including the use of academic language is also provided. Ten hours of structured fieldwork required.

*Credits: 3*

Annually

### **TAL 810 Early Development**

An examination of the experience of young children from infancy through early childhood using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of early development and their implications for understanding children. Attention will be given to physical, cognitive, socio-emotional, and moral domains of development, and their relation to learning and socialization. Students will also examine the role of culture, gender, disability, race, class, language, and ability in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Fifteen hours of structured fieldwork required.

*A pre or co requisite of TAL 802 is required.*

*Credits: 3*

Annually

### **TAL 811 Lives of Children**

A course focusing on the experience of childhood from infancy to preadolescence using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of development as well as physical, cognitive, socio-emotional and moral domains of development, with implications for learning and socialization. Consideration will be given to the role of culture, gender, disability, race, class, language, and sexual orientation in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Fourteen hours of structured fieldwork required.

*The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.*

*Credits: 3*

Annually

### **TAL 812 Lives of Adolescents**

A course that focuses on the experience of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, non-developmental, historical, and cultural approaches. Theories of development will be studied as they apply to the adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied. Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play a role in the process of learning and development. The lives of adolescents with typical and atypical development will be explored through observations and readings. Fourteen hours of structured fieldwork required. For students pursuing the middle childhood extension, 20 hours of fieldwork at the middle school level will be required.

*The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.*

*Credits: 3*

Annually

### **TAL 816 Teaching Literacy K-6**

A course that addresses the teaching of literacy in grades K-6 from the emergent to the fluent reader. Students will be introduced to a variety of approaches for teaching reading and writing, including strategies for teaching word recognition, phonics, vocabulary, and comprehension through the use of multicultural literature and incorporation of multiple literacies. The use of reading for content area knowledge development will be examined as well as reading assessment and evaluation. This course will approach reading from a developmental perspective, using strategies for adaptation of instruction for children with diverse abilities and language backgrounds within a collaborative, inclusive model. Approaches to remediation of difficulties in literacy will also be addressed. Ten hours of structured fieldwork required.

*A pre requisite of TAL 802 is required.*

*Credits: 3*

Annually

### **TAL 817 Teaching Literacy: Grades 5-12**

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills. Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

*A pre requisite of TAL 802 is required.*

*Credits: 3*

Annually

### **TAL 822 Assessment and Special Education**

The historical, political and social context of the testing and standards movements and their relation to assessment practices in Special Education will be critically examined. The concepts of reliability and validity will be explored and their relevance to standardized and teacher-made tests, as well as alternative assessment techniques, will be discussed. Emphasis will be given to the underlying assumptions of the tests and to race, class, language, and gender implications in using the tests. The process by which students receive special education services will be investigated.

*The pre-requisite of TAL 803 is required.*

*Credits: 3*

Annually

### **TAL 823 Bilingualism and Bilingual/Multicultural Education**

Introduction to the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students will examine the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. Issues pertaining to second language learners with diverse learning needs will be addressed. Students will develop an understanding of the distinction between language differences and language disability. Fifteen hours of structured fieldwork required. Students pursuing the bilingual extension will have an additional twenty hours of fieldwork.

*Credits: 3*

Annually

### **TAL 824 Inclusive Pedagogy: Practicum 2**

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

*Credits: 9*

Annually

### **TAL 825 First and Second Language Acquisition and Classroom Practice**

Students become knowledgeable of different theories of language acquisitions as well as the role that individual differences such as age, literacy, motivation, and personality play in L1 and L2 learning. Teaching candidates learn to recognize different stages of acquisition and understand the nature of typical second language errors. Students design instructional strategies and classroom environments to support their students' oral and written first and second language development. These strategies include the use of technology, literature, and opportunities for linguistic interaction. The course prepares students to use language proficiency assessments to plan curriculum, modify instruction and monitor students' progress.

*A pre requisite of TAL 802 is required.*

*Credits: 3*

*Annually*

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

Students become knowledgeable of different theories of language acquisitions as well as the role that individual differences such as age, literacy, motivation, and personality play in L1 and L2 learning. Teaching candidates learn to recognize different stages of acquisition and understand the nature of typical second language errors. Students design instructional strategies and classroom environments to support their students' oral and written first and second language development. These strategies include the use of technology, literature, and opportunities for linguistic interaction. The course prepares students to use language proficiency assessments to plan curriculum, modify instruction and monitor students' progress. Fifteen hours of structured fieldwork required.

*Credits: 3*

*Annually*

**TAL 826 Curriculum and TESOL Pedagogy**

This course prepares teaching candidates to design learning environments for ELLs by examining a wide range of approaches, practices and materials for the ESL classroom. Issues in second language pedagogy and varied approaches and methods in second language teaching such as Sheltered Instruction, Community Language Learning, Total Physical Response, and the Natural and Comprehension Approaches are included. Students design and present lesson and curriculum plans and use classroom-based assessments of children's learning. They practice using technology and electronic media as well as participatory techniques, theater, role playing, games, visual arts, and music to teach ELLs. The integration of these approaches and techniques with content area and literacy instruction is emphasized. Strategies to differentiate instruction and teach in multi-level ESL classrooms are addressed. Fifteen hours of structured fieldwork required.

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

*Credits: 3*

*Annually*

**TAL 827 ESOL and Content Area Instruction: Childhood K-6**

This course prepares students to plan and implement instruction that develops language, literacy and content knowledge in English. Students become knowledgeable of how to design classroom activities and use resources to teach the content areas through units that provide opportunities to use language in meaningful contexts. Students learn to integrate subject matter and language learning objectives and engage their students in problem-solving inquiries in science,

math and social studies. They are prepared to create print-rich classroom environments in which their students can use print regardless of their developmental stage in English and formal accuracy. Ways to plan instruction to meet diverse developmental and learning needs as well as cultural styles are included. The use of educational resources, including technology and children's literature is addressed. The course also attends to family and community involvement and the use of the home language to support literacy. English acquisition and content knowledge development. Fifteen hours of structured fieldwork required.

*A pre or co requisite of TAL 802 is required.*

*Credits: 3*

*Annually*

**TAL 828 ESOL and Content Area Instruction: Adolescence 6-12**

This course prepares students to create learning environments that allow ELLs to access the core curriculum by integrating language and content instruction and choosing and adapting educational resources, including technology. Teaching candidates learn to assess students' background knowledge and consider their language proficiency to plan and implement student-centered and culturally-relevant instruction to teach math, science and social studies. The use of reading and writing to promote language and content knowledge learning in English and the use of linguistic and nonlinguistic support to enhance comprehension are addressed. Students become knowledgeable on how to plan and manage instruction for diverse groups of learners and various developmental needs, including students with disabilities and those with limited or interrupted formal schooling. They become acquainted with strategies for school-home communication that are linguistically and culturally appropriate. Fifteen hours of structured fieldwork required.

*A pre requisite of TAL 827 is required*

*Credits: 3*

*Annually*

**TAL 830 Classroom Inquiry I**

The course aims to develop and improve aspects of teaching practice through inquiring about students work with children and adolescents in classrooms and other educational settings from a phenomenological perspective. Through collaborative inquiry, students will learn disciplined modes of observation and description and a range of ways to document aspects of Teaching and Learning. They will complete a child study including the collecting and describing of the child's work and a Descriptive Review of the Child. In addition, students will investigate the assumptions about persons and knowledge-making underlying the phenomenological modes of inquiry basic to the child study. Students will begin to develop a conceptual understanding of the nature of inquiry, documentation, evidence, questions,

and knowledge. Thirty hours of structured fieldwork required.

*Pre or co-requisite of TAL 801, ALCX 702, 703, 704 and 705 is required or membership in NYC Teaching Fellow Group or in ISTART Group.*

*Credits: 3*

*Every Fall and Spring*

**TAL 831 Teaching Social Studies 1-6**

Introduction to a theme-based, literature-rich, multicultural approach to teaching and learning social studies. The course focuses on the teaching of social studies through literacy, critical thinking, and an inquiry approach using student-centered projects. Students will learn to look at their own classrooms as places where inclusive community living can be practiced and where children can begin to explore values like community responsibility, equality, diversity, and freedom as preparation for democratic citizenship. They will design instruction and assessments to help diverse learners meet NYS/Common Core Learning Standards. Relevant uses of technology will be explored. Ten hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 830 is required.*

*Credits: 3*

*Annually*

**TAL 832 Teaching the Arts 1-6**

A course that introduces students to the role of the arts and movement in elementary education as a means of helping children make sense of the world, express understanding of their experience, and develop aesthetic appreciation. Students will explore the importance of developing creativity and self-expression in children. They will participate in movement, music, drama, and visual arts activities appropriate for the elementary school classroom. Through active exploration of various media and materials students will learn how to integrate the arts into their classroom teaching. Course experience will include field trips to art museums and performances appropriate for elementary school children.

*The pre-requisite or co-requisite of TAL 830 is required.*

*Credits: 3*

*Annually*

**TAL 833 Teaching Science/Technology 1-6**

A course that focuses on the development and implementation of inquiry-based curricula to promote in-depth scientific literacy. Emphasis will be placed on raising questions, planning and developing solutions for open-ended science problems, formative assessment, and the use of technology as a teaching tool. While reinforcing knowledge of basic scientific concepts and inquiry skills, students will construct unit plans as a mechanism for integrating learning. Attention will be paid to developing strategies for helping children with diverse learning needs to meet NYS/Common

Core Learning Standards. Ten hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 830 is required.*

*Credits: 3*

*Annually*

#### **TAL 834 Teaching Math/Technology 1-6**

A course that utilizes an inquiry approach to explore big ideas in mathematics and to demonstrate how these ideas are evident across cultures. The following questions will be raised: What is the teacher's role in children's learning of mathematics? What abilities do children develop through the learning of mathematics? How do teachers know what children need? How do teachers organize their work to address those needs in the classroom? Students will be introduced to the use of technology as a tool in the teaching of mathematics. Attention will be paid to developing strategies for helping children with diverse learning needs to meet NYS/Common Core Learning Standards within a collaborative, inclusive model. Approaches to addressing difficulties in math will be explored. Ten hours of structured fieldwork required.

*The pre-requisite of TAL 830 is required.*

*Credits: 3*

*Annually*

#### **TAL 841A Curriculum in the Secondary**

##### **Classroom: Biology**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 801 is required.*

*Credits: 3*

*Annually*

#### **TAL 841B Curriculum in the Secondary**

##### **Classroom: Chemistry**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom

instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 801 is required.*

*Credits: 3*

*Annually*

#### **TAL 841C Curriculum in the Secondary**

##### **Classroom: English**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 801 is required.*

*Credits: 3*

*Annually*

#### **TAL 841D Curriculum in the Secondary**

##### **Classroom: Mathematics**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 801 is required.*

*Credits: 3*

*Annually*

#### **TAL 841E Curriculum in the Secondary**

##### **Classroom: Social Studies**

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

*The pre-requisite or co-requisite of TAL 801 is required.*

*Credits: 3*

*Annually*

#### **TAL 842A Teaching Methods in the Secondary**

##### **Classroom: Biology**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 801 and 841A are required.*

*Credits: 3*

*Annually*

#### **TAL 842B Teaching Methods in the Secondary**

##### **Classroom: Chemistry**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 801 and 841B are required.*

*Credits: 3*

Annually

**TAL 842C Teaching Methods in the Secondary Classroom: English**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 801 and 841C are required.*

*Credits: 3*

Annually

**TAL 842D Teaching Methods in the Secondary Classroom: Mathematics**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 801 and 841D are required.*

*Credits: 3*

Annually

**TAL 842E Teaching Methods in the Secondary Classroom: Social Studies**

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 801 and 841E are*

*required.*

*Credits: 3*

Annually

**TAL 843 Curriculum in Middle School**

A course in which students learn to create, evaluate, and implement middle school curriculum by asking questions about language arts, math, science, and social studies. Students will become familiar with NYS/Common Core Learning Standards and how to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas will be emphasized. Effective ways of teaching middle school learners will be explored. Pedagogical approaches will include student centered teaching and learning, group work, project-based learning, and authentic modes of assessment. Students will explore how to select and adapt appropriate materials for adolescents. Thirty hours of structured fieldwork required.

*Credits: 3*

On Demand

**TAL 844 Environments Practices and Play in Early Childhood**

This course studies the relationship between play and learning for young children and the significance of providing opportunities for choices in their interactions with the world. Students will learn how to create safe and stimulating classroom environments that provide positive behavior support for a multicultural, inclusive and anti-bias approach to learning. The focus will be on the whole child in learning contexts that enhance physical cognitive, social, and emotional development and aesthetic appreciation. Particular consideration will be given to the role of the group in individual learning. A variety of early childhood curricula will be reviewed. Fifteen hours of structured fieldwork required.

*A pre or co requisite of TAL 802 is required.*

*Credits: 3*

Annually

**TAL 845 Math and Science in Early Childhood**

This course will prepare students to design environments and curriculum for the development of math and science knowledge in early childhood. Students will learn to create learning centers for young children based on principles of discovery, hands-on experience, and reasoning to reinforce basic math and science concepts and inquiry skills. They will also learn to develop instruction to meet diverse needs, including those of English Language Learners and children who present development variations. Students will construct unit plans as mechanisms for integrating learning and meeting state learning standards. The role of formal and informal assessment as a teaching tool will be examined. Fifteen hours of structured fieldwork required.

*A pre or co requisite of TAL 844 is required.*

*Credits: 3*

Annually

**TAL 846 Family Literacy and Parental Collaboration**

This course will prepare students to design environments and curriculum for the development of language and literacy at home and the early childhood center. Collaborative and inclusive approaches to family literacy will be emphasized. These include how to work with diverse families on issues of child development, including developmental variations, the role of first and second language acquisition, bilingualism and culture in child rearing. Students will be introduced to a variety of activities and materials to promote family literacy such as children's books as well as materials on parenting, adult literacy and English as a Second Language. They will learn to create systems for referral and collaboration with other agencies, including Early Intervention Programs, to provide comprehensive services to families. Ten hours of structured fieldwork required.

*A pre requisite of TAL 802 is required.*

*Credits: 3*

Annually

**TAL 851 Curriculum Theory and Practice in Special Education: Childhood**

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of NYS/Common Core Learning Standards and Individualized Educational Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of structured fieldwork required.

*The pre-requisite of TAL 803 is required or the student must be active in the NYC Teaching Fellows Student Group.*

*Credits: 3*

Annually

**TAL 852 Strategies for Teaching Learners with Diverse Needs: Childhood**

Characteristics of children with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and

effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in academic subject areas based on the NYS/Common Core Learning Standards.

Teaching methods which support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of structured fieldwork required.

*The pre-requisite of TAL 851 is required.*

*Credits: 3*

*Annually*

#### **TAL 853 Collaboration and Consultation: Family School, and Community**

An exploration of various team approaches and the roles of team members in the delivery of special education services. Professional and family perspectives will be examined in relation to the education of students with disabilities. Attention will be paid to the student within the context of a family system. Emphasis will be on fostering skills that facilitate on-going and productive communication among all team members. Students will become familiar with community agencies that provide support and services to children and adolescents with disabilities and their families and will learn to advocate on their behalf. Ten hours of structured fieldwork required.

*A pre requisite of TAL 803 is required.*

*Credits: 3*

*Annually*

#### **TAL 854 Classroom as Community**

Students learn to create respectful classroom communities that support children and adolescents in developing communication and social skills leading to satisfying interpersonal relationships. Students will explore various ways of thinking about behavior. They will also learn approaches grounded in person-centered values, including collaborative problem-solving processes to develop individualized interventions. Theoretical foundations and methods for supporting students with disabilities and documenting and interpreting their behaviors will be addressed. Various perspectives on constructing classroom environments such as Positive Behavior Support, Responsive Classrooms, and conflict resolution will be explored.

*A pre requisite of TAL 803 is required.*

*Credits: 3*

*Annually*

#### **TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood / Adolescence**

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for

students with varying abilities will be presented. Students will investigate the impact of the NYS/Common Core Learning Standards and Individualized Education Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of structured fieldwork required.

*The pre-requisite of TAL 803 is required or the student must be active in the NYC Teaching Fellows Student Group.*

*Credits: 3*

*Annually*

#### **TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence**

Characteristics of pre-adolescent and adolescent students with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in academic subject areas based on the NYS/Common Core Learning Standards. Teaching methods that support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of structured fieldwork required.

*The pre-requisite of TAL 856 is required.*

*Credits: 3*

*Annually*

#### **TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12**

A study of different approaches to teaching ESL in an urban classroom with a focus on all aspects of language and literacy, including listening, speaking, reading, and writing, at different levels of proficiency in English. Students will learn to develop literacy through the content areas. They will also become familiar with uses of technology in an ESL setting and with literacy and language proficiency assessment. Students will learn how to help English Language Learners of varying ability meet NYS/Common Core Learning Standards in literacy. Fifteen hours of structured fieldwork required.

*Credits: 3*

*Annually*

#### **TAL 863 ESL Curriculum and Methodology: Teaching Content Areas K-12**

An examination of the practices of teaching the content areas of science, mathematics, social studies and language arts through English. Strategies for implementing sheltered instruction, adapting

materials, and developing vocabulary in specific content areas will be introduced. Attention is given to the teaching of content areas to second language learners with disabilities. The use of technology in teaching ESL is presented along with assessment tools for measuring progress in specific subject areas. Students learn to develop their own curriculum and materials in a workshop setting. Fifteen hours of structured fieldwork required.

*Credits: 3*

*Annually*

#### **TAL 866 Native Language Teaching in the Bilingual Classroom**

An exploration of theories of literacy and related teaching practices to develop native language reading, writing, speaking, and listening skills, and to use native language in teaching the content areas (mathematics, science, and social studies). Techniques of assessing native literacy skills will be examined. Students will become familiar with native language resources in the community through evaluating culturally appropriate curricula, children's literature and media. Students will also analyze and strengthen their own biliteracy skills. Fifteen hours of structured fieldwork required.

*Credits: 3*

*On Occasion*

#### **TAL 867 Sociolinguistics and Teaching**

This course addresses the relationship between language and society and their role in mediating educational success. The interplay of social class, ethnicity, age, and gender in language teaching and learning is considered. Students examine the multiple ways in which children are positioned in terms of language, ability, disability and learning. The ethnography of communication, classroom discourse, conversational analysis, and intercultural communication as well as the pragmatics of communication, linguistic variation, bilingualism, and code-switching are studied. Pidgins and Creoles, World Englishes, the politics of teaching English, and the role of the profession are addressed.

*A pre requisite of TAL 802 is required.*

*Credits: 3*

*Annually*



**TAL 868 Second Language Literacy and Bilingual Literacy**

This course addresses the connection between literacy and second language acquisition highlighting the theory and research on the development of literacy in the native language, second language literacy, and biliteracy. Taking an additive approach, the course examines the linguistic and sociocultural foundations in the development of literacy among English Language Learners and the relationships between biliteracy and content knowledge development. Students learn to teach for the development of academic language as well as for the development of language for a variety of purposes. Approaches to teaching reading and writing in the second language as well as ways to develop biliteracy are addressed. Students examine curricula and literature for children and adolescents as well as available technology to teach literacy to ELLs.

*A pre or co requisite of TAL 828 is required.*

*Credits: 3*

*Annually*

**TAL 873 Early Literacy**

A course that focuses on the importance of language development as a precursor to literacy in children from birth to five years of age, including children who grow up in a bilingual environment and those with developmental delays. It will address the significance of providing a language-rich environment at home and in formal educational settings that offers children opportunities to engage in meaningful acts of communication and social interaction as they construct their own ideas and theories about the principles of language. The importance of children's participation in literacy events with other children and adults will be emphasized. The role of play, sensory manipulation, music, movement, story telling, children's literature and the arts in the development of language and literacy will be explored. Fifteen hours of structured fieldwork required.

*A pre requisite of TAL 802 is required.*

*Credits: 3*

*Annually*

**TAL 875 Adolescent and Young Adult Basic Literacy**

A course that addresses the language and literacy needs of adolescents and young adults who have had uneven or poor schooling. Students will learn how to adapt instruction, develop materials, and design appropriate curricula to meet the literacy needs of adolescents and young adults. The specific needs of English language learners, speakers of a second dialect, and those with learning difficulties will be considered. Students will become familiar with reading materials and other educational resources for this population. The use of specialized technology and media will be explored.

*A pre requisite of TAL 802 and 803 is required.*

*Credits: 3*

*On Occasion*

**TAL 879 Special Topics in Education**

An in-depth and intensive study of specific critical areas of interest in education, as identified by faculty. With approval of program faculty, students may apply a maximum of three credits to their degree program. Ten hours of fieldwork may be required.

*Credits: 3*

*On Occasion*

**TAL 880 Classroom Inquiry II**

A course that aims to develop and improve aspects of teaching practice by deepening students' understanding of inquiry, documentation, evidence, questions, and knowledge as introduced in Classroom Inquiry I. Students will extend their learning of collaborative modes of classroom inquiry by formulating a question and completing an inquiry into a school or classroom issue, a curricular activity, or an aspect of their teaching practice. Students will explore a range of literature related to the questions being investigated. They will investigate and compare assumptions about persons and knowledge-making underlying various modes of inquiry through exposure to a range of research designs. Thirty hours of structured fieldwork required.

*The pre-requisite of TAL 830 is required.*

*Credits: 3*

*Every Fall and Spring*

**TAL 881A Student Teaching: Early Childhood**

This course is designed for students seeking 1st Initial certification. It prepares reflective early childhood teachers who work to create excellent early childhood classrooms, environments and schools for young children. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in a school or early childhood center and meet in regularly scheduled seminars. Students currently employed as early childhood teachers (birth-second grade) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

*Credits: 3*

*Every Fall and Spring*

**TAL 881B Student Teaching for the Practicing Teacher: Early Childhood**

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent early childhood classrooms, environments, and schools for young children. With guidance from college faculty, students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently

teaching young children (birth-second grade) complete student teaching in their own classrooms with guidance from college faculty. Students not currently employed in an early childhood setting complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. Students seeking and Advanced Certificate in Early Childhood or Dual Certification in Early Childhood and another area must complete the student teaching required in their first certification before enrolling in TAL 881B. The setting must be approved by early childhood faculty. 20 days. Pass/Fail only. Program approval required.

*Credits: 1*

*Every Fall, Spring and Summer*

**TAL 882A Student Teaching: Childhood**

This course is designed for students seeking 1st Initial Certification. It prepares reflective elementary school teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as elementary school teachers (grades 1-6) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

*Credits: 3*

*Every Fall and Spring*

**TAL 883A Student Teaching: Adolescence**

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as secondary school teachers (grades 7-12), teaching in the subject area in which they are seeking certification, may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

*Credits: 3*

*Every Fall and Spring*

**TAL 884A Student Teaching: Childhood Special Education**

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

*Credits: 3*

*Every Fall and Spring*

**TAL 884B Student Teaching for the Practicing Teacher: Childhood Special Education**

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching children with disabilities complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching children with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by special education faculty. Pass/Fail only. Program approval required.

*Credits: 1*

*Every Fall and Spring*

**TAL 884C Student Teaching: Alternate Childhood Special Education I**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 3*

*On Demand*

**TAL 884D Student Teaching: Alternate Childhood Special Education II**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 3*

*On Demand*

**TAL 884E Student Teaching for the Practicing Teacher: Alternate Childhood Special Education I**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 0*

*On Demand*

**TAL 884F Student Teaching for the Practicing Teacher: Alternate Childhood Special Education II**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty

member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 0*

*On Demand*

**TAL 885A Student Teaching: Adolescence Special Education**

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent secondary classrooms for urban students with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a secondary school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

*Credits: 3*

*Every Fall and Spring*

**TAL 885B Student Teaching for the Practicing Teacher: Adolescence Special Education**

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching adolescents with disabilities complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching adolescents with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by special education faculty. Pass/Fail only. Program approval required.

*Credits: 1*

*Every Fall and Spring*

**TAL 885C Student Teaching: Alternate Adolescence Special Education I**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school,

recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 3*

*Annually*

**TAL 885D Student Teaching: Alternate Adolescence Special Education II**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 3*

*Annually*

**TAL 885E Student Teaching for the Practicing Teacher: Alternate Adolescence Special Education I**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 0*

*Annually*

**TAL 885F Student Teaching for the Practicing Teacher: Alternate Adolescence Special Education II**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 0*

*Annually*

**TAL 886A Student Teaching: TESOL**

This course is designed for students seeking 1st initial certification. This experience prepares reflective TESOL teachers who work to create student-centered and challenging classrooms and supportive schools for English Language Learners. Teaching candidates participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a TESOL classroom, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Candidates student-teach in an elementary and a secondary setting for a total of 75 days. Students currently employed as a TESOL teacher in an appropriate setting may, with faculty approval, complete the experience in their place of employment. Pass/Fail only. Program approval required.

*Credits: 3*

*Every Fall and Spring*

**TAL 886B Student Teaching for the Practicing Teacher: TESOL**

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create student-centered and challenging classrooms and supportive schools for English Language Learners. Teacher candidates apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching English as a second language complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching English as a second language complete a 20-day student teaching experience under the supervision of a cooperating teacher and college

faculty. The setting must be approved by TESOL faculty. Pass/Fail only. Program approval required.

*Credits: 1*

*Every Fall, Spring and Summer*

**TAL 886C Student Teaching: Alternate TESOL I**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 3*

*Annually*

**TAL 886D Student Teaching: Alternate TESOL II**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 3*

*Annually*

**TAL 886E Student Teaching for the Practicing Teacher: Alternate TESOL I**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled

seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 0*

*Annually*

#### **TAL 886F Student Teaching for the Practicing Teacher: Alternate TESOL II**

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

*Membership in NYC Teaching Fellow Group or in ISTART Group is required.*

*Credits: 0*

*Annually*

#### **TAL 889 Student Teaching and Capstone Seminar**

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

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

*Credits: 9*

*Annually*

#### **TAL 890 Overview of Teaching in Alternative Settings**

Analyzes the history and development of education in alternative settings. Special attention is paid to the difference between teaching ESOL in public schools and the kind of teaching that takes place in

museums, parks, community-based organizations, schools other than public ones, homes, and clinical settings. During the first half of the course, students visit a variety of alternative settings.

During the second half of the course, students select a setting and participate in planning, implementation, and assessment of an educational plan. Pass/Fail only.

*Credits: 1*

*On Demand*

#### **TAL 971 Capstone Seminar**

In this seminar, students meet graduation requirements with the creation and submission of a portfolio that demonstrates their attainment of the TAL program standards in the areas of Knowledge, Enquiry, Empathy, Pluralism and Social Commitment (the KEEPS Claims). Through the selection and examination of prior coursework in the context of readings from the contemporary and historical field of education, students reflect on the knowledge and skills gained through the program and the implications for their teaching practice.

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

*OR*

*For Chancellor Fellows a co requisite of TAL 885F*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **TAL 974 Advanced Topics in TESOL and Bilingual Education**

A capstone seminar that helps students gain an in-depth understanding of some of the issues that are at the forefront of current research on bilingualism, second language acquisition and pedagogy.

Students will critically examine relevant research in selected areas. They will write a major paper synthesizing the research in an area of particular interest and integrating it with their own teaching practice.

*The pre-requisite of TAL 880 is required.*

*Credits: 3*

*On Occasion*

#### **TAL 975 Final Inquiry Seminar: TESOL**

This capstone seminar uses the knowledge and skills gained through the program to write and present an in-depth study on an aspect of second language acquisition and teaching practice.

Students continue the work begun in Classroom Inquiry I and II and complete a project that looks closely at an English language or bilingual learner or TESOL curriculum/instructional activity.

Students complete a comprehensive portfolio of their work throughout the TESOL program that demonstrates their attainment of the KEEPS claim. In this seminar students share their works in progress and work together on issues of documentation, literature review, methodology and writing.

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

*Credits: 3*

*Annually*

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**SCHOOL OF HEALTH PROFESSIONS**

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The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as research, our programs address clinical health care, community-based health and social issues. The school prepares students for careers in the areas of respiratory care; diagnostic medical sonography; physician assistant; occupational therapy; athletic training, health and exercise science (including sport management and exercise physiology); physical therapy; social work; and public health. The rich health professions education environment of the LIU-Brooklyn Campus allows our programs to introduce students to interprofessional education and practice.

The programs span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School of Health Profession's faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School of Health Professions offers a three year post-baccalaureate Doctor of Physical Therapy (DPT) degree. The school offers the B.S./M.S. degree program in Occupational Therapy; the B.S./M.S. in Athletic Training; the M.S. in Physician Assistant Studies; the M.S.W. in Social Work; the MS in Speech-Language Pathology and a Master of Public Health degree with a concentration in Health Education, Advocacy and Communications. The school also offers the M.S. degree in Exercise Science with tracks in:

- Exercise Physiology and Sports Nutrition
- Strength and Conditioning and Sports Nutrition
- Fitness for Special Populations

For information, please contact the Dean's Office at 718-780-6578, or visit the website at [www.liu.edu/brooklyn/shp](http://www.liu.edu/brooklyn/shp).

**Stacy Gropack, PT, Ph.D., FASAHP**

Dean

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Project Coordinator

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## **Criminal Background Checks and Drug Testing**

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Many clinical/field experience affiliates, i.e., hospitals and clinics now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/ certification/registration agencies (NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

## DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Division Director and Associate Professor: Eugene Spatz, M.S.

Professor: Nikki Russo, M.S., ACSM cPT, Student Service Advisor

Associate Professor: Kevin Duffy, M.S., ATC, CSCS, CES, PES, Director, Athletic Training Education Program; Tracye Rawls-Martin, M.S., ATC

Assistant Professors: Gary Bernstein, M.S.; Brian Gilchrist, Ph.D.; Amerigo Rossi, Ed.D., M.S., B.A.; Melissa Lent Teixeira, M.S.Ed., Associate Director of the B.S. in Health Science Program; Scott Westervelt, M.S., Director of Practicum for the Health Science Program; Leeja Carter, Ph.D.; Bryn Van Patton, MS Ed, ATC, EMT, Clinical Coordinator, Athletic Training Education Program; Anthony Ricci, MS, CNS  
Adjunct Faculty: 60

### M.S. Exercise Science

The Masters of Science in Exercise Science offers a comprehensive educational experience including lectures and laboratories on theory and applications of advanced exercise physiology concepts. Specific tracks serve to position graduates and career professionals in an ever-changing health care environment. The program is designed to enhance students' marketability by combining exercise science and sports nutrition with three well-established and popular areas of study: exercise physiology, strength and conditioning and fitness for special populations. Although there are three distinct areas of study, the program also offers academic flexibility with several elective courses that may lead to professional certifications from nationally recognized organizations such as NASM, ACSM and NSCA. In addition, an active research laboratory allows students the opportunity to pursue their own data collection or get involved as a volunteer or graduate assistant. The M.S. curriculum has an overall credit requirement of 36 credits with the intention of developing graduates that can be competitive across the academic and career landscape while providing students with an education that is both satisfying and valuable.

**The tracks for the M.S. in Exercise Science include:**

- Exercise Physiology and Sports Nutrition
- Strength and Conditioning and Sports Nutrition
- Fitness for Special Populations

#### Admission Requirements

To qualify for acceptance into the M.S. in Exercise Science program:

- Entering students (including transfer students) must have an undergraduate GPA of 2.5 or higher

- Submit a general application for admission through My LIU
- The application must be accompanied by at least two letters of reference (preferably one academic and one personal)
- Must have a bachelor's degree from an accredited college

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

### M.S., Exercise Science

[Program Code: 06922]

**Must Complete All Core Courses Listed Below.**

|     |     |   |      |
|-----|-----|---|------|
| EXS | 501 | Exercise Physiology in Chronic Disease I          | 3.00 |
| EXS | 510 | Nutrition and Wellness in Physical Activity       | 3.00 |
| EXS | 524 | Exercise and Fitness for People with Disabilities | 3.00 |
| EXS | 535 | Field Experience I                                | 3.00 |
| EXS | 540 | Research Methods in Exercise Science              | 3.00 |

### Fitness for Special Populations Track

Select 9 Credits for Fitness for Special Populations Track Requirements.

|     |     |  |      |
|-----|-----|--|------|
| EXS | 592 | Physiology of Exercise for Healthy and Aging | 3.00 |
| EXS | 650 | Cardiopulmonary Health and Disease           | 3.00 |
| EXS | 502 | Inclusive Fitness Certification              | 3.00 |
| EXS | 620 | Analytical Approach to Exercise Prescription | 3.00 |

### Exercise Physiology and Sports Nutrition Track

Select 9 credits for Exercise Physiology and Sport Nutrition Track Requirements.

|     |     |   |      |
|-----|-----|---|------|
| EXS | 600 | Exercise Physiology in Chronic Disease II               | 3.00 |
| EXS | 653 | Advanced Laboratory Techniques in Exercise Physiology I | 3.00 |
| EXS | 620 | Analytical Approach to Exercise Prescription            | 3.00 |
| EXS | 645 | Sport Nutrition and Pharmacology                        | 3.00 |

### Strength and Conditioning and Sport Nutrition Track

Select 9 credits for Strength and Conditioning and Sport Nutrition Track Requirements.

|     |     |  |      |
|-----|-----|--|------|
| EXS | 507 | Corrective Exercise Specialist Preparation                 | 3.00 |
| EXS | 508 | Certified Strength and Conditioning Specialist Preparation | 3.00 |

|     |     |  |      |
|-----|-----|--|------|
| EXS | 615 | Performance Enhancement Specialist Preparation | 3.00 |
| EXS | 645 | Sport Nutrition and Pharmacology               | 3.00 |

### ELECTIVE COURSES

Students are required to take 12 credits of electives. For students interested in completing a Master's thesis EXS 799 and EXS 899 are required. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand.

|     |     |  |      |
|-----|-----|--|------|
| EXS | 527 | Grant Writing for Health & Fitness Professionals         | 3.00 |
| EXS | 507 | Corrective Exercise Specialist (CES) Preparation         | 3.00 |
| EXS | 750 | Alternative Therapies in Health                          | 3.00 |
| EXS | 581 | Psycho-Social Cultural & Political Aspects of Disability | 3.00 |
| EXS | 799 | Research Thesis I  | 3.00 |
| EXS | 899 | Research Thesis II                                       | 3.00 |
| EXS | 593 | Functional Movement, Assessment & Program Design         | 3.00 |
| EXS | 605 | Nutritional Biochem                                      | 3.00 |
| EXS | 705 | Individual Problems                                      | 3.00 |
| EXS | 700 | Biomechanics of Human Performance                        | 3.00 |
| EXS | 630 | Sport/Specific Training & Conditioning                   | 3.00 |
| EXS | 591 | Business/Entrepreneurship in Exercise Science            | 3.00 |
| EXS | 650 | Cardiopulmonary Health & Disease                         | 3.00 |
| EXS | 670 | Research in Health, Exercise & Sport                     | 3.00 |
| EXS | 518 | Technology in Health & Disease                           | 3.00 |
| EXS | 500 | Personal Training Certification Preparation              | 3.00 |
| EXS | 502 | Inclusive Fitness Certification                          | 3.00 |
| EXS | 680 | Clinical Exercise Physiologist Certification Preparation | 3.00 |
| EXS | 653 | Advanced Laboratory Techniques Exercise Physiology I     | 3.00 |

|     |     |  |      |
|-----|-----|--|------|
| EXS | 654 | Advanced Laboratory Techniques Exercise Physiology II  | 3.00 |
| EXS | 545 | Field Experience II                                    | 3.00 |
| EXS | 565 | Psychology of Exercise and Physical Activity           | 3.00 |
| EXS | 560 | Sports Psychology, Theory and Practice                 | 3.00 |
| EXS | 567 | Advanced Skills and Applied Sports Psychology          | 3.00 |
| EXS | 720 | Neuroscience and Exercise                              | 3.00 |
| EXS | 520 | Program Design in Adapted Physical Education           | 3.00 |
| EXS | 575 | Fitness Management                                     | 3.00 |
| EXS | 571 | Psychology of Flow, Peak Performance, and Peak Exp.    | 3.00 |
|     |     | PEAK Sport Psychology Seminar II                       |      |
|     |     | Nutrition and Weight Management                        |      |
|     |     | Viamins, Minerals and Phytonutrients                   |      |
|     |     | Peak Sports Psychology                                 |      |
| EXS | 701 | Sem I  | 3.00 |
| EXS | 555 | Athletic Performance and                               | 3.00 |
| EXS | 556 | Conditioning Post Injury                               | 3.00 |
| EXS | 566 | Adaptive Sports and                                    | 3.00 |
| EXS | 594 | Athletes with Disabilities                             | 3.00 |
| EXS | 504 | Psychology of Women in                                 | 3.00 |
| EXS | 578 | Sport and Physical                                     | 3.00 |
| EXS | 641 | Activity   | 3.00 |
| EXS | 509 | Optimizing Human                                       | 3.00 |
| EXS | 652 | Performance: The Dr.                                   | 3.00 |
| EXS | 530 | Edythe Heus Approach                                   | 3.00 |
|     |     | Physical Activity in Public Health                     |      |
|     |     | Overview of Diagnostic Testing                         |      |
|     |     | Adapted Physical Education for Individuals with Autism |      |

**Credit and GPA Requirements**

Minimum Total Credits: 36  
 Minimum Major GPA: 3.0

**B.S./M.S. Athletic Training**

The 158-credit dual B.S./M.S. degree in Athletic Training, offered by the Athletic Training Program (ATP), prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC®). One of only four B.S./M.S. programs offered in the United States, the ATP is accredited by the Commission on Accreditation of Athletic Training Education

(CAATE), and provides entry-level students with learning experiences in the classroom setting, that are supplemented by a broad array of professional field experiences.

The comprehensive curriculum is divided into two phases: a three-year, pre-professional phase and a two-year, professional phase. Students entering without a bachelor's or an associate's degree are required to complete the full five years of study. Those holding a previous degree are required to complete two years professional phase of study, providing there are adequate credits in liberal arts and sciences for the bachelor's portion of the degree.

The expanded, two-year professional phase offers students the chance to take more advanced courses, train with mentors, and the opportunity to integrate a variety of clinical education experiences. Students will also have the opportunity to earn additional professional credentials including the CSCS, CES, and ISSN. At the end of the professional phase, students will receive a combined Bachelor of Science/Master of Science degree and will be eligible to sit for the Board of Certification examination for Certified Athletic Trainer to earn the ATC® credential.

Hallmarks of the ATP include clinical learning experiences with opportunities for students to work side-by-side with highly experienced certified athletic trainers; state-of-the-art laboratory facilities that allow students to gain significant experience in all areas of clinical practice; individualized instruction provided by advanced teaching fellows; and a mentorship program that promotes further sharing of knowledge and experience.

**Program Goals**

- To prepare student to pass the BOC examination for athletic trainers through required GPA and competency/proficiency evaluation minimum
- To offer clinical experiences in appropriate settings that provide adequate exposure to required clinical education competencies and proficiencies
- To provide network opportunities for possible future employment

**Accreditation**

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

**Athletic Training Candidacy**

Prior to entering the professional phase of the Athletic Training program, students can attend LIU Brooklyn on a part- or a full-time basis, completing their courses in the pre-professional phase of the program. Students have at least three years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability and complete their prerequisite work.

At the end of their pre-professional course of study, students apply for admission into the

professional phase of the program. Admission to the professional phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the pre-professional phase and meeting minimum application criteria does not by itself guarantee entrance into the professional phase of study.

**Application to the Professional Phase**

All pre-athletic training candidates, LIU students and transfer applicants seeking admission to the program's professional phase must:

- Have a cumulative college grade point average of at least 2.75 or better
- Have satisfactorily completed all prerequisite work
- Submit official transcripts from all colleges and universities attended (Grades more than 10 years old cannot be accepted.)
- Submit two letters of recommendation from individuals involved in the field of athletic training (at least one from an ATC)
- Submit a completed Athletic Training professional phase program application
- Have completed a minimum of hours of volunteer work experience under the supervision of a certified athletic trainer
- Completed at least 91 credits prior to application into professional phase.
- Meet the technical standards of the program (see technical standards below)

**Transfer Student Policy**

Students from other colleges and universities who satisfy the prerequisite requirements may apply for admission to the professional phase of the B.S./M.S. degree program. However, the student must first be accepted to LIU Brooklyn as an undergraduate transfer student through the Office of Admissions application process. Once Office of Admissions accepts the student, the application to the professional phase will then be evaluated. At this time, students may petition the program for acceptance of the following professional phase courses from their previous institution: SPS 151,152,189. No other professional phase SPS or EXS courses are eligible for transfer.

**Technical Standards for the Athletic Training Program**

The Athletic Training Program (ATP) at LIU is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the technical standards.



**Student Health Records**

Students must annually present a completed LIU Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

**B.S. / M.S., Athletic Training**

*[Program Code 24403] {HEGIS: 1299.3}*

**Graduation Requirements**

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

**Orientation**

FYS 01 First Year Seminar 1.00

**Core Curriculum Requirements**

**(34-35 credits)**

**Humanities**

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

**Social Sciences**

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

**Science and Mathematics**

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

Laboratory Science: BIO 1 or 3 4.00

**Communication, Visual & Performing Arts**

Oral Communications: SPE 3 3.00

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

**Ancillary Course Requirements:**

**Must take the following course (complete sequence):**

BIO 4 Life: Its Origin, Maintenance & Future 4.00

**Must complete the following science courses.**

BIO 137 Human Anatomy and Physiology I 4.00

BIO 138 Human Anatomy and Physiology II 4.00

CHM 1 Chemistry for Health Science I 4.00

PHY 20 The Physical Universe 4.00

**Choose one of the following Math courses.**

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

**Major Requirements**

**Must Complete All Undergraduate Courses Below.**

SPS 143 Responding to Emergencies in Sport and Physical Activity 3.00

SPS 144 Principles of Taping, Bracing and Protective Athletic Equipment 2.00

SPS 147 Concepts in Athletic Training 2.00

SPS 151 Functional Kinesiology 3.00

SPS 152 Exercise Physiology I 3.00

SPS 162 Introduction to Clinical Education in Athletic Training 3.00

SPS 172 Clinical Assessment of the Lower Extremity 4.00

SPS 173 Clinical assessment of the Head, Neck & Upper Extremity 4.00

SPS 189 Basic Biomechanics and Motion Analysis 3.00

**Must Complete All Graduate Courses Below.**

EXS 507 Corrective Exercise Specialist Prep 3.00

EXS 508 Strength and Conditioning Certification Preparation 3.00

EXS 541 Research Methods in Athletic Training 3.00

EXS 576 Therapeutic Exercise in Athletic Training 3.00

EXS 577 Therapeutic Modalities in Athletic Training 3.00

EXS 645 Sports Nutrition and Pharmacology in Sports 3.00

EXS 655 Pathology and Illness in Sport and Physical Activity 3.00

EXS 660 Clinical Education in Athletic Training II 4.00

EXS 708 Clinical Education in Athletic Training III 5.00

EXS 709 Clinical Education in Athletic Training IV 3.00

EXS 710 Organization and Administration in Athletic Training 3.00

EXS 721 Seminar: Current Issues and Topics in Athletic Training 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 158  
 Minimum Liberal Arts and Sciences Credits: 60  
 Elective Credits: 27  
 Minimum Major AT Credits Undergraduate: 27  
 Minimum Major AT Credits Graduate: 40  
 Minimum Credits of Courses > 100 Level: 48  
 Ancillary Course Requirements: See Above  
 Minimum Major GPA: 2.75 for admission, student must maintain a minimum 3.0 GPA during professional phase of program  
 Must have a minimum grade of 'C' or higher for pre-requisite courses

**B.S./M.S. Fitness and Wellness/Urban Physical Education**

The BS Fitness and Wellness/MS in Urban Physical Education is a dual degree program consisting of 150 credits that leads to eligibility for initial certification in Physical Education teaching students from Pre-K-12th grade. The program is designed to prepare dedicated and highly skilled physical education professionals with a strong health, wellness, and fitness background. Our goal is to provide an inclusive education model that ensures quality physical education instruction for all children regardless of age, cultural background, ability level and disability. The five year program consists of 120 undergraduate credits and 30 graduate credits in the following domains: Health and Wellness, Exercise and Physical Activity, Physical Education Content, Educational Foundations. During the graduate portion, students are required to select a track in Adapted Physical Education, Strength and Conditioning, or Coaching Education, as well as gain professional certifications from nationally recognized organizations within each track.

**BS Fitness & Wellness / MS Urban Physical Education**

*[Program Code:38297] {HEGIS: 0835.0}*

**Graduation Requirements**

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

**Orientation**

FYS 01 First Year Seminar 1.00

**Core Curriculum Requirements**

**(34-35 credits)**

**Humanities**

|  |      |
|--|------|
| English Composition - ENG 16 or 16 X     | 3.00 |
| English Literature: ENG 61, 62, 63 or 64 | 3.00 |
| Philosophy: PHI 61 or 62                 | 3.00 |
| Foreign Language                         | 3.00 |

**Social Sciences**

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

**Science and Mathematics**

|   |      |
|---|------|
| Mathematics: MTH 15 or 16 (3-4 credits) | 4.00 |
| Laboratory Science: BIO 1 or 3          | 4.00 |

**Communication, Visual & Performing Arts**

|  |      |
|--|------|
| Oral Communications: SPE 3                         | 3.00 |
| Art, Dance, Journalism, Music, Theatre, Media Arts | 3.00 |

**Ancillary Course Requirements:**

Must complete the following Biology courses (12 credits):

|         |  |      |
|---------|--|------|
| BIO 4   | Life: Its Origin, Maintenance and Future (complete sequence) | 4.00 |
| BIO 137 | Anatomy & Physiology I                                       | 4.00 |
| BIO 138 | Anatomy & Physiology II                                      | 4.00 |

**Major Requirements**

**All SPS/PE Courses Listed Below Must Be Completed (34 credits)**

|             |   |      |
|-------------|---|------|
| SPS/P E 21  | Sport, Functional Training and Performance I  | 2.00 |
| SPS/P E 22  | Sport, Functional Training and Performance II | 2.00 |
| SPS/P E 23  | Individual and Team Sports I                  | 1.00 |
| SPS/P E 112 | Yoga 101                                      | 2.00 |
| SPS/P E 121 | Introduction to Fitness and Exercise Science  | 2.00 |
| SPS/P E 146 | Principles and Philosophy of Coaching I       | 3.00 |
| SPS/P E 150 | Motor Learning and Development                | 3.00 |

|             |                                    |      |
|-------------|------------------------------------|------|
| SPS/P E 151 | Functional Kinesiology             | 3.00 |
| SPS/P E 152 | Exercise Physiology I              | 3.00 |
| SPS/P E 154 | Adapted Physical Education I       | 3.00 |
| SPS/P E 155 | Group Exercise Instruction         | 2.00 |
| SPS/P E 156 | Evaluation in Health and Fitness   | 3.00 |
| SPS/P E 263 | Practicum (PE)                     | 3.00 |
| PE          | Skills/Physical Activity Electives | 2.00 |

**All Education/Physical Education Courses Listed Below Must be Completed (13 credits):**

|         |                                     |      |
|---------|-------------------------------------|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 301 | Observing and Describing Children   | 3.00 |
| TAL 350 | The Developing Child                | 3.00 |
| PE 471  | Teaching PE Pre-K - Grade 6         | 2.00 |
| PE 476  | Teaching PE to Adolescents          | 2.00 |

**Health & Wellness: 3 courses (9 credits) from the list below must be taken**

|                 |  |      |
|-----------------|--|------|
| HS/SP S 339/139 | Health and Wellness  | 3.00 |
| HS 340          | Nutrition and Wellness   | 3.00 |
| HS 350          | Health Behavior Change   | 3.00 |
| HS 361          | Health Coaching Certification Preparation                              | 3.00 |
| SPS 102         | Adapted Aquatics for MS  | 3.00 |
| SPS 107         | Adapted Aquatics for People with Lupus                                 | 3.00 |
| SPS 115         | Principles of Resistance Training                                      | 3.00 |
| SPS 123         | Yoga in Action   | 3.00 |
| SPS 124         | Yoga and Mindfulness for Living  | 2.00 |
| SPS 129         | Yoga Therapy   | 3.00 |
| SPS 131         | Adapted Aquatics for Children with Autism                              | 2.00 |
| SPS 132         | Health Advocacy and Wellness for people with Intellectual Disabilities | 3.00 |
| SPS 148         | Nutritional Aspects of Fitness and Sport                               | 3.00 |
| SPS 157         | Fitness Evaluation for Athletic Performance                            | 3.00 |

|                 |  |      |
|-----------------|--|------|
| SPS/H S 193/393 | Exercise Training for Individuals With Parkinson's Disease | 3.00 |
|-----------------|--|------|

**Physical Activity: 3 credits from the list below must be taken (3 credits)**

|             |  |      |
|-------------|--|------|
| PE 2        | Introduction to Golf                         | 1.00 |
| PE/D NC 13  | Beginning Dance Aerobics I                   | 3.00 |
| PE/D NC 13A | Step Aerobics                                | 3.00 |
| PE/D NC 14  | Beginning Aerobic Dance 2                    | 3.00 |
| PE/SP S 17  | Teaching Movement & Dance for Children       | 1.00 |
| PE 24       | Teaching Individual & Team Sports II         | 1.00 |
| PE/SP S 26  | Beginner Swimming                            | 1.00 |
| PE/SP S 52  | Intermediate Swimming                        | 1.00 |
| PE 58       | Intro to Modern Dance I                      | 3.00 |
| PE/SP S 80  | Beginning Fitness and Exercise for Living    | 1.00 |
| PE/SP S 81  | Intermediate Fitness and Exercise for Living | 1.00 |
| PE/SP S 82  | Aerobic Fitness and Endurance Exercise       | 3.00 |
| PE/SP S 91  | Pilates for Health Professionals             | 2.00 |
| PE/SP S 98  | Beginning Weight Training                    | 1.00 |
| PE/SP S 100 | Special Olympics, Theory/Practice            | 1.00 |
| PE 101      | Movement Education                           | 2.00 |
| PE/SP S 105 | Lifeguard Training                           | 3.00 |
| PE/SP S 113 | Intermediate Tennis                          | 1.00 |
| PE/SP S 116 | Beginning Karate                             | 1.00 |
| PE/SP S 122 | Tai Chi                                      | 2.00 |

**Require Graduate Courses - All Courses Listed Below Must be Completed (24 credits):**

|         |  |      |
|---------|--|------|
| EXS 510 | Nutrition and Wellness in Phy Activity | 3.00 |
| EXS 518 | Technology in Health and Disease       | 3.00 |
| EXS 540 | Research Methods in Exercise Science   | 3.00 |
| EXS 535 | Field Experience I                     | 3.00 |

|     |     |                            |      |
|-----|-----|----------------------------|------|
| EXS | 575 | Fitness Management         | 3.00 |
| TAL | 690 | Student Teaching PE        | 3.00 |
| TAL | 802 | Language and Literacy      | 3.00 |
| TAL | 803 | Perspectives on Disability | 3.00 |

**Students Must Select 6 credits from One of the Following Graduate Tracks:**

Adapted Physical Education (EXS 502, EXS 520, EXS 530)

Strength and Conditioning (EXS 507, EXS 508, EXS 615)

Coaching and Education (EXS 560, EXS 607, EXS 645)

**Credit and GPA Requirements**

Minimum Total Credits: 151

Minimum Liberal Arts and Sciences Credits: 60

Minimum Credits in Courses > 100 Level: 48

Ancillary Course Requirements: See Above

Minimum Major Credits Undergraduate: 47

Minimum Education Credits Undergraduate: 13

Elective Credits for Graduate Track: 6

Minimum Total Credits Undergraduate: 121

Minimum Total Credits Graduate: 30

Minimum Major GPA for Admission: 3.0

Minimum Major Undergraduate GPA: 3.00

Minimum Cumulative Undergraduate GPA: 3.0

Minimum Graduate GPA: 3.00

## Exercise Science Courses

### **EXS 500 Personal Training Certification Preparation**

This course will provide students with the most current state-of-the-art fitness education. Students will be expected to have a firm grasp of the theories and facts involved with practical fitness testing and programming. Students will apply this information in a practical setting through the performance of laboratory exercises. Each lab will address the knowledge and skills that a fitness professional must possess to safely implement effective fitness programs. Students will be prepared to take personal training certification exam offered by the National Academy of Sports Medicine (NASM). This course has an additional fee.

*Credits: 3*

*Every Fall, Spring and Summer*

### **EXS 501 Exercise Physiology in Chronic Disease I**

A course designed to provide students with an in-depth understanding and appreciation of the effect of exercise in chronic illness. Class activities include theory-based lectures; group case studies and role-play using standardized patients. Students will learn how to analyze and interpret exercise and medical data as it relates to disease, and prescribe appropriate exercise parameters. This course has an additional fee.

*Credits: 3*

*Every Fall and Spring*

### **EXS 504 Adaptive Sports and Athletes with Disabilities**

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

*Credits: 3*

*On Occasion*

### **EXS 507 Corrective Exercise Specialist (CES) Preparation**

This course is designed to enable fitness professionals to expand their knowledge and abilities in human movement science. Students develop an expertise in injury prevention and recovery working with deconditioned and conditioned populations. Specifically students learn the movement assessment process using the Functional Movement Screen, gait analysis etc., and

develop an individualized correct exercise program. Common conditions include low back pain, ACL injuries and muscle imbalance. The course prepares students for the well-recognized NASM Corrective Exercise Specialist (CES) exam. This course has an additional fee.

*Credits: 3*

*Every Fall*

### **EXS 508 Certified Strength and Conditioning Specialist (CSCS) Preparation**

This course covers topics such as sports physiology, sport specific conditioning and training, exercise physiology, instructional techniques, pediatric sports, functional movement training and developing balance, mobility, agility, speed, strength and power of an athlete. Students will learn program design variables for improving these areas. Students will be prepared to sit for the CSCS Certification exam administered by the National Strength and Conditioning Association (NSCA).

*Credits: 3*

*Every Fall*

### **EXS 510 Nutrition and Wellness in Physical Activity**

A course designed to expose students to basic concepts of nutrition for non-athletic and athletic populations. Students will be introduced to daily requirements for macro-nutrients and will also analyze a nutritional recall. Emphasis is also placed on current nutrition and exercise guidelines essential for a healthy quality of life. This course has an additional fee.

*Credits: 3*

*Every Fall*

### **EXS 518 Technology in Health and Disease**

This course will explore the use of new devices and technologies currently utilized to monitor, assess, and evaluate healthy and disease states. Students will learn the theory behind the engineering of such devices as heart rate monitors, pedometers, accelerometers, and automated systems. Students will also have the opportunity to experience these items in real-time setting.

*Credits: 3*

*On Occasion*

### **EXS 520 Program Design in Adapted Physical Activity**

An examination of the methods and techniques applicable to the planning and design of individualized adapted physical activity and daily living programs for people with developmental disabilities. Skills are developed in designing rubric assessments, data collection, identification of appropriate goals and objectives, task analysis, modification of equipment and activities, picture rehearsals, prompts and program evaluation.

*Credits: 3*

*On Occasion*

### **EXS 524 Exercise and Fitness for Special Populations**

This course provides didactic and practical experiences in developing exercise programs for individuals who have a specific disability or health limitation including aging, arthritis, diabetes, intellectual disabilities, spinal cord injuries and asthma. This course covers applied methods of exercise prescription for individuals who require adaptations and modifications to an exercise program. This course covers a brief summary of the physiology and pathophysiology of each condition, selected research on each disability or health condition and translation of the research in practical exercise guidelines and functional fitness activities to facilitate effective program development. Class activities will include theory-based lecture and practical experiences in the functional training lab.

*Credits: 3*

*Every Fall and Spring*

### **EXS 527 Grant Writing for Health and Fitness Professionals**

This course will provide an introduction to the basic skills, principles, and techniques of successful grant writing. Students completing the course will work to gain an understanding of fundamental components of a grant proposal such as the abstract or summary, background and significance, specific aims/goals and objectives, project design and methods, sustainability, assessment, broader impacts, budget, and budget justification. Students will further learn how to locate available funding opportunities from Federal and private institutions, focus on skills needed to develop competitive grant proposals and finally prepare a complete grant proposal to an agency of their choice. If the student is planning to continue their education onto the doctoral level in any biomedical related discipline will be encouraged to submit to the NIH Ruth L. Kirchstein MRSA Service Award. Applications will be reviewed prior to submission by a mixed board of internal and external reviewers to enhance competitiveness of applications and to provide feedback for further development of a competitive application.

*Credits: 3*

*On Occasion*

### **EXS 530 Adapted Physical Activity for Individuals with Autism**

This course provides students with the opportunity to learn applied behavior analysis (ABA) and its application to teaching exercise and fitness skills to people with autism. Topics include exercise physiology adaptations of balance, coordination, strength and endurance, task analysis of exercises, prompting continuum, environmental equipment and instructional modifications, reinforcement, discrete trial communication and rubrics assessment of exercise skills.

*Credits: 3*

*Every Spring*

**EXS 535 Field Experience I**

An opportunity for the student to gain experience in his or her chosen track by spending a minimum of 125 hours at a public or private organization. Students will be placed in areas related to their selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, Fitness for Special Populations or Applied Sport and Exercise Psychology.

*The pre-requisite of EXS 501 is required.*

*Credits: 3*

*Every Semester*

**EXS 539 Basic Biomechanics and Motion Analysis**

This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human movement with simple video, as well as 2 and 3-D motion capture and force platform technology will be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the motion capture lab. Information will be presented and evaluated in the classroom and laboratory. Offered with SPS 189; additional requirements for EXS section.

*Credits: 3*

*On Demand*

**EXS 540 Research Methods in Exercise Science**

An introduction to various types of research designs and statistical methods relating to physical activity within the disciplines of exercise physiology, fitness for special populations, strength and conditioning, and athletic training. The student also learns to work with basic statistical research in the formulation of the various study designs. The student is able to apply the above to solve a particular research problem in their respective profession.

*Credits: 3*

*Every Fall and Spring*

**EXS 541 Research Methods in Athletic Training**

Research Methods in Athletic Training will be designed to provide students with the essential knowledge and skills of various types of research designs and statistical methods related to the discipline of athletic training. Students will learn to work with basic statistical research in the formulation of various research designs. Students will learn to apply the above concepts to appropriately identify and solve various research questions. Students will learn the components of a literature review and will practice at reading research articles in exercise science.

*Credits: 3*

*Every Fall and Spring*

**EXS 545 Field Experience II**

An opportunity for the student to gain additional experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Students will be placed in areas related to selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.

*Credits: 3*

*Every Semester*

**EXS 551 Public Health Research in Scandinavia: Comparing American & European Outcomes**

This course focuses on exposing students to the culture, public health services and primary healthcare organizations in Scandinavia, particularly Sweden and Denmark. Through the development and practice of research data collection and analysis skills, students will be exposed to the social, cultural, economic, environmental, and political factors that impact population health across two global regions. Through a combination of primary data collection, field excursions, visits to health care institutions and interactive sessions with regional public health researchers, students will develop an evidence-based understanding of the socio-ecological factors associated with health outcomes in the United States and abroad. Research skills developed in the course include literature review, participant recruitment, qualitative and/or quantitative data collection, data entry, and analysis. Students will be supported and encouraged to present their research findings at university, local, national, and international conferences after the conclusion of the course.

*Credits: 3*

*On Demand*

**EXS 555 Nutrition for Weight Management**

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

investigate the role of nutrition in preventing chronic diseases associated with obesity, and gain experience in performing a client assessment and developing an appropriate weight management intervention program.

*Prerequisite of EXS 510 is Required*

*Credits: 3*

*Every Fall*

**EXS 556 Vitamins, Minerals and Phytonutrients**

This course will present students with an in-depth review of the role of vitamins, minerals and phytonutrients in promoting health and preventing disease. The course will review the structure of specific micronutrients, and their role in important metabolic processes such as energy production, their role in gene expression and DNA synthesis, and their specific roles in the prevention of chronic diseases. Students will review symptoms and consequences of vitamin and mineral deficiencies and toxicity, biomarkers and measures of micronutrient status, and review current research on vitamin and mineral supplementation. Additionally, students will explore the role of phytonutrients in the prevention of chronic diseases and athletic performance, with a focus on specific physiological benefits and mechanisms of action. The course will address current supplementation practices and recommendations for specific nutrients, both in clinical and athletic settings based on health status and standards. Finally, students will explore various food sources of micronutrients and develop an understanding of how to structure a micronutrient-rich diet to prevent deficiencies and meet specific health and performance related needs and goals. Students should have a basic nutrition course before this course.

*Credits: 3*

*Every Fall*

**EXS 560 Sports Psychology, Theory and Practice**

This course will enable students to apply the basic principles of sport psychology directly to competitive athletes. By understanding the relationship between sport psychology and athletic performance, students will be better prepared to achieve professional goals in the areas of coaching, exercise science and strength and conditioning for athletes.

*Credits: 3*

*Every Spring*

**EXS 566 Peak Sports Psychology Seminar I**

This course occurs in the Center for Performance Excellence in Applied Kinesiology (PEAK) and is a graduate-level independent study. This is the first of a two-semester practicum in the MS in Exercise Science program for students seeking experience in applied sport psychology. Students will participate in a minimum of 125 hours of intense supervised exercise and sport psychology-related training, practice and education. The first practicum provides the foundation of applied sport psychology

preparing students in: 1) competence in sport psychology service delivery; 2) problem-solving skills; 3) integrating and applying knowledge from practice and research to work with clients.

*Credits: 3*

*Every Fall and Spring*

### **EXS 567 Advanced skills in applied sports and exercise psychology**

Advanced Skills in Applied Sport and Exercise Psychology will teach students effective communication and interviewing techniques keeping in mind ethical practice in applied sport and exercise psychology. This course focuses on interviewing skills and strategies to build healthy, supportive, and therapeutic working relationships with athlete(s) and/or exerciser(s) across the lifespan. In addition, using evidenced-based counseling, health, and exercise psychological principles, theories, and techniques, students will develop the foundational skills needed to communicate within health and/or exercise settings. This course will be taught in a blended environment which will include online activities and in-class workshops that will require students to apply and practice course material in both traditional and online classroom environments.

*Credits: 3*

*Every Fall*

### **EXS 571 Psychology of Flow, Peak Performance and Peak Experience**

Flow, colloquially referred to as "being in the zone," is defined as an intrinsically motivating and joyful experience created when athletes or performers are fully immersed in an activity. This cognitive state goes beyond mere concentration and involves challenging, goal-directed behavior that produces a feeling of full absorption within the given task. Flow is often compared to the peak moments of peak experience and peak performance, and while these experiences share similarities, there are distinct differences. This course will provide an in depth discussion of the psychology of flow, peak experience, and peak performance as it relates to physical activity engagement, athletic performance, and non-athletic performance.

*The pre-requisite of EXS 540 is required.*

*Credits: 3*

*On Occasion*

### **EXS 576 Therapeutic Exercise in Athletic Training**

A review of the knowledge and skills in therapeutic exercise required of the entry-level athletic trainer, including planning, implementing, documenting, and evaluating the efficacy of therapeutic exercise programs for the rehabilitation/reconditioning of injuries and illnesses of the physically active.

*The pre-requisite of HS 577 is required or permission*

*Credits: 3*

*Every Spring*

### **EXS 577 Therapeutic Modalities in Athletic**

#### **Training**

A review of the knowledge and skills in therapeutic modalities required by an entry-level athletic trainer, including planning, implementing, documenting, and evaluating the efficacy of the modalities used in the treatment and rehabilitation of injuries/illnesses of athletes.

*The pre-requisite of SPS 173 is required or permission of the Division.*

*Credits: 3*

*Every Spring*

### **EXS 578 Psychology of Women's Health and Physical Activity**

The Psychology of Women's Health and Physical Activity takes an interdisciplinary approach to examining the social, cultural, political, and environmental influences on health and physical activity among women. In addition, the student will learn theoretical and philosophical perspectives on gender and sport as well as contemporary issues related to women and sport from historical, psychological, and sociological perspectives.

*Credits: 3*

*Every Fall*

### **EXS 591 Business/Entrepreneurship in Exercise Science**

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

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

*Credits: 3*

*On Occasion*

### **EXS 592 Physiology of Exercise for Healthy and Aging**

This course applies the science of exercise physiology to an analysis of the aging process. It identifies the positive effects that regular exercise and physical activity have on longevity, delaying specific diseases, decreasing morbidity and increasing quality of life. Course content focuses on three groups found in the aging and health spectrum; average aging individuals, frail elderly and master athletes.

*The pre-requisite of EXS 524 is required.*

*Credits: 3*

*Alternate Spring*

### **EXS 594 Athletic Performance and Conditioning Post Injury**

"This course will discuss transitioning the recovered injured athlete to working with the Strength &

Conditioning Professional. Topics will include post neck/head, shoulder, elbow, wrist, hand and knee injuries. Students will also learn how to consider such factors as recovering from surgical procedures, types and severities of prior injuries, phases of rehabilitation and determining current guidelines for clearance to participate in their sports.

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

*Credits: 3*

*Every Fall*

### **EXS 600 Exercise Physiology in Chronic Disease II**

Lecture topics in this course will focus on pathophysiological content related to chronic disease. Students will learn how to apply testing and training techniques used in chronic disease populations through role play and simulated environments. The latest concepts of the role of exercise, fitness, and physical activity on diseases such as asthma, type II diabetes, obesity, heart failure, osteoporosis, and aging will be discussed. There will also be a laboratory focus on diagnostic testing (e.g., ECG) in chronic conditions (i.e., asthma, COPD, CAD).

*The pre-requisite of EXS 501 is required.*

*Credits: 3*

*Every Spring*

### **EXS 615 Performance Enhancement Specialist Preparation**

Students will learn progressive integrated training techniques and programs to enable athletes to perform at the highest level. Utilizing National Academy of Sports Medicine (NASM) optimum performance training methodology, students will learn how to individualize training programs and deliver consistent results in performance enhancement and reconditioning. Additional course fees will cover review materials and registration for the NASM PES Certification exam.

*Credits: 3*

*Every Spring*

### **EXS 620 Advanced Exercise Prescription and Program Design**

Students will undergo informative discussion on the basic components of fitness and their relation to assessment and evaluation of athletes, non-athletes and special populations. This course will consist of a strong practical component where under the supervision of a faculty member, students develop a model program of exercise prescription focused on current recommendations for fitness and health, emphasizing metabolic equations set forth by governing bodies such as the American Heart Association and the American College of Sports Medicine. This course is appropriate for

students interested in clinical work upon graduation.

*Credits: 3*

*Every Spring*

### **EXS 645 Sports Nutrition and Pharmacology in Sports**

This course will cover content related to pharmacology and supplementation and is designed to meet specific athletic training competencies in pharmacology. Course content will provide students with a strong foundation in the area of sports nutrition and supplementation. The impact of supplementation, nutrition and pharmacological agents on athletic performance will be discussed. The content of this course is designed to equip students with the knowledge, skills and abilities necessary to become certified sports nutritionists via the International Society of Sports Nutrition (ISSN). Course activities will include current topic debates, theoretical concepts and analysis of current research in the areas of pharmacology and sports nutrition.

*Credits: 3*

*Every Spring*

### **EXS 650 Cardiopulmonary Health and Disease**

This course is designed to provide the student with a basic understanding of current topics in cardiovascular health, the pathophysiology of disorders limiting exercise, the significance in athletes and those with such conditions/disease, and management of these disorders through exercise and nutrition. Topics to be addressed include, cardiomyopathies, ischemia, infarction, coronary artery disease, valvular diseases, peripheral arterial diseases, and atherosclerosis. Special topics to be covered include; the affects of obesity, metabolic syndrome, diabetes mellitus, and endocrine disorders on the cardiovascular systems. Additionally an emphasis on the affects of nutrition and exercise on cardiovascular health and disease will pervade each discussion and will be also addressed as independent topics.

*The pre-requisite of HS 501 is required.*

*Credits: 3*

*Every Fall*

### **EXS 652 Overview of Diagnostic Testing**

Students will be introduced to theoretical and practical aspects of diagnostic testing, including x-ray, MRI, CT Scan, Cardiopulmonary testing, electrocardiography. Class discussions will focus on the use of these tools and their impact in medicine in past, present, and future.

*Credits: 3*

*On Occasion*

### **EXS 653 Advanced Laboratory Techniques in Exercise Physiology I**

An exploration of new techniques to test the limits of exercise science. Students will participate in class discussions related to venous occlusion plethysmography, isokinetic assessment, and lactate threshold testing. Practical applications in the

laboratory will allow for students to experience first hand, how these techniques can be used by an exercise physiologist for teaching and research purposes.

*The pre-requisite of EXS 501 is required.*

*Credits: 3*

*Every Fall*

### **EXS 655 Pathology and Illness in Sport and Physical Activity**

The study of disease processes associated with a variety of systems of the human body including, but not limited to cardiovascular, neurological, musculoskeletal, gastrointestinal, renal, hepatic, and respiratory systems. Special emphasis is placed on the relationship between a variety of such diseases and how they may affect human performance and rehabilitation. Demonstration and laboratory reinforced material presented in lecture.

*Credits: 3*

*Every Spring*

### **EXS 660 Clinical Education in Athletic Training II**

This course requires the student to apply their knowledge in a hands-on, practical environment suitable for athletic training student. Each student is assigned to a Preceptor in a clinical situation according to each individual plan of study. The focus of this course is on the head, neck, and spine, as well as the upper extremity, including the shoulder, elbow, forearm, wrist and hand. Additionally, the student will be responsible for skin condition recognition. The student is responsible for the recognition, evaluation, and immediate care of athletic injuries to this region, while under the direct supervision of a qualified certified athletic trainer/Preceptor. This course requires additional hours (minimum of 150 hrs) in the clinical setting in addition to the standard meeting times listed in the schedule of classes. This course has an additional fee. Open only to Athletic Training students.

*The pre-requisite of SPS 165 and 173 are required.*

*Credits: 4*

*Every Fall and Spring*

### **EXS 661 Clinical Education in Athletic Training III**

This course will require the students to apply their knowledge in a hands-on, practical environment suitable for athletic training students. Each student will be assigned to a Preceptor in a clinical situation according to each individual plan of study. The focus of this course will be on the collection of knowledge, skills, and values required of the entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic rehabilitation program for injuries and illnesses of the physically active. Open only to the Athletic Training Students. This course requires additional time at the clinical site (minimum of 200 hours) in addition to class meeting schedule.

*The pre-requisites of EXS 577 and 660 are required.*

*Credits: 3*

*Every Fall and Spring*

### **EXS 670 Research in Health, Exercise and Sports Reading Between the Lines**

Past and current literature in health, exercise and sport will be discussed. Didactic and practical experience will encourage students to inquire as to what is truth and what is fluff. Students will also learn the techniques and process of writing a research paper, specific aspects such as introduction, methods, results and discussion will be explored.

*The pre-requisite of EXS 540 is required.*

*Credits: 3*

*On Occasion*

### **EXS 680 Clinical Exercise Physiologist Certification Preparation**

This course will prepare exercise science students to take the American College of Sports Medicine (ACSM) certified Clinical Exercise Physiologist (CEP) exam. Students will learn how to conduct pre-participation health screening, maximal and submaximal graded exercise tests and perform strength, flexibility and body composition tests for patients and clients challenged with cardiovascular, pulmonary and metabolic diseases and disorders., as well as with apparent healthy populations. Additional course fee will cover review materials and registration for the ACSM and CES Certification Exam.

*The pre-requisites of EXS 501, EXS 600 and EXS 653 are required.*

*Credits: 3*

*Every Spring*

### **EXS 700 Biomechanics of Human Performance**

The use of recently developed instrumentation to study applied anatomy and kinesiology of the human body. Analyses of normal and pathological conditions are studied and compared with emphasis on biomechanics of human performance. Demonstration and laboratory reinforce material presented. Recommended background in physics and kinesiology.

*Credits: 3*

*Every Spring*

### **EXS 701 Sport Psychology Seminar**

This course will be conducted in LIU's Center for Performance Excellence in Applied Kinesiology (PEAK) and is a graduate-level, independent study course designed to expose students to a specific area of exercise and sport psychology. Students will gain or enhance exercise and sport psychology knowledge and explore an area of interest related to exercise and sport psychology research and/or practice. Students will participate in a minimum of 90 hours of intense, supervised exercise and sport psychology-related training, practice, and education. The student's final course grade is dependent on: 1) weekly attendance, 2) assistance with current

sport/exercise psychology projects and 3) completion of a capstone project. 3 credits.

*Credits: 3*

*Every Fall, Spring and Summer*

**EXS 705 Individual Problems**

The course provides an opportunity to select and research a topic of interest. The student must present and orally defend his or her research findings.

*Credits: 3*

*Every Fall, Spring and Summer*

**EXS 708 Clinical Education in Athletic Training III**

The focus of this course will be on the collection of knowledge, skills and values required of the entry-level Certified Athletic Trainer to plan, implement, document and evaluate the efficacy of therapeutic modality and therapeutic exercise programs for the rehabilitation/reconditioning of injuries to and illnesses of the physically active. This course will reinforce competencies from SPS 173, EXS 576 and EXS 577. (300 hours).

*Credits: 5*

*Every Fall*

**EXS 709 Clinical Education in Athletic Training IV**

An opportunity for the student to apply his or her knowledge in a hands-on, practical environment suitable for athletic training student. Each student will be assigned to a Preceptor in a clinical situation according to each individual plan of study and fulfill all exposure requirements. The focus will be on the collection of knowledge, skills, and values required of the entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic modality programs for the rehabilitation/ reconditioning of injuries to and illnesses of the physically active. This course requires additional hours at the clinical site (minimum of 200 hours) and the standard meeting times listed in the schedule of classes. Open only to Athletic Training Students.

*The pre-requisite of EXS 661 is required.*

*Credits: 3*

*Every Fall*

**EXS 710 Organization and Administration in Athletic Training**

This course will cover the organization and administration of an athletic training facility. Review of topics include: written and electronic medical record keeping, medico-legal aspects, preparation of budgets, purchasing, facility design, personnel management, public relations, liability and health insurance.

*Credits: 3*

*Every Spring*

**EXS 720 Neuroscience and Exercise**

A study of the gross and microscopic structures and functions of the human nervous system, including the spinal cord and peripheral and autonomic

nervous systems as they pertain to physical activity and disease. Laboratory examinations of human models are offered. A sequence of lectures is given with laboratory work.

*Credits: 3*

*On Occasion*

**EXS 721 Seminar: Current Issues and Topics in Athletic Training**

Students will participate in and lead discussions regarding current issues and topics (legislature, insurance, credentialing, etc.) in Athletic Training. It is designed to meet specific athletic training competencies in professional development. Students will also be required to develop healthcare educational programming specific to a target audience (i.e. poster presentations, lecture, etc.) in a professional forum.

*Credits: 3*

*Every Spring*

**EXS 746 Multidisciplinary Approaches to Autism**

This course will review autism spectrum disorders (ASD). There will be an emphasis on etiology, symptomology (i.e., social, communicative, motor, and stereotypical issues), identification, and appropriate supports for individuals with autism. The National Autism Council National Standards Project Report will be reviewed and discussed as a basis for developing evidence-based practice guidelines in working with individuals with ASD. Students will have an opportunity to be exposed to current research regarding ASD, as well as current legal issues, legislations and movements that define current practice in the field.

*Credits: 3*

*Cross-Listings: CSP 746, EXS 746*

*On Occasion*

**EXS 750 Alternative Therapies in Health**

A course designed to expand the knowledge of sports medicine practitioners in alternative approaches to health care. Students have the opportunity to learn and experience specific hands-on techniques used to enhance sports performance and activities of daily living. The students will be introduced to alternative modalities including Acupuncture, Herbal Medicine, Massage Therapy, Qui Kung exercise, Meridian Therapy and the concept of Yin-Yang. A review of both old and new case studies are used throughout the course to illustrate advances in the field of sports medicine.

*Credits: 3*

*On Occasion*

**EXS 798 Research Thesis I**

Students choosing this option will select a research topic in their field of study in consultation with a faculty advisor. Students enrolled for Thesis I will complete a written thesis proposal for faculty to review. The proposal should include the purpose, hypothesis, methodology and literature review. Implementation of their proposed research is contingent upon faculty and IRB approval. This course has an additional fee. Pass/Fail.

*Credits: 3*

*On Demand*

**EXS 899 Research Thesis II**

Students enrolled in this course will complete their research begun in Thesis I and writing a dissertation and oral defense. Issues regarding the statistical analyses and interpretation of research findings are of primary concern. The completion of the thesis is contingent upon faculty approval and meeting university guidelines for thesis submission. This course has an additional fee. Pass/Fail.

*Credits: 3*

*On Demand*



## DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

718-488-4122

Associate Professor and Chair: Scott Youmans  
Professors: Nelson Moses

Associate Professors: Isabelle Barriere, Martha Tyrone, Gina Youmans

Assistant Professors: Miriam Baigorri, Valantis Fyndanis, Gemma Moya-Gale, Marisa Nagano, Katrien Vermeire, Jessica Baquero, Director of Clinical Education

Clinical Administrators: Emily Perdios (Clinic Director)

Adjunct Faculty: 10

### M.S. Speech-Language Pathology

The Department of CSD seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The department fosters respect for diversity and a commitment to serve individuals with communication problems. The program is registered by the New York State Department of Education and is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates of the program receive a Master of Science Degree in Speech-Language Pathology that satisfies the academic and professional requirements specified by ASHA for the CCC-SLP, and are eligible to apply for licensure in SLP by the New York State Department of Education's Office of the Professions. Students who wish to satisfy the New York State Education Office of Teaching requirements for Teacher of Students with Speech and Language Disabilities (TSSLD) may also prepare for this certification as part of their graduate program. Students demonstrating proficiency (i.e., speaking, listening, reading, and writing) in a language other than English may further prepare for a certificate in Teacher of Students with Speech and Language Disabilities with a Bilingual Extension. This program will prepare students to work with individuals who are bilingual or speak a language other than English. Admissions procedures and requirements for admission to both the monolingual and bilingual specializations are detailed below .

#### Admissions Procedures

The institutional policy for admission of students to graduate study is a bachelor's degree from an accredited university indicating an acceptable record, with additional requirements set by individual graduate programs. The faculty of the graduate program in Speech-Language Pathology has set the following specific admissions standards for entry into the program:

- B.A. or B.S. degree with a minimum grade point average (GPA) of 3.2 in Communication Sciences and Disorders; **or** B.A. or B.S. degree in another field plus completion of pre-requisite coursework in speech-language pathology and audiology. The following courses (or their equivalents at other institutions) must be taken (19 credits if taken at LIU):

SLP 104 Articulatory Phonetics  
SLP 113 Anatomical and Physiological Bases for Speech & Language I  
SLP 133 Speech Science I: Acoustic Phonetics  
SLP 231 Language Acquisition Across Life Span I: Early Years  
SLP 321 Audiology I-Hearing Science  
SLP 410 **or** 411 Introduction to Communication Disorders Across the Life Span

- Three letters of recommendation (two must be academic)
- GRE required
- Minimum grade of a B- in all pre-requisite courses and grade point average of 3.2
- Post-baccalaureate students must complete a minimum of 4 (out of 6) pre-requisite courses before applying to the program
- Course credits may be granted for designated courses completed within **5 years**  
Students preparing to obtain the Bilingual Extension to the Teacher of Students with Speech and Language Disabilities Certification must also demonstrate written and oral language proficiency in a second language on the *Bilingual Education Assessment (BEA)* or other approved examinations.

#### International Students Admission

Applicants whose undergraduate, graduate or pre-requisite course work was completed in an institution where English was not the principle language of instruction must present scores for the Test of English as a Foreign Language (TOEFL).

#### Program Requirements

The Master of Science degree in Speech-Language Pathology at LIU Brooklyn can be completed in 2.5-3 years of intensive study. The time limit for the degree is 5 years. Candidates for the degree must have completed a minimum of 64 credits and a summative requirement.

The master's degree program offers two options:

1. A clinical master's degree program with a comprehensive examination as the summative requirement
2. A clinical master's degree program with a research project in which the summative requirement is a presentation.

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

#### Curriculum

The programs in Speech-Language Pathology consist of required course work from the following categories: Professional Foundations, Speech

Disorders, Language Disorders and Practica. Most course work is infused with multilingual/multicultural content.

#### Clinical Practicum

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

#### Grading Policy

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

#### Foundation Courses

Students may retake a maximum of two Foundation courses to remediate grades of C+ or below. Foundation courses may be retaken only one time.

Students who have failed to maintain satisfactory scholastic standing at the completion of the foundation sequence will not be permitted to continue with the program. Students must complete all undergraduate pre-requisites by the end of their first year of graduate coursework.

#### Higher Level Courses

Students may receive up to one grade below B- in their non-foundation courses. Students may opt to retake only one higher-level course a single time to remediate a grade below B-.

Students must maintain an overall GPA of 3.0 to continue in the program throughout their academic career. Students who fail to maintain a minimum GPA of 3.0 will not be allowed to continue in the graduate program and will be referred to the Academic Standing Committee. Students are only allowed one grade of C+, C, or C- in their graduate coursework. Students who earn two or more grades of C+, C, or C- will not be allowed to continue in the graduate program and will be referred to the Academic Standing Committee.

#### Summary of Master's Degree Graduation Requirements

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

#### Comprehensive Examination Option

Students take a comprehensive examination as part of the program and degree requirements. Students are eligible to take the comprehensive exam during their last semester in the program.

The comprehensive examination consists of questions about content from foundations and higher level courses. Students who fail the exam must be counseled by the department chairperson, directed toward remedial instruction, and should retake the exam. Students may take the examination a maximum of four times.

**Research Option**

The research option requires a student to conduct empirical research on a topic relevant to communication sciences and disorders or dysphagia. Completion of the requirements here listed is in lieu of the comprehensive examination. The chosen topic may involve basic or clinically oriented research. The precise topic addressed will be developed by the student and guided by an advisor.

Speech-Language Performance and Writing Proficiency

Graduate students admitted to the Speech-Language Pathology program must demonstrate English writing proficiency as a requirement for graduation.

**MS Speech-Language Pathology Requirements**

The following are the required Foundation courses:

|     |     |  |      |
|-----|-----|--|------|
| SLP | 601 | Introduction to Research in Speech-Language Pathology                      | 3.00 |
| SLP | 602 | Advanced Language Acquisition  | 3.00 |
| SLP | 603 | Communication and Language Learning in Bilingual/Multicultural Populations | 3.00 |
| SLP | 606 | Advanced Neuroanatomy for Speech-Language Pathology                        | 3.00 |
| SLP | 608 | Seminar in Speech-Language Pathology                                       | 1.00 |
| SLP | 620 | Comparative Phonology and Phonological Disorders                           | 3.00 |

A minimum of 40 credits are required from the higher level courses listed below:

|     |     |   |      |
|-----|-----|---|------|
| SLP | 604 | Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials | 3.00 |
| SLP | 605 | Diagnostic Process  | 3.00 |
| SLP | 607 | Advanced Clinical Audiology   | 3.00 |
| SLP | 609 | Speech Science and Instrumentation  | 3.00 |
| SLP | 621 | Fluency Disorders   | 3.00 |

|     |     |  |      |
|-----|-----|--|------|
| SLP | 622 | Voice Disorders  | 3.00 |
| SLP | 626 | Dysphagia  | 3.00 |
| SLP | 627 | Motor Speech Disorders   | 3.00 |
| SLP | 630 | Topics In Communication Disorders  | 3.00 |
| SLP | 639 | Praxis Examination Preparation   | 1.00 |
| 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 | 612A | Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders | 1.00 |
| SLP | 614A | Diagnostic Practicum: Children  | 1.00 |
| SLP | 614B | Diagnostic Practicum: Adults  | 1.00 |
| SLP | 615A | Audiology Practicum   | 1.00 |

**Credit and GPA Requirements**

Minimum Credits: 64  
Minimum Major GPA: 3.0

**Advanced Certificate, Alternate Certificate Bilingual Extension**

This fourteen (14) credit program qualifies Speech-Language Pathologists with a Master of Science degree and with Teacher of the Speech and Hearing Handicapped certification to earn a Bilingual Extension, thereby making them eligible to work with communicatively impaired English language learners in schools. The program consists of:

- Course work comprised of theoretical foundations of bilingual and second language development, culturally and linguistically appropriate assessment and intervention principles and practices, communication patterns and disorders in culturally diverse populations, bilingual education theory and practice, and bilingual teaching of language.
- Practicum experiences focusing on speech and language sampling and analysis in the target language, bilingual speech and language assessment and intervention with communicatively impaired English language learners.

**Bilingual Certificate (Extension) Program for Speech-Language Pathologists**

[Program Code: 22251]

**Coursework**

All of the following courses are required:

|     |     |   |      |
|-----|-----|---|------|
| SLP | 603 | Multicultural Foundations: Cultural, Comm and Language-Learning | 3.00 |
| SLP | 604 | Bilingual Foundations   | 3.00 |
| SLP | 642 | SLH Services for Language-Learning Disabilities                 | 3.00 |
| SLP | 644 | SLH Services in Multicultural/Multilingual School Settings      | 3.00 |

**Practice**

All of the following courses are required:

|     |      |                                  |      |
|-----|------|----------------------------------|------|
| SLP | 611C | Student Teaching (Bilingual)     | 1.00 |
| SLP | 614B | Diagnostic Practicum (Bilingual) | 1.00 |

**Credit and GPA Requirements**

Minimum Credits: 14  
Minimum Major GPA: 3.0

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## Student Committees

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### *Academic Advisory Graduate Committee*

The Academic Advisory Graduate Committee was established to provide an opportunity for the graduate student body in the Department of Communication Sciences and Disorders to provide ongoing feedback to the faculty regarding academic issues, curricular issues, and any other concerns that may arise.

### *National Student Speech-Language-Hearing Association (NSSLHA)*

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

## Communication Sciences and Disorders Courses

### SLP 601 Introduction to Research in Speech-Language Pathology

A course designed to (1) give students a broad-based introduction to the research literature in speech-language pathology; (2) develop critical reading skills; (3) cover technical aspects of research design and methodology including basic statistical methods and issues in data interpretation; and (4) develop writing skills for empirical report writing.

*Credits: 3*

*Every Fall and Spring*

### SLP 602 Advanced Language Acquisition

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

*Credits: 3*

*Every Fall and Spring*

### SLP 603 Communication and Language Learning in Bilingual/Multicultural Populations

Course Description: The course will examine language variation in the United States. Students and faculty will examine their own cultural, ethnic, language backgrounds, values, and beliefs about individuals perceived as linguistically and culturally different. Students will examine what it means to develop cross cultural competence to appropriately work with children from culturally/linguistically diverse populations who have communication disorders. In addition students will examine dialects in the Northeast and the South including African American. This course will provide students with research on language and narrative skills among African American children

*Credits: 3*

*Every Fall and Spring*

### SLP 604 Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials

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

alternative assessment approaches, and intervention strategies are examined. An overview of legislation pertaining to bilingual education and special education is presented.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### SLP 605 Diagnostic Process

Diagnosis of speech-language and swallowing disorders in children and adults. Norm-referenced, criterion-referenced, and developmental approaches to assessment are identified. Standardized and non-standardized assessments used in the field of speech/language pathology are reviewed. Focus is on data collection, observation and interpretation of test results. Emphasis is also on the impact of cultural and linguistic diversity on assessment and overall identification/diagnosis.

*The pre-requisites of SLP 601, 602, 603, 606, 608, and 620 are required.*

*The co-requisite of SLP 607 is required.*

*Credits: 3*

*Every Fall and Spring*

### SLP 606 Advanced Neuroanatomy for Speech-Language Pathology

This course is a broad survey of the structure, function and pathology of the human nervous system. The course emphasizes structural characteristics of the central and peripheral nervous system and their relationships to function and dysfunction, particularly how they relate to speech, language, hearing, and swallowing. Related disciplines such as cell biology, histology, biochemistry, physiology, neuropsychology, neurology, and psychiatry are included to facilitate understanding of the functional mechanisms and relationships.

*Credits: 3*

*Every Fall and Spring*

### SLP 607 Advanced Clinical Audiology

This course provides an advanced discussion of clinical audiology in relevance to speech-language pathologists, mainly including the following areas: rationale and procedures of clinical tests of basic auditory function, manifestation and assessment of common audiological and otological disorders, and hearing evaluation for pediatric, geriatric, and bilingual/multicultural populations.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*The co-requisite of SLP 605 is required.*

*Credits: 3*

*Every Fall and Spring*

### SLP 608 Seminar in Speech-Language Pathology

An examination of professional ethics and issues as well as cultural considerations for studying and teaching speech, language, communication, and swallowing disorders in culturally and linguistically diverse populations. The course also covers such issues as professional organizations, the ASHA code

of ethics, state license and certification requirements.

*Credits: 1*

*Every Fall and Spring*

### SLP 609 Speech Science and Instrumentation

This course is designed to give students of communication disorders a thorough grounding in the characteristics of normal speech production and perception and the techniques for studying them. Students should be equipped to (1) read the contemporary research literature, (2) assess speech production patterns in children and adults from varying language backgrounds, (3) understand how speech is perceived and processed in laboratory and field situations, (4) evaluate claims about the etiologies of speech disorders, and (5) evaluate treatment protocols based on particular views about the nature of speech production and perception.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

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

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practica courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic and/or LIU satellite centers. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

*The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.*

*Credits: 2*

*Every Fall, Spring and Summer*

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

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practical courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic, LIU satellite centers and/or specialty sites. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special

topics related to assessment and intervention.

*Pre requisites: SLP 601, 602, 603, 606, 608, 610A, 620 and 640*

*Credits: 2*

*Every Fall, Spring and Summer*

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

An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practical courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic, LIU satellite centers and/or specialty sites. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

*The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.*

*Credits: 1*

*On Demand*

#### **SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders**

An intermediate level practicum within school or other pediatric settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults at off-campus sites. Focus is on evidence based clinical practice in school settings, in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school, clinic and classroom settings and participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals, and professional decision-making and problem-solving. Prerequisite: Permission of the Department.

*Prerequisites: SLP 604, 605, 610A, 610B and 614A*

*Credits: 1*

*Every Fall, Spring and Summer*

#### **SLP 612A Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders**

An advanced-level practicum in which students participate in the supervised assessment, treatment and management of speech, language, communication and swallowing disorders in adults at area hospitals, clinics, adult day centers, and high schools serving the 18-21 year old population. Some pediatric hours may be accrued, depending on the site. Emphasis of the practicum is on diagnosis, intervention planning, development of goals and

procedures, and professional decision-making and problem-solving in context of evidence based clinical practice. Students participate in a weekly seminar.

*Pre requisites: SLP 601, 602, 603, 606, 608, 610A, 610B, 611, 614A, 614B, 620, 626 and 640*

*Credits: 1*

*Every Fall, Spring and Summer*

#### **SLP 613B Extended Advanced Clinical Practicum**

An advanced level practicum within a variety of settings. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions. Prerequisite: Permission of the department.

#### **SLP 614A Diagnostic Practicum: Children**

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process in context of evidence based clinical practice. Prerequisite: Permission of the department.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620 and 640 are required.*

*Credits: 1*

*Every Fall, Spring and Summer*

#### **SLP 614B Diagnostic Practicum: Adults**

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process in context of evidence based clinical practice.

*The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 626, 640 and 641 are required.*

*Credits: 1*

*Every Fall, Spring and Summer*

#### **SLP 615A Audiology Practicum**

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations. Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar.

*The pre-requisite of SLP 601, 602, 603, 606, 607, 608, 620, and 640 are required.*

*Credits: 1*

*Every Fall, Spring and Summer*

#### **SLP 616 Clinical Observation**

Students participate in supervised clinical observations of individuals with speech, language and communication disorders. Students have the opportunity to observe clinical assessment and intervention and to participate in a weekly seminar. *The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

#### **SLP 620 Comparative Phonology and Phonological Disorders**

This course involves the study of phonological theory and research associated with normal articulatory and phonological development, as well as factors related to articulation and phonological disorders. Cross-linguistic phonological systems are compared. Bilingual and dialectal developmental similarities and differences are explored.

Assessment and remediation principles and procedures for specific articulatory/phonological disorders are examined within a bilingual/multicultural perspective.

*Credits: 3*

*Every Fall and Spring*

#### **SLP 621 Fluency Disorders**

A study of fluency and the factors that may disrupt it; an introduction to the problem of stuttering, its nature and development, including differential diagnosis, theoretical concepts on etiology, and remediation for children and adults.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

#### **SLP 622 Voice Disorders**

This course is designed to provide the student with a theoretical and practical introduction to normal voice production and the nature, diagnosis, and treatment of voice disorders. Information related to structural, functional, and neurological bases of voice disorders will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc.

*The pre-requisites of SLP 601, 602, 603, 606, 608, 609 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

#### **SLP 626 Dysphagia**

This course is designed to provide the student with a theoretical and practical introduction to normal swallowing and the nature, diagnosis, and treatment of swallowing disorders. Information related to structural and neurologic bases and medical consequences of dysphagia will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities discussions, etc.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

#### **SLP 627 Motor Speech Disorders**

This course is designed to provide the student with a theoretical and practical introduction to normal speech production and the nature, diagnosis, and treatment of motor speech disorders. Information will be provided regarding each disease/disorder and etiologies underlying these disorders. Classes

will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 630 Topics In Communication Disorders**

This course focuses on select topics in communication disorders to increase students' awareness and exposure to diverse communication disorders.

*The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 639 Praxis Examination Preparation**

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

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

*Pre requisite: SLP 610B*

*Credits: 1*

*Every Semester*

### **SLP 640 Language Disorders in Children**

An examination of childhood language disorders, including autistic spectrum disorders, specific language impairment and language-learning disabilities. Contemporary approaches to assessment and intervention are explored from varied theoretical models, within context of evidence based clinical practice. The treatment of language disorders within a social communicative context is emphasized, with special reference to cultural and linguistic variations.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 641 Aphasia and Adult Neurogenic Disorders**

This course provides students with a sophisticated understanding of the diagnosis and treatment of a variety of acquired neurogenic language disorders of language and cognition. Aspects of counseling in the arena of communication disorders and

multicultural perspectives in medical environments are infused throughout the course. Emphasis is placed on active problem solving approaches to clinical decision making, and component-skill analysis of diagnostic materials. Classes will be lecture and discussion-based, with supporting handouts and video material.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 642 Speech-Language-Hearing Services for Language-Learning Disabilities**

An historical-to-contemporary overview of the field of language-hearing disabilities, with attention to variations among cultural groups. The focus is on understanding the complex relationships among language, learning and literacy. Contemporary theoretical paradigms used in the assessment and treatment of individuals with language-learning disabilities are explored. The role of the speech-language pathologist in the school setting is addressed, with particular attention to the school curriculum, reading, and inter-professional collaboration.

*The pre-requisites of SLP 601, 602, 603, 605, 608, 620 and 640 are required.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 644 Speech-Language-Hearing Services in Multicultural/Multilingual School Settings**

This course provides an overview of the role and responsibilities of the speech-language specialist in varied school settings. Pre-referral, referral and assessment processes are discussed. Formulation and implementation of evidence based, linguistically and culturally appropriate therapeutic programs are considered. Family involvement and team-oriented approaches to school delivery are explored. School organization, bilingual and special education legislation and individualized education plans are described and discussed.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 3*

*Every Fall and Spring*

### **SLP 700 Academic Literacy**

In this writing-intensive course, students will acquire skills necessary to increase their success at graduate level academic and clinical writing. This course will be tailored to meet the needs of individual student authors. General topics for discussion and practice will include converting thoughts into writing, generating working outlines, conveying ideas clearly and concisely, using active and passive voice, quoting, citing, revision and editing. Elements of style for clinical, essay and research papers will be discussed and practiced.

*Credits: 3*

*On Demand*

### **SLP 720 Independent Study-Research on**

### **Disorders of Speech**

Extensive individual research on the various disorders of speech (articulation, phonology and swallowing). Students are required to submit a carefully documented research project based on a topic approved in advance by the professor.

*The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.*

*Credits: 1 to 3*

*On Demand*

## DEPARTMENT OF OCCUPATIONAL THERAPY

Academic Fieldwork Coordinators: Assistant Professor; Michelle Collins, M.S., OTR/L, Efekona Nuwere, M.S., OTR/L

Associate Professors: Michael Saraceno, M.A., OTR/L, CHT; Doris Obler, Ph.D. M.S.W., OTR/L, Amiya Waldman Levi, PhD, OTR/L

Assistant Professors: Marta Daly, MA, OTR/L; Lisa Gordon-Handler, MA, Ph.D., OTR; Keith Peterson, DPT; Evening/Weekend Coordinator Dale Coffin, MS, OTR/L

Program Director: Holly Wasserman, EdD, M.S. OTR/L Associate Professor

Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 60 credits in the liberal arts and sciences for the baccalaureate degree 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](http://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](http://www.liu.edu/Brooklyn/Admissions). Upon acceptance, students need to complete 60 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

### Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. LIU students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, personal statement, verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. Admission application and reference letter forms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).00000

Transfer students need to apply via the OTCAS system: [www.otcas.org](http://www.otcas.org). If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

1. Students are required to provide the following items when submitting their application, or your application cannot be processed.

- 3 letters of recommendation
  - Your application will not be considered complete until all three reference letters are on file with OTCAS by the deadline
  - We REQUEST that letters of recommendation be completed by people who know you well; for example, college professors, academic counselors, and/or employers and by at least one occupational therapist.
- Personal Statement
  - In your personal statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability, whether the experience is your own or that of a family member or close friend.

- Verification of a minimum of 50 hours of volunteer work with a licensed occupational therapist. 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. We are requiring that verification of these hours are provided. OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure verification is submitted for all hours for consideration.

Curriculum Vitae

INTERVIEW

2. Due the competitive nature of the program, unfortunately, only eligible students will be invited for an interview. The following criteria will be considered to determine eligibility for an interview:

- Meeting application deadline with a verified application
- Cumulative GPA as well as Science GPA
- Volunteer experience and extracurricular activities
- Writing competency (personal statement, curriculum vitae)
- Letters of recommendation

**The Department of Occupational Therapy publishes the application deadline on the website.** All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed prior to entering the program in September. We encourage students to meet with faculty in the Department of Occupational Therapy to prepare their application and to make sure that prerequisites are completed.

**Pre-requisites**

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four biology pre-requisite courses is preferred (BIO 3, 4, 137, 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

**Prerequisite Courses for LIU Students and Transfer Students Without a Degree**

|                        |                      |           |
|------------------------|----------------------|-----------|
| Biology (with lab)     | (Bio 1 or 3, 2 or 4) | 8 credits |
| Anatomy & Physiology I | (Bio 137)            | 4 credits |
| Anatomy & Physiology   | (Bio 138)            | 4 credits |
| Finite Math            | (Math 16)            | 3 credits |

|                                 |                     |           |
|---------------------------------|---------------------|-----------|
| Statistics                      | (Math 100, Psy 150) | 3 credits |
| General Psychology              | (Psy 3)             | 3 credits |
| Developmental Psychology        | (Psy 107)           | 3 credits |
| Abnormal Psychology             | (Psy 110)           | 3 credits |
| English Composition             | (Eng 16)            | 3 credits |
| English Literature              | (Eng 61-64)         | 3 credits |
| Intro Sociology or Anthropology | (SOC 3)             | 3 credits |
| History                         | (His 1, 2)          | 3 credits |
| Philosophy                      | (Phil 61, 62)       | 3 credits |
| Oral Communication              | (Spe 3)             | 3 credits |
| Foreign Language                |                     | 3 credits |
| ART, DNC, MUS, THE, MA          |                     | 3 credits |
| Liberal Arts                    |                     | 5 credits |

**\*60 credits**

\* Each Applicant is required to complete an additional 5 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 4 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is **\* 60 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

**Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)**

|                            |  |           |
|----------------------------|--|-----------|
| General Biology (with lab) |  | 8 credits |
| Anatomy & Physiology I     |  | 4 credits |
| Anatomy & Physiology II    |  | 4 credits |
| Algebra                    |  | 3 credits |
| Statistics                 |  | 3 credits |
| General Psychology         |  | 3 credits |
| Developmental Psychology   |  | 3 credits |
| Abnormal Psychology        |  | 3 credits |

|                                       |           |
|---------------------------------------|-----------|
| English Composition and/or Literature | 6 credits |
| Intro Sociology or Anthropology       | 3 credits |

**\*40 credits**

\*The total prerequisite credit requirement for entry into the program is **\*60 credits**. Completion of the 20 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

[www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy](http://www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy)

**Academic Standards**

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

**Occupational Therapy Curriculum**

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
  2. Engagement in meaningful occupation
  3. Health promotion, prevention and wellness
  4. Professional socialization/community service
- The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person



including physical, cognitive and psychosocial needs

- Use purposeful activity to promote health and independence
- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum, students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

**Community Service**

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of LIU Brooklyn to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the university. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional settings (including health, social, and community agencies addressing health promotion, disease prevention and rehabilitation needs).

**Fieldwork Education**

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of

health care settings, and develop your professional competence.

The clinical practice component begins with a ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their own caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, the LIU Brooklyn students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

**Accreditation**

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, C/O AOTA, is (301) 652-AOTA AND its web address is WWW.ACOTEONLINE.ORG. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). 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. Occupational Therapy**

**B.S. / M.S., Occupational Therapy**

{Program Code: 21843} {HEGIS: 1208.0}

**Graduation Requirements**

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

**Orientation**

|     |    |                    |      |
|-----|----|--------------------|------|
| FYS | 01 | First Year Seminar | 1.00 |
|-----|----|--------------------|------|

**Core Curriculum Requirements (34-35 credits)**

*Humanities*

|                                      |      |
|--------------------------------------|------|
| English Composition - ENG 16 or 16 X | 3.00 |
|--------------------------------------|------|

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

|                          |      |
|--------------------------|------|
| Philosophy: PHI 61 or 62 | 3.00 |
|--------------------------|------|

|                  |      |
|------------------|------|
| Foreign Language | 3.00 |
|------------------|------|

*Social Sciences*

|         |      |
|---------|------|
| History | 3.00 |
|---------|------|

|                                   |      |
|-----------------------------------|------|
| Anthropology, Economics, History, | 3.00 |
|-----------------------------------|------|

Political Science, Psychology, or Sociology

|                                   |      |
|-----------------------------------|------|
| Anthropology, Economics Political | 3.00 |
|-----------------------------------|------|

Science, Psychology, Sociology

*Science and Mathematics*

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

|                                |      |
|--------------------------------|------|
| Laboratory Science: BIO 1 or 3 | 4.00 |
|--------------------------------|------|

*Communication, Visual & Performing Arts*

|                            |      |
|----------------------------|------|
| Oral Communications: SPE 3 | 3.00 |
|----------------------------|------|

|   |      |
|---|------|
| Art, Dance, Journalism, Music, Theatre, | 3.00 |
|---|------|

Media Arts

Science (two lab courses; PHY 8 credits and BIO; 1 for core and 1 for CSD requirements))

**Ancillary Requirements:**

**Must complete one of following (completes sequence):**

|     |   |                 |      |
|-----|---|-----------------|------|
| BIO | 2 | General Biology | 4.00 |
|-----|---|-----------------|------|

|     |   |  |      |
|-----|---|--|------|
| BIO | 4 | Life: Its Origin, Maintenance and Future | 4.00 |
|-----|---|--|------|

**Must complete both courses**

|     |     |                            |      |
|-----|-----|----------------------------|------|
| PSY | 107 | Developmental Psychology I | 3.00 |
|-----|-----|----------------------------|------|

|     |     |                     |      |
|-----|-----|---------------------|------|
| PSY | 110 | Abnormal Psychology | 3.00 |
|-----|-----|---------------------|------|

**Must complete one of the following courses**

|     |     |                         |      |
|-----|-----|-------------------------|------|
| MTH | 100 | Introductory Statistics | 3.00 |
|-----|-----|-------------------------|------|

|     |     |                          |      |
|-----|-----|--------------------------|------|
| PSY | 150 | Statistics in Psychology | 3.00 |
|-----|-----|--------------------------|------|

**Must complete both courses:**

|     |     |                        |      |
|-----|-----|------------------------|------|
| BIO | 137 | Anatomy & Physiology I | 4.00 |
|-----|-----|------------------------|------|

|     |     |                         |      |
|-----|-----|-------------------------|------|
| BIO | 138 | Anatomy & Physiology II | 4.00 |
|-----|-----|-------------------------|------|

**Liberal Arts & Sciences electives:**

5 credits in LA&S electives are required.

**Occupational Therapy Professional**

**Phase Requirements**

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

|    |     |   |      |
|----|-----|---|------|
| OT | 100 | Introduction to Occupational Therapy  | 2.00 |
| OT | 106 | Therapeutic Skills 1: Interpersonal Skills  | 2.00 |
| OT | 110 | Human Development and Occupation 1: Pediatrics                                    | 3.00 |
| OT | 111 | Human Development and Occupation 2: Adolescence/Adults                            | 2.00 |
| OT | 112 | Human Development and Occupation 3: Geriatrics                                    | 2.00 |
| OT | 119 | Anatomy - Kinesiology   | 5.00 |
| OT | 120 | Theory 1: Introduction  | 2.00 |
| OT | 121 | Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics | 3.00 |
| OT | 129 | Kinesiology 2   | 4.00 |
| OT | 140 | Neuroscience  | 5.00 |
| OT | 201 | Professional Development 1: Occupational Therapy Student Academic Experience      | 2.00 |
| OT | 202 | Professional Development 2: Communication Skills                                  | 1.00 |
| OT | 203 | Professional Development 3: Advocacy and Disability Perspectives                  | 1.00 |
| OT | 206 | Therapeutic Skills 2: Group Process   | 3.00 |
| OT | 220 | Theory 2: Learning Theories Applied to Practice                                   | 2.00 |
| OT | 301 | Skills for Living 1: Play and Leisure   | 3.00 |
| OT | 302 | Skills for Living 2: Work   | 3.00 |

**Occupational Therapy Professional Phase - Year 2 Requirements (49 credits)**

|    |     |   |      |
|----|-----|---|------|
| OT | 122 | Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics | 3.00 |
| OT | 200 | Fieldwork Level I: Geriatric Practice                                     | 1.00 |
| OT | 205 | Professional Development 5: Health Promotion                              | 1.00 |

|    |     |  |      |
|----|-----|--|------|
| OT | 210 | Fieldwork Level I: Mental Health Practice: Adolescents and Adults                      | 1.00 |
| OT | 215 | Fieldwork Level I: Physical Disability Practice: Adolescents and Adults                | 1.00 |
| OT | 303 | Skills for Living 3: Self Care   | 3.00 |
| OT | 306 | Therapeutic Skills 3: Teamwork and Leadership  | 2.00 |
| OT | 320 | Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice       | 4.00 |
| OT | 330 | Practice 1: Mental Health - Adolescents, Adults and Geriatrics                         | 5.00 |
| OT | 420 | Theory 4: Physical Disabilities Sets of Guidelines for Practice                        | 5.00 |
| OT | 430 | Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics                     | 5.00 |
| OT | 431 | Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics | 4.00 |
| OT | 432 | Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics      | 2.00 |
| OT | 506 | Therapeutic Skills 5: Technology and Assistive Devices                                 | 2.00 |
| OT | 520 | Theory 5: Research   | 3.00 |
| OT | 533 | Medical Conditions 3: Pediatrics   | 3.00 |
| OT | 620 | Theory 6: Research Proposal  | 2.00 |
| OT | 720 | Theory 7: Community Practice & Health Promotion  | 2.00 |

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

|    |     |   |      |
|----|-----|---|------|
| OT | 507 | Therapeutic Skills 6: Organization & Administration | 3.00 |
| OT | 510 | Level II: Fieldwork I                               | 5.00 |
| OT | 511 | Level II: Fieldwork II                              | 5.00 |
| OT | 512 | Level II: Fieldwork III                             | 4.00 |

|    |     |  |           |
|----|-----|--|-----------|
| OT | 513 | Level II: Fieldwork IV (Elective)                          | 2.00-4.00 |
| OT | 530 | Practice 5: Pediatrics                                     | 5.00      |
| OT | 535 | Fieldwork Level I: Practice 3: Pediatrics                  | 1.00      |
| OT | 716 | Professional Development 6: OT Student Clinical Experience | 1.00      |
| OT | 820 | Theory 8: Community Practice Research Project              | 4.00      |

**Credit and GPA Requirements**

Minimum Total Credits: 182  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Major Credits Undergraduate: 72  
 Minimum Major Credits Graduate: 50  
 Minimum Credits of Courses > 100 Level: 48  
 Ancillary Course Requirements: See Above  
 Minimum Major GPA: 3.0  
 Minimum Overall GPA: 3.0

## Occupational Therapy Courses

### **OT 100 Introduction to Occupational Therapy**

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

*The pre-requisites of PSY 107, 110 and admission to the OT program are required. Co-requisite of OT 106, 110, 140, 201, and 301 are also required.*

*Credits: 2*

*Every Fall*

### **OT 106 Therapeutic Skills 1: Interpersonal Skills**

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.

*The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required. Co-requisites of OT 100, 110, 140, 201, and 301 are required.*

*Credits: 2*

*Every Fall*

### **OT 110 Human Development and Occupation 1: Pediatrics**

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and

development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

*The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required. Co-requisites of OT 106, 100, 140, 201, and 301 are required.*

*Credits: 3*

*Every Fall*

### **OT 111 Human Development and Occupation 2: Adolescence/Adults**

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

*Pre-requisite of OT 110, OT 106, OT 110, OT 140, OT 201, and OT 301 are required. Co-requisites of OT 119, OT 120, OT 202, OT 203, and OT 206 are required.*

*Credits: 2*

*Every Spring*

### **OT 112 Human Development and Occupation 3: Geriatrics**

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and

diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the process of adaptation in elders.

*The pre-requisite of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 121, OT 129, OT 220, and OT 302 are required.*

*Credits: 2*

*Every Summer*

### **OT 119 Anatomy - Kinesiology**

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

*Pre-requisite of OT 100, OT 106, OT 110, OT 140, OT 201, and OT 301 are required. The co-requisites of OT 111, OT 120, OT 202, OT 203, and OT 206 are required.*

*Credits: 5*

*Every Spring*

### **OT 120 Theory 1: Introduction**

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive

assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

*The pre-requisite of OT 100, OT 106, OT 110, OT 140, and OT 201, and OT 301 are required.*

*Student must also be admitted into the Occupational Therapy Program. The co-requisites of OT 111, OT 119, OT 202, OT 203, and OT 206 are required.*

*Credits: 2*

*Every Spring*

### **OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics**

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

*The co-requisites of OT 129, 112, OT 121, OT 220 and OT 302 are required. The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, OT 206 are required.*

*Credits: 3*

*Every Summer*

### **OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics**

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span. *The pre-requisites of OT 112, OT 121, OT 129, OT 220, OT 302 are required. The co-requisites of OT 200, OT 303, OT 306, OT 320 and OT 420 are required.*

*Credits: 3*

*Every Fall*

### **OT 129 Kinesiology 2**

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 121, OT 220, and OT 302 are required*

*Credits: 4*

*Every Summer*

### **OT 140 Neuroscience**

This course provides students with an understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI - Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

*The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the*

*Occupational Therapy major in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 201, and OT 301 are required.*

*Credits: 5*

*Every Fall*

### **OT 200 Fieldwork Level I: Geriatric Practice**

This course provides the opportunity for students to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The pre-requisites of OT 112, 121,129 OT 220 and OT 302 are required. The co-requisites of OT 122, OT 303, OT 306, OT 320 and 420 are required.*

*Credits: 1*

*Every Fall*

### **OT 201 Professional Development 1: Occupational Therapy Student Academic Experience**

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

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

*Credits: 2*

*Every Fall*

### **OT 202 Professional Development 2:**

**Communication Skills**

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education, practice and advocacy.

*Pre-requisites of OT 100, 106, 110, 201, and 301 are required. Student must be in the Occupational Therapy major. Co-requisites OT 111, 119, 120, 203 and 206 are required.*

*Credits: 1*

*Every Spring*

**OT 203 Professional Development 3: Advocacy and Disability Perspectives**

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions.

*The pre-requisites of OT 100, 106, 110, 140, and 201 are required. Co-requisites of OT 111, 119, 120, 202, and 206 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 OT 122, 200, 303, 306, 320, and 420 are required. Co-requisites of OT 210, 215, 330, 430, and 431 are required.*

*Credits: 1*

*Every Spring*

**OT 206 Therapeutic Skills 2: Group Process**

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

*The pre-requisites of OT 100, 106, OT 110, OT 140, OT 201 and OT 301 are required and the student must be admitted into the Occupational*

*Therapy Program. The co-requisites of OT 111, OT 119, OT 120, OT 202, and OT 203 are required.*

*Credits: 3*

*Every Spring*

**OT 210 Fieldwork Level I: Mental Health Practice: Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The pre-requisites of OT 200, OT 303, OT 306, OT 320, OT 420 and OT 122 are required. The co-requisites of OT OT 205, OT 215, OT 330, OT 430 and OT 431 are required.*

*Credits: 1*

*Every Spring*

**OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The co-requisites of OT 205, OT 210, OT 330, OT 430 and OT 431 are required. The pre-requisites of OT 121, 129, 303 and 420 are required.*

*Credits: 1*

*Every Spring*

**OT 220 Theory 2: Learning Theories Applied to Practice**

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transtheoretical Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation (MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203 and OT 206 are required. The co-requisites of OT 112, OT 121, OT 129, and OT 302 are required.*

*Credits: 2*

*Every Summer*

**OT 301 Skills for Living 1: Play and Leisure**

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

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

*Credits: 3*

*Every Fall*

**OT 302 Skills for Living 2: Work**

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of

unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 220, OT 129 and 121 are required.*

*Credits: 3*

*Every Summer*

**OT 303 Skills for Living 3: Self Care**

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning.

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

*Credits: 3*

*Every Fall*

**OT 306 Therapeutic Skills 3: Teamwork and Leadership**

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in

interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development.

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

*Credits: 2*

*Every Fall*

**OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice**

This course provides students with the opportunity to study the underlying theories of occupational therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice

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

*Credits: 4*

Every Fall

**OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics**

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

*The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required.*

*The student must be in the Occupational Therapy major in order to register for this course.*

*Credits: 5*

*Every Fall*

**OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice**

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing, neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation.

*The co-requisite of OT 122, OT 200, OT 306, OT 303, and OT 320 is required. The pre-requisites of OT 112, OT 129, OT 220, OT 320 and OT 121 are required.*

*Credits: 5*

*Every Fall*

**OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics**

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact

on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

*The co-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The pre-requisites of OT 122, 121, OT 200, OT 303, OT 320 and 420 are required.*

*Credits: 5*

*Every Spring*

**OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics**

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy. Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

*The co-requisites of OT 205, OT 210, OT 330, OT 215 and 430 are required. The pre-requisites of OT 122, OT 200, OT 303, OT 320 and 420 are required.*

*Credits: 4*

*Every Spring*

**OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics**

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for

this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the context of care.

*The pre-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 506, OT 520, OT 533, OT 620, and OT 720 are required.*

*Credits: 2*

*Every Summer*

**OT 506 Therapeutic Skills 5: Technology and Assistive Devices**

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

*The pre-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 432, OT 520, OT 533, OT 620, and OT 720 are required.*

*Credits: 2*

*Every Summer*

**OT 507 Therapeutic Skills 6: Organization and Administration**

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a

literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

*The pre-requisites of OT 432, 506, 520, 533, 620, 720 are required. The co-requisites of OT 510, 530, 535, 716 are required.*

*Credits: 3*

*Every Fall*

#### **OT 510 Level II: Fieldwork I**

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisites of OT 432, OT 506, OT 520, OT 533, OT 620, and OT 720 are required. The co-requisites of OT 533, 530, 507 and 716 are required.*

*Credits: 5*

*Every Fall*

#### **OT 511 Level II: Fieldwork II**

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 510 is required.*

*Credits: 5*

*Every Spring*

#### **OT 512 Level II: Fieldwork III**

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and

apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 511 is required.*

*Credits: 4*

*Every Spring*

#### **OT 513 Level II: Fieldwork IV (Elective)**

This elective course provides 6 to 12 weeks of full-time supervised fieldwork. The number of credits awarded is prorated on the length of the fieldwork experience. It provides in-depth fourth experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits. It is taken place in various service delivery models reflective of current and emerging practice and trends in the profession with a concentration in practice focus substantially different than the setting and population in OT 510, OT 511 & OT 512. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 512 is required.*

*Credits: 2*

*Every Spring*

#### **OT 520 Theory 5: Research**

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the opportunity to implement and evaluate a research project.

*The pre-requisite of OT 205, OT 210, OT 215, 430, 431 and 330 are required. The co-requisites of OT 432, OT 506, OT 533, OT 620 and OT 720 are required.*

*Credits: 3*

*Every Summer*

#### **OT 530 Practice 3: Pediatrics**

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

*The co-requisites of OT 716, OT 510, OT 535 and 507 are required. The pre-requisite of OT 533, OT 432, OT 506, OT 620, and OT 720 is required.*

*Credits: 5*

*Every Fall*

#### **OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics**

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

*The pre-requisites of OT 110, 111, 430, 431 and 330 are required. The co-requisites of OT 506, 520, 620 and 720 are required.*

*Credits: 3*

*Every Summer*

#### **OT 535 Fieldwork Level I: Practice 3: Pediatrics**

This course provides the opportunity for students to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the



classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The co-requisites of OT 510, OT 530, 507 and 716 are required. The pre-requisites of OT 432, OT 506, OT 520, OT 620, OT 720 and OT 533 are required.*

*Credits: 1*

*Every Fall*

#### **OT 620 Theory 6: Research Proposal Development**

The course exposes the students to the process of research proposal development. Students engage in mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

*The pre-requisites of OT 205, OT 210, OT 215, OT 430, OT 431 and OT 330 are required. The co-requisites of OT 432, OT 506, OT 720, 533 and 520 are required.*

*Credits: 2*

*Every Summer*

#### **OT 716 Professional Development 6: Student Clinical Experience**

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to the students to prepare them for becoming fieldwork educators.

*The pre-requisites of OT 432, OT 506, OT 620, OT 720, 533 and 520 are required. The co-requisites of OT 510, 530, 507, and 535 are required.*

*Credits: 1*

*Every Fall*

#### **OT 720 Theory 7: Community Practice Education and Health Promotion**

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation. Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with consultation, marketing, grant writing, implementation and evaluation.

*The co-requisites of OT 432, OT 506, OT 533, 520 and 620 are required. The pre-requisites of OT 205, OT 210, OT 215, 430, 431 and 330 required.*

*Credits: 2*

*Every Summer*

#### **OT 820 Theory 8: Community Practice Research Project**

This course provides students with the opportunity to refine their research proposals (from OT 620) and implement as part fo the Capstone Research Project complete in this course, OT 820. Students will carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final scientific peer-reviewed style manuscript, oral presentation. and poster production. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and interpretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

*The pre-requisites of OT 507, OT 530, OT 535, OT 716, OT 520, 620 and 720 are required. The co-requisites of OT 511, OT 512 are required.*

*Credits: 4*

*Every Spring*

## DEPARTMENT OF PHYSICAL THERAPY

Professors: Rebecca States, Ph.D., M.A.

Associate Professors: Department Chair and Associate Professor Ellen M. Godwin PT, Ph.D., PCS, Cristiana Kahl Collins, PT, Ph.D., NCS, CMFT; Michael Masaracchio, PT, Ph.D., D.P.T., OCS, SCS, FAAOMPT; Peggy Lynam PT, DPT, NCS.

Assistant Professors: Rosa Elena Torres-Panchame, PT, DPT, OCS; Lisa Bradley, PT, DPT, MSW Director of Physical Therapy Enrollment and Accreditation Management; Megan Freeland, PT, DPT, PCS, Director of Clinical Education.

Adjunct Faculty: 16

The professional-level Doctor of Physical Therapy (D.P.T.) program at LIU Brooklyn is designed for the student seeking a career as a physical therapist. The D.P.T. program prepares autonomous practitioners who can provide a full range of physical therapy services, including screening and referral, evaluation, diagnosis, intervention, consultation and education in diverse health care settings. Our faculty members are nationally recognized for excellence in their advanced degrees and clinical specializations. Our state-of-the-art teaching facilities include a cadaver lab, PT dedicated computer lab and the Steinberg Health and Wellness Center. In addition there is the LIU Center for Physical Rehabilitation, an out-patient physical therapy clinic, and a therapeutic pool. The department's diverse student body has a tradition of excellence and achievement on national licensing examinations. Merit-based scholarships are available for students in the D.P.T. program.

Highlights of the DPT Program:

- Student - centered learning environment
- Evidence-based approach throughout the curriculum
- Latest pedagogical techniques: including use of Standardized Patient Examinations and Clinical Reasoning Frameworks
- Emphasis on the expanding role of the physical therapist
- Interprofessional learning experiences
- Preparation for critical analysis of the literature and clinical research
- 35 weeks of clinical education in 4 different settings

### Doctor of Physical Therapy (D.P.T.)

The 118-credit Doctor of Physical Therapy (D.P.T.) is a professional entry-level degree program for students seeking a career as a physical therapist. The D.P.T. program has been designed to prepare highly competent professionals to act as autonomous practitioners in health care settings

that include direct access by the public to physical therapy services. Graduates will be prepared to provide a full range of physical therapy services including screening and referral, evaluation, diagnosis, intervention, consultation and education. It is a 3-year, full-time program that spans over 11 academic terms and includes 35 weeks of clinical education. The D.P.T. program is a clinical doctorate that requires candidates to possess a baccalaureate degree upon entrance. **The 1st year of the program begins in July.**

The D.P.T. program at LIU Brooklyn is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>, and is registered with the New York State Education Department.

**The D.P.T. program enables the graduate to:**

- Value individual diversity and respect the human dignity of patients, family members and professional associates
- Provide physical therapy services as an autonomous practitioner, who is able to competently serve as a point of entry to, and collaborate within, the health care environment
- Integrate theory, academic knowledge and clinical skills to practice physical therapy within the complexities of the current health care environment
- Assess the physical therapy or health care needs of a patient; establish optimum patient outcomes based on examination, evaluation, diagnosis and prognosis; and plan and implement interventions to address the identified needs
- Communicate clearly and effectively with patients, families, colleagues, policy makers, reimbursement representatives and community members
- Apply critical thinking strategies and self-directed learning to the role of physical therapist
- Pursue and apply knowledge of the underlying science on which physical therapy practice is based
- Understand the contributing economic, medical, cultural and psychosocial issues that impact delivery of health care services.

#### Application Requirements

All requirements must be fulfilled prior to the start date of the program. Applicants to the D.P.T. program must:

- Hold a baccalaureate degree in any major
- Have a total grade point average (GPA) of at least 3.0 on a scale of 4.0
- Have a combined math and science grade point average (GPA) of at least 3.0 on a scale of 4.0
- Have successfully completed the following prerequisite science courses with a GPA of at least 3.0 and no grades lower than C:\*
  - 1 semester of general biology with lab

(designed for science majors; at least 4 credits)  
— 2-semester sequence of general chemistry with lab (designed for science or health-related majors; at least 4 credits each)

— 2-semester sequence of general physics with lab (designed for science or health-related majors; at least 4 credits each)

— 1 semester of human anatomy or part 1 of a 2-semester sequence of combined anatomy-physiology (at least 4 credits; lab required)

— 1 semester of human physiology or part 2 of a 2-semester sequence of combined anatomy-physiology (at least 3 credits; lab preferred, but not required for human physiology; lab required for combined anatomy-physiology)

- Submit an official score report for the GRE general test. \*\* A minimum composite (verbal and quantitative) of 290 for the GRE revised test is required.
- Provide evidence of a minimum of 36 hours of work experience in 2 different physical therapy settings, including an inpatient and an outpatient setting, with at least 18 hours in each setting.
- Submit two completed recommendation forms (available at [www.PTCAS.org](http://www.PTCAS.org) after starting the PTCAS application – see below):
  - One from a physical therapist
  - One academic reference from an instructor of an upper division course in the undergraduate major
- Submit an application for the D.P.T. Program through the Physical Therapist Centralized Application Service.

All international and non-native applicants must take the TOEFL examination. The minimum total score accepted is 79 on the Internet-based test, 213 on the computer-based test, or 550 for the paper-based test. All international students who attended colleges and universities outside of the United States will need to submit a course-by-course evaluation of their transcript(s) from World Education Services Inc. ([www.wes.org](http://www.wes.org)) to PTCAS.

All applications will be reviewed and screened. Quality applicants will be notified and scheduled for an interview.

*\*Due to the fact that basic sciences form the foundation for clinical decisions by physical therapists, proficiency in all prerequisite science courses is paramount. Any science prerequisite course taken more than 10 years prior to the application will not be accepted.*

*\*\*Visit [www.gre.org](http://www.gre.org) for more information about the GRE. The LIU Brooklyn Doctor of Physical Therapy PTCAS GRE code is 0333. This code is needed for the Department of Physical Therapy to receive your GRE results. Applicants applying for the early decision cycle must have taken the GRE general test or revised general test prior to July 31, 2017. Those who are applying for the regular decision cycle must have taken the test by March 1, 2018.*

**Submitting an Application to the PTCAS**

The Department of Physical Therapy at LIU Brooklyn participates in the Physical Therapist Centralized Application Service, known as PTCAS. Those applying to the DPT program for the 2018 entering class must:

- Visit [www.ptcas.org](http://www.ptcas.org) to begin the PTCAS application process
- Read the instructions available at the PTCAS Web site carefully
- Logon to the 2017-2018 PTCAS application to complete the application process
- Select “LIU Brooklyn” as a designated physical therapy program.

**PROGRAM REQUIREMENTS**

In order for a student to progress within the program, the following criteria must be met:

- Each course must be completed with a grade of “C” or better
- Each semester grade point average (GPA), must equal 2.75 or greater throughout the program
- Each semester cumulative grade point average (GPA) must equal 3.00 or greater throughout the program
- Pass annual and final comprehensive exams
- Successfully complete clinical practice courses

As indicated in the LIU Brooklyn Graduate Bulletin, “a B average or a minimum 3.00 cumulative grade point average (GPA) is required for awarding of the graduate degree or any graduate certificate.”

**Curricular Coursework**

The Doctor of Physical Therapy curricular coursework includes learning in respect to:

- The foundational sciences (anatomy, physiology, pharmacology, psychology, neuroscience and movement analysis) with emphasis on the human movement system to increase the knowledge required by the physical therapist as the primary provider of health care intervention for movement dysfunction
- The clinical sciences (musculoskeletal, cardiopulmonary, neuromuscular, integumentary, urogenital, endocrine pathology, nature of illness and movement dysfunction through the lifespan)
- Evidence-based physical therapy examination, diagnosis and intervention with emphasis on clinical reasoning.
- A clinical education model including 35 weeks of full-time clinical experience in diverse practice settings. Participation of LIU Brooklyn faculty members in the clinical education program promotes a teaching/learning model that facilitates self-directed and collaborative student learning and communication
- Emphasis on the new and expanding roles for physical therapists in cultural competence; health promotion and wellness; administration and management; health care financing; consultation in health care; and client education on individual, community and public levels
- Preparation for critical consumption of

scientific and clinical literature in support of evidence-based practice and future participation in research

**Physical Therapy Scholars Award Program**

For the Doctor of Physical Therapy (D.P.T.) professional class entering in summer 2018, a considerable number of Physical Therapy Scholars Awards will be granted on a merit basis. Each award provides an annual scholarship of up to \$10,000 per year (\$5,000 per semester). The award is applied toward tuition charges (fees are not covered) provided that the recipient is registered as a full-time D.P.T. student, taking at least 12 credits per term. The Award is renewable for up to six (6) semesters of study and is applied during the fall or spring semesters only (summers excluded).

The selection of award recipients is based on undergraduate cumulative grade point average (GPA), GRE scores and interview performance. A minimum 3.5 undergraduate cumulative GPA at the time of application to the D.P.T. program is required for consideration.

Award recipients who have not yet completed the baccalaureate degree will receive a provisional award. The provisional award will be activated upon receipt of the final transcript, indicating conferral of the baccalaureate degree with a final undergraduate cumulative GPA of 3.5 or above. Students who are not eligible for federal student aid will not be considered for the award.

Students not selected for the award upon admission, or those who are not eligible based on their undergraduate GPA may be reconsidered for the award on a merit basis, should scholarship monies remain available after the start of the program. For these students, a D.P.T. cumulative GPA of at least 3.5 is required for consideration. In order to remain eligible for the award during the program, all recipients are required to complete the Free Application for Federal Student Aid (FAFSA) each year and must maintain good academic standing as described in the LIU Doctor of Physical Therapy Student Handbook.

*Note: No combination of tuition awards may exceed 100% of the cost of tuition each semester. Tuition awards include Physical Therapy Scholars Award, graduate assistantship and any other award (from any source) covering tuition.*

**D.P.T., Physical Therapy**

[Program Code: 27657]

**Professional Phase Year 1**

**All Courses Required. Students Required to Pass Annual Exam I**

|    |     |                     |      |
|----|-----|---------------------|------|
| PT | 750 | Anatomy I           | 2.00 |
| PT | 752 | Anatomy II          | 3.00 |
| PT | 755 | Human Physiology    | 3.00 |
| PT | 757 | Pharmacology        | 2.00 |
| PT | 759 | Neuroscience        | 3.00 |
| PT | 760 | Movement Analysis I | 2.00 |

|    |     |                                     |      |
|----|-----|-------------------------------------|------|
| PT | 762 | Movement Analysis II                | 2.00 |
| PT | 764 | Movement Analysis III               | 4.00 |
| PT | 766 | Tests and Measurements              | 4.00 |
| PT | 770 | Psychological Issues                | 3.00 |
| PT | 775 | Clinical Seminar I                  | 2.00 |
| PT | 780 | Research Methods                    | 3.00 |
| PT | 877 | Teaching and Learning Strategies    | 2.00 |
| PT | 890 | Foundations of Therapeutic Exercise | 3.00 |

**Professional Phase Year 2**

**All Courses Required. Students Required to Pass Annual Exam II**

|    |     |  |      |
|----|-----|--|------|
| PT | 785 | Evidence-Based Practice                          | 3.00 |
| PT | 790 | Musculoskeletal Physical Therapy I               | 4.00 |
| PT | 810 | Physical and Mechanical Modalities               | 4.00 |
| PT | 820 | Pulmonary: Pathology, Diagnosis and Management   | 3.00 |
| PT | 822 | Cardiac: Pathology, Diagnosis and Management     | 3.00 |
| PT | 830 | Neuromuscular Pathology                          | 3.00 |
| PT | 832 | Pediatric Neuromuscular Diagnosis and Management | 3.00 |
| PT | 834 | Adult Neuromuscular Diagnosis and Management     | 5.00 |
| PT | 850 | Clinical Practice I                              | 4.00 |
| PT | 875 | Clinical Seminar II                              | 3.00 |
| PT | 880 | Physical Therapy Across the Lifespan             | 2.00 |
| PT | 892 | Musculoskeletal Physical Therapy II              | 3.00 |
| PT | 995 | Musculoskeletal Physical Therapy III             | 4.00 |

**Professional Phase Year 3**

**All Courses Required. Students Required to Pass Comprehensive Exam**

|    |     |   |      |
|----|-----|---|------|
| PT | 879 | Health Promotion and Wellness             | 2.00 |
| PT | 885 | Specific Systems Diagnosis and Management | 4.00 |
| PT | 915 | Clinical Reasoning                        | 5.00 |
| PT | 950 | Clinical Practice II                      | 5.00 |
| PT | 955 | Clinical Practice III                     | 8.00 |
| PT | 956 | Clinical Practice IV                      | 8.00 |

PT 960 Instrumented Movement 1.00  
Analysis

PT 975 Health Care Delivery 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 118

Minimum Major GPA: 3.0

## Physical Therapy Courses

### PT 697 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of special interest. This course may also be used for remediation of an area of deficit as identified by the physical therapy program, with faculty advisement also provided. Departmental approval required for registration, choice of topic and advisor.

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

*Credits: 1*

*On Demand*

### PT 698 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of interest. This course may also be used for remediation of an area of deficit as determined by the physical therapy program, with faculty advisement provided.

Departmental approval required for registration, topic and advisor.

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

*Credits: 2*

*On Demand*

### PT 699 Independent Study

Under the guidance of a faculty advisor, a student may pursue a topic or project of interest. This course may also be used for remediation of an area of deficit as determined by the physical therapy program, with faculty advisement provided. Departmental approval required for registration, topic and advisor.

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

*Credits: 3*

*On Demand*

### PT 750 Anatomy I

The first part of a two-course sequence for the detailed study of human structure using a regional approach with an emphasis on various systems, including nervous, pulmonary, endocrine, integumentary, muscular, skeletal, genitourinary, gastrointestinal, and cardiovascular. The focus of the course pertains to the relationship between anatomical structure and normal human movement with lectures that supplement human dissection laboratories and problem-oriented exercises. An introduction to the clinical reasoning process by applying anatomy to clinical cases will be discussed. *The co-requisite of PT 760 is required and the student must be a PT major.*

*Credits: 2*

*Every Summer*

### PT 752 Anatomy II

Continuation of a two-course sequence for the detailed study of the structures of the human body using a regional approach as described for PT 750 (Anatomy I). In addition, a 15 hour surface

palpation lab is part of this course where students will use their understanding of anatomy to palpate various structures on each other, which will subsequently prepare students for the examination and treatment courses in the upcoming semesters. *The pre-requisites of PT 750, 755 and 760 are required. The co-requisites of PT 759, 762, 770, 775 and 780 are required.*

*Credits: 3*

*Every Fall*

### PT 755 Human Physiology

The microscopic anatomy (histology) and function (physiology) of the cardiovascular, integumentary, nervous, pulmonary, skeletal, muscular, genitourinary, gastrointestinal, metabolic, and endocrine systems are studied. Emphasis is on the interaction of all systems relative to human movement and particularly as applied to exercise, rest, and immobility. Additional emphasis includes the principles of healing, the inflammatory process, tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context.

*The co-requisites of PT 750 and 760 are required.*

*Credits: 3*

*Every Summer*

### PT 757 Pharmacology

Course content emphasizes the physiologic and metabolic responses of the human body to commonly used medications. Classroom presentations reinforce prerequisite information in anatomy and physiology and include a focus on a problem-oriented instruction to encourage active student involvement. Course content will provide the student with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions through critical analyses of clinical problems.

*The co-requisites of PT 764, 766, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.*

*Credits: 2*

*Every Spring*

### PT 759 Neuroscience

The basic structure, organization, and function of the nervous system within the context of rehabilitation are presented in classroom setting with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. An emphasis is placed on neuroanatomy and neurophysiology of the sensory and motor systems that govern posture and movement. A rehabilitation framework is built on the fundamental relationship between normal structure and function, damage and dysfunction, sensory processing and integration, motor control, posture and balance.

*The co-requisites of PT 752, 762, 770, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.*

*Credits: 3*

*Every Fall*

### PT 760 Movement Analysis I

The first part of a two-course sequence designed for a detailed regional study of human arthrokinematics and osteokinematics. Course materials include biomechanics of human tissue and neurological regulation of movement with an emphasis on the clinical relationship of joint structure and muscle function at individual joints. Lectures and laboratory sessions supplement problem-oriented learning exercises that cover palpation of anatomical structures, observation of human movement with an emphasis on clinical problems, and their relationship to the mechanical and physiological concepts that direct foundations of human movement.

*The co-requisites of PT 750 and 755 are required.*

*Credits: 2*

*Every Summer*

### PT 762 Movement Analysis II

A continuation of a two-course sequence for detailed study of human arthrokinematics and osteokinematics using a regional approach as described for PT 760 (Movement Analysis I). An in-depth discussion of normal and pathological gait is presented towards the end of the course with principles solidified in a lab-based format.

*The co-requisites of PT 752, 759, 770, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.*

*Credits: 3*

*Every Fall*

### PT 764 Movement Analysis III

This course continues the analysis of functional movements from Movement Analysis I and II, and introduces students to foundational issues in motor learning and motor control of basic skills through problem-oriented exercises, lab activities, and traditional lectures. Additional course content includes theoretical perspectives on how to analyze movements, cognitive skills underlying motor learning and performance, and theoretical issues regarding the relationship between motor skills and the disablement model. Upon course completion, students should demonstrate an understanding of the fundamental skills and challenges required to perform movement in both healthy and disabled populations.

*The co-requisites of PT 757, 766, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.*

*Credits: 3*

*Every Spring*

### PT 766 Tests and Measurements

Tests and Measurements is a 4-credit course during the third semester of the first year of the Doctorate of Physical Therapy (DPT) curriculum and is designed to provide the student an introduction and overview to the tests and measures used in patient examination in order to determine the need

for physical therapy intervention. The pedagogical approach of the course includes an emphasis on problem-oriented learning in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures.

Administration encompasses the development of psychomotor skills; analysis includes measurement theory; and interpretation involves the implementation of foundational clinical decision-making skills. Students will be expected to recall and apply information from the prerequisite courses in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures.

*The co-requisites of PT 757, 764, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.*

*Credits: 4*

*Every Spring*

#### **PT 770 Psychological Issues**

This course integrates the psychosocial, economic, vocational, cultural, familial, religious, sexual, and illness/disability specific factors that may be encountered by a professional physical therapist. An emphasis is placed on small group discussions, problem-oriented learning, role-playing, simulation activities, and structured experiential learning outside the classroom. The content will provide theoretical and practical knowledge that can be used during care of individuals with acute and chronic disabilities, stress-related disorders, victims of domestic violence, and mental disorders requiring intervention and/or appropriate referral. Students are expected to recall and apply information from previous and concurrent coursework in psychology, ethics and communication and synthesize course content to demonstrate competency in the professional behaviors.

*The co-requisites of PT 752, 759, 762, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.*

*Credits: 3*

*Every Fall*

#### **PT 775 Clinical Seminar I**

Clinical Seminar I is a 2 credit course during the Fall of the first year of the Doctorate of Physical therapy curriculum and is designed to provide the student with an introductory exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, the role of the physical therapist in health care delivery, the examination of human behavior as a basis for interaction between therapist and client, including skills of cultural competence. Course content will include ethics, patient rights,

an introduction to the Guide to Physical therapist Practice and the Disablement Model, use of portfolios, core values and generic abilities to foster professional development, and communication skills, including documentation. The pedagogical approach for the course will include didactic lecture, discussion, student presentation and demonstration.

*The co-requisites of PT 752, 759, 762, 770 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.*

*Credits: 2*

*Every Fall*

#### **PT 780 Research Methods**

This course presents the theoretical and practical foundations of research design and measurement, including descriptive and inferential statistical techniques common to clinical research studies through lectures, problem sets, problem-oriented learning experiences, and student presentations. Upon course completion, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies.

*The co-requisites of PT 752, 759, 762, 770 and 775 are required. The pre-requisites of PT 750, 755 and 760 are required.*

*Credits: 3*

*Every Fall*

#### **PT 785 Evidence-Based Practice**

This course focuses on improving student skills regarding reading, understanding, and applying clinical research literature in physical therapy. Classroom experiences include lecture, group discussion, Socratic questioning, group projects, and student presentations. Students will practice and develop skills in the formulation of clinical research questions, search for evidence related to those questions through various media, critically and systematically evaluate and write about current literature and clinical research studies, and draw conclusions from the literature with regard to the implications for physical therapy practice.

*The pre-requisites of PT 850, 820, 832 and 892 are required.*

*Credits: 3*

*Every Spring*

#### **PT 790 Musculoskeletal PT I**

The first of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the upper extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the shoulder, elbow, wrist, and hand. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning,

and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with upper extremity musculoskeletal pathologies.

*The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

*Credits: 4*

*Every Summer*

#### **PT 810 Physical and Mechanical Modalities**

This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the therapeutic application of commonly used physical and mechanical modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios.

Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering physical and mechanical modalities.

*The co-requisites of PT 830, 790 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

*Credits: 4*

*Every Summer*

#### **PT 820 Pulmonary: Pathology, Diagnosis and Management**

This course is designed to provide the student an introduction and overview of commonly encountered pulmonary conditions. Course content has been organized to provide the student with a theoretical knowledge base that can be used to understand the pathophysiology of common pulmonary disorders and to promote clinical decision making skills in the examination, evaluation, and intervention design for patients/clients with pulmonary dysfunction. Students will be expected to recall and apply information from previous coursework including the basic sciences of anatomy, physiology, and pharmacology in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. The pedagogical approach of the course will include didactic lectures enhanced by the use of case studies with a problem oriented approach to encourage active student involvement in the educational process. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques. Clinical documentation skills and professional behaviors will also be reinforced.

*Pre-requisites of PT 790, 810, 830, and 875 are required*

*Co-requisites of PT 832, 880, and 892 are required*

*Credits: 3*

*Every Fall*

**PT 822 Cardiac Pathology, Diagnosis and Management**

This course will review normal and abnormal cardiopulmonary and cardiovascular anatomy and physiology. Disease pathologies and their relevance to clinical settings will be discussed. Additionally, diagnostic procedures will be reviewed as they relate to specific disease processes. Both medical and surgical management will be discussed. The role of the health care team will be discussed as well as integration of data from the patient chart review, objective assessment and creation of a comprehensive plan of care including, goals, frequency setting and discharge recommendations. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques.

*The pre-requisites of 820, 832, 880 and 892 are required.*

*Credits: 3*

*Every Spring*

**PT 830 Neuromuscular Pathology**

This course presents pathophysiology related to neuromuscular disorders with an emphasis on the mechanisms of injury, surveys of epidemiology and etiology, symptomology, pathology, acute management, and prognosis of specific neuromuscular disorders. Lecture and case study presentations focus on problem-oriented learning to encourage active student participation and clinical decision-making. Course materials reinforce earlier course work in neuroanatomy and neurophysiology to provide students with an understanding of neuromuscular disorders such as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson's Disease, Alzheimer's Disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and the neurological implications of aging.

*The co-requisites of PT 810, 790 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

*Credits: 3*

*Every Summer*

**PT 832 Pediatric Neuromuscular Diagnosis and Management**

This course presents the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes related to neuromuscular disabilities of children and adolescents. Course expectations include problem-oriented learning, literature review for evidence-based practice, and live video demonstrations. Principles of motor development, motor learning and motor control are explored as students become familiar with different practice settings including the Neonatal Intensive Care Unit, early intervention, and the school setting. Laboratory sessions enable students to learn assessment and intervention strategies consisting of standardized tests, outcome measures, handling techniques, and neurophysiological and neurodevelopmental treatment techniques. Upon completion, students

will have entry-level clinical knowledge and skills to manage a client with a developmental disability.

*Pre-requisites of PT 790,810, 830, and 875 are required*

*Co-requisites of PT 820, 880, and 892 are required*

*Credits: 3*

*Every Fall*

**PT 834 Adult Neuromuscular Diagnosis and Management**

This course presents assessment procedures and therapeutic management techniques of adult patients with neurological dysfunction and spinal cord injuries through the use of case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. The presentation of course materials reinforces earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology. Laboratory sessions emphasize the development of specific psychomotor skills necessary for assessment and treatment of the adult neurological client. Course content also provides an eclectic theoretical treatment rationale based on normal sensorimotor development, neurophysiology, and motor control to include Neurodevelopmental Treatment (NDT), Brunnstrom, Proprioceptive Neuromuscular Facilitation (PNF), and Motor Relearning Programme (MRP) as a basis for clinical decision-making.

*Pre-requisites of PT 850,820, 832, 880, and 892 are required*

*Credits: 5*

*Every Spring*

**PT 850 Clinical Practice I**

Clinical Practice I is a 6-week, full time clinical practice course under the supervision of a licensed physical therapist clinical instructor (CI). The student attends a clinical practice facility for six consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student an opportunity to develop professional behaviors and communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Emphasis during this clinical practice is on the evaluation and treatment of patients, including the areas of basic examination and evaluation skills, ambulation training, transfer training, the administration of modalities, and in administering therapeutic exercise. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems within a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate development of the generic abilities and core values necessary for becoming a physical therapist.

*The pre-requisites of PT 790, 810, 830 and 875 are required.*

*Credits: 4*

*Every Fall*

**PT 857 Current Physical Therapy Practice**

This course is designed to provide the student an introduction to recent fundamental changes that have occurred in physical therapy practice relative to patient management model and the roles and responsibilities of the physical therapist including relevance and procedures of medical screening, systems review, and theories and concepts of clinical decision-making and diagnosis. The student will also be oriented to the scientific basis of the physical therapy profession and instructed in the methods of evidence-based practice. Students will be instructed in the relevance and basic skills of cultural competence in patient management. The expanding role, responsibility, and accountability of the physical therapist as a doctoring level profession will be introduced and discussed. This course serves as a prerequisite or corequisite for all other courses. Offered every Fall and Spring. Three credits.

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

**PT 875 Clinical Seminar II**

Clinical Seminar II is a 3-credit course during the Summer semester of the second year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be strongly emphasized. This course will also provide the student with an overview of the HIPPA and OSHA requirements for clinical practice. There will be a strong focus on professional behavior and communication skills. Clinical documentation skills will also be reinforced. The pedagogical approach for the course will include lecture, demonstration, case study, and discussion. *The co-requisites of PT 810, 830 and 790 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

*Credits: 3*

*Every Summer*

**PT 877 Teaching and Learning Strategies**

This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, and Clinical Seminar with an emphasis on problem-oriented learning, small group discussions, and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings.

The co-requisites of PT 757, 764, 766 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 2

Every Spring

#### **PT 879 Health Promotion and Wellness**

Health Promotion and Wellness is a 2-credit course designed to provide students with the theoretical and practical aspects of maintaining and promoting health. Students will examine theories of wellness as well as the effects of lifestyle and the environment on wellness. The patient-practitioner collaborative model and approaches to facilitating adherence to healthy lifestyle behavior changes will be explored. Emphasis will be placed on social, epidemiological, and behavioral and environmental assessment as well as educational and ecological assessment of factors affecting health-related behavior and environments. Students will also become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles and the prevention of illness and injury. Upon completion of the course students are expected to understand wellness theories and implement programs on the individual and community levels.

*Pre-requisites of PT 885 and 950 are required*

*Co-requisites of PT 915, 960 and 975 are required*

Credits: 2

Every Fall

#### **PT 880 Physical Therapy Across the Lifespan**

Physical Therapy Across the Lifespan is a 2-credit course during the fall semester of the second year of the Doctorate of Physical Therapy curriculum and is designed to explore concepts of human growth and development from conception to senescence including physical, cognitive, social and emotional development. Theories of aging including somatic and other factors that influence wellness and disability across the lifespan will be addressed. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and other pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will learn to understand and apply lifespan theory to the examination, evaluation and treatment of various patient types and conditions based on information acquired in prior courses in the curriculum and their clinical practice experiences.

*Pre-requisites of PT 790, 810,830, and 875 are required*

*Co-requisites of PT 820, 832, and 892 are required*

Credits: 2

Every Fall

#### **PT 885 Specific System Diagnosis and Management**

Specific Systems Diagnosis and Management is a 4-credit course offered during the summer semester of the third year of the Doctorate of Physical Therapy curriculum. The course is designed to provide the student an overview of the pathology, examination, evaluation, and interventions of patients with specific system pathologies. Presentation of course material will reinforce earlier course work from anatomy, physiology, and previous examination, evaluation, and intervention courses. This course will also cover content related to the use of orthotics and prosthetics and the management of patients with amputations. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate clinical decision-making in regard to individuals with specific system pathologies.

*Pre-requisites of PT 785, 822, 834, and 995 are required*

*Co-requisites of PT 950 is required*

Credits: 4

Every Summer

#### **PT 890 Foundations of Therapeutic Exercise**

This course will introduce students to the scientific and theoretical basis as well as the clinical application of therapeutic exercises commonly used by physical therapists such as range of motion, stretching, resistance, and aerobic exercises. Specific course content will include indications, precautions, contraindications, principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions, laboratory activities, and case presentations. In order to critically analyze clinical scenarios presented in this course, students will be expected to integrate and apply information learned from any preceding physical therapy coursework in addition to those learned from this course. At the completion of the course, students will be expected to be able to design an exercise program aimed at improving physical impairments and functional limitations.

*The co-requisites of PT 757, 764, 766 and 877 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.*

Credits: 3

Every Spring

#### **PT 892 Musculoskeletal PT II**

The second of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the lower extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the hip, knee, foot, and ankle. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with lower extremity musculoskeletal pathologies.

*Pre-requisites of PT 790, 810,830, and 875 are required*

*Co-requisites of PT 820, 832, and 880 are required*

Credits: 3

Every Fall

#### **PT 915 Clinical Reasoning**

Clinical Reasoning is offered in the fall semester of the 3rd year of the Doctor of Physical Therapy program. The course is intended to foster and enhance students' clinical reasoning in managing various types of patient populations. The majority of classes will be case-based. Students will use a comprehensive clinical reasoning framework to perform in-depth case analyses throughout the five elements of the patient management model. Emphasis is placed on the pillars of evidence-based practice – clinical expertise, patient's values and preferences, as well as best research evidence. Students will need to apply and synthesize didactic knowledge covered in previous and concurrent physical therapy courses as well as clinical knowledge gained from prior clinical education experiences. At the completion of this course, students are expected to demonstrate sound clinical reasoning throughout the patient management process.

*The pre-requisites of PT 950 and 885 are required.*

*The co-requisites of 879, 960 and 975 are required.*

Credits: 5

Every Fall

#### **PT 940 Alternative and Complementary Therapies**

This course is designed to introduce the student to the theories, application, assumptions, and outcomes of a wide variety of alternative and complementary therapies, including homeopathy, chiropractic, naturopathy, Tai Chi, yoga, and acupuncture, among others. This course addresses the importance of these therapies within the larger framework of the current health care system. Students will discuss the expected growth of these



therapies for the foreseeable future as well as the impact of these therapies on the profession of physical therapy.

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

#### **PT 950 Clinical Practice II**

The student is supervised by the clinical instructor while applying the knowledge and skills acquired in previous coursework. This 9-week clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

*Pre-requisites of PT 850 is required*

*Co-requisites of PT 885 is required*

*Credits: 5*

*Every Summer*

#### **PT 955 Clinical Practice III**

Clinical Practice III is a 10-week, full time clinical practice course under the supervision of a licensed physical therapist. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

*Pre-requisites of PT 850 and 950 are required*

*Co-requisites of PT 956 required*

*Credits: 8*

*Every Spring*

#### **PT 956 Clinical Practice IV**

Clinical Practice IV is a 10 week, full time clinical practice course under the supervision of a licensed physical therapist. The student attends a clinical practice facility for 10 consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student

opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

*Pre-requisites of PT 850 and 950 are required*

*Co-requisites of PT 955 required*

*Credits: 8*

*Every Spring*

#### **PT 960 Instrumented Movement Analysis**

This course provides an opportunity for students to become familiar with instruments used in the study of human movement. In addition to lecture presentations, this course includes discussions, demonstrations, and hands-on practice of instrumentation typically found in a human movement laboratory such as electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry. Upon course completion, students are expected to describe the use of advanced instrumentation in the analysis of human movement, and be able to perform basic setups using the equipment.

*The co-requisites of PT 879, 915, 975 are required.*

*The pre-requisites of PT 885 and PT 950 are required.*

*Credits: 1*

*Every Fall*

#### **PT 975 Health Care Delivery**

Health Care Delivery is a 3-credit course offered during the fall semester of the third year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the management theory and skills to use human resources effectively, understand the concepts behind cost control, finance, and entrepreneurship. The pedagogical approach of the course includes case studies and didactic lectures. Course content includes introducing the theory and practice of managing and developing employees, interviewing, developing job position descriptions, performance evaluations, conflict resolution, budgeting practices, financial reports, reimbursement concepts, guiding employees through change, marketing, business plan, quality assurance, outcomes management, risk management, and federal/state laws and legal issues.

*The prerequisite of PT 950 is required and the co-requisites of PT 879, 915 and 995 are required.*

*Credits: 3*

*Every Fall*

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#### **PT 995 Musculoskeletal PT III**

The third and final course designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the temporomandibular joint, cervical, thoracic, and lumbosacral spine and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the various spinal regions. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with spinal musculoskeletal pathologies.

*The pre-requisites of PT 850, PT 820, PT 832, PT 880 and PT 892 are required.*

*Credits: 4*

*Every Spring*

## DIVISION OF PHYSICIAN ASSISTANT STUDIES

Professor: Stephen DeRoux, MD (Medical Director)

Assistant Professor: Sharon Verity, PA-L, MPAS (Division Director)

Associate Professor: David Jackson, DHSc, PA-C,

Assistant Professors: Marion Masterson, PA-C,

MPAS; Gina Galvez, MS, PA-C,

Instructor: Camile Kiefer, RN, PA-C; Dwayne A. Williams, PA-C

Adjunct Faculty: 14

### M.S. Physician Assistant Studies

The 86-credit M.S. in Physician Assistant Studies is an intense, 28-month professional program that prepares health practitioners to work in a wide variety of clinical settings. Physician assistants take medical histories and perform physical examinations, select and interpret diagnostic tests and manage the health problems of patients under the supervision of a physician. In general, PAs may perform 80-90% of the care provided by physicians. Additionally, they may specialize in any area of medicine or surgery and enjoy lateral mobility, meaning that they may move from specialty to specialty without additional formal training.

LIU Brooklyn's Physician Assistant Studies program was the first such program to be approved by the New York State Education Department. The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued to the Physician Assistant Studies Program sponsored by LIU Brooklyn. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2020**. The review date is contingent upon continued compliance with the accreditation *Standards* and ARC-PA policy. The program is a member of the Physician Assistant Education Association.

During the didactic year, medical courses are augmented with clinical experiences. During the clinical year, students are assigned to clinical rotations for twelve months on a full-time basis, returning to the program once every five weeks.

After meeting all campus and degree requirements, a certificate and the Master of Science degree are conferred upon the candidate. This enables the candidate to sit for the National Certifying Examination administered by the

National Commission on the Certification of Physician Assistants (NCCPA).

The highest ethical and professional standards are expected to be upheld throughout the physician assistant course of study. The program is challenging and requires dedication, a high ethical standard, and professionalism in addition to intelligence, skill and medical knowledge.

#### Program Requirements

Students may attend LIU Brooklyn on a part-time or full-time basis while completing their prerequisite courses. During this phase students are expected to:

- Complete a minimum of 500 hours of direct patient care experience. Of these 500 hours, a minimum of 300 hours must be completed by the time of submission of CASPA application. Acceptable types of direct patient care experience include: medical assistant; surgical technologist; licensed practical or registered nurse; dental assistant; dental hygienist; certified nursing assistant; home health aide; residential aide; emergency medical technician; paramedic; physical therapist; occupational therapist; physical therapy assistant; physical therapy aide; occupational therapy assistant; occupational therapy aide; respiratory therapist; perfusionist; electrocardiographic (EKG) technician; phlebotomist; ophthalmologic technician; volunteer work involving direct patient care; shadowing a physician, physician assistant or dentist. Other types of experiences may be acceptable. If you are interested in clinical experience that differs from those listed above, please contact the Division of Physician Assistant Studies to determine if the proposed experience is acceptable.
- Obtain at least a baccalaureate degree from an accredited college or university no later than at the time of matriculation to the Division of Physician Assistant Studies.
- Maintain a grade point average of 3.0 or above (overall and in prerequisites) in courses taken at an accredited college or university.
- Demonstrate acceptable academic performance.
- Complete all prerequisite coursework, which includes: one year (two courses) of not less than 4 credits each in general biology, with laboratory; one year (two courses) of not less than 4 credits each in general chemistry, with laboratory; one semester (one course) of not less than 4 credits in human anatomy, with laboratory; one semester (one course) of not less than 3 credits in human physiology, with or without laboratory; one semester of microbiology; one semester of statistics.
- Sit for the Graduate Record Examination (GRE). The code for LIU Brooklyn is 2369. The application to the Division of Physician Assistant Studies is evaluated on the following criteria:
  - A cumulative grade point average of 3.0.
  - A cumulative grade point average in the prerequisite courses of 3.0.

- A personal statement as to why the applicant wishes to become a physician assistant.
- Breadth and amount of patient care experience.
- Three satisfactory recommendations included in the CASPA application.
- Completion of course work and above criteria within a specified time limit.
- Successful completion of the GRE. There is not currently a minimum score set by the Division of Physician Assistant Studies for this examination.
- A recommendation for acceptance from the Division of Physician Assistant Studies Admissions Committee, based upon all entities as described above.

Some applicants are selected for personal interviews based on the strength of the written application. If an applicant is invited for a personal interview, the interview itself is evaluated on the criteria of satisfactory performance based on assessment of qualities such as interpersonal relations, concern for others, integrity, and an ability to communicate effectively and maturely.

The division is accredited to have 84 students enrolled in the curriculum, e.g., 42 students in the didactic year and 42 students in the clinical year.

*Course work and above criteria must be completed within a specified time limit. Applicants meeting all of the criteria above may be considered for an interview.*

Initial application to the professional phase of the program for transfer students should be made through the Centralized Application Service for Physician Assistants (CASPA) by visiting [www.caspaonline.org](http://www.caspaonline.org). CASPA will collect and summarize all of the applicant's data (application form, transcripts, recommendations), which will be forwarded to the Physician Assistant Studies Program. When all materials have been received and reviewed, selected applicants will be invited to a personal interview. If the candidate is accepted to the program, a deposit of \$500 is required to hold a seat in the incoming class.

A supplemental application also must be filed through the Office of Admissions. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions Web site.

#### Advanced Standing

The Division of Physician Assistant Studies does not offer advanced standing to any applicants, including those who have prior experience as a medical student or physician assistant student or who are foreign medical graduates.

#### Technical Standards

**Observation** - The ability to observe is required for demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiological cultures, microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe patients accurately and completely, both closely and from a distance. Observation requires

functional vision and somatic sensation and is enhanced by a sense of smell.

**Communication** - A candidate should be able to speak, hear and observe patients in order to elicit information, perceive non-verbal communications and describe changes in mood, activity and posture. The candidate must be able to communicate effectively and sensitively with patients through speech, and through reading and writing. Communication in oral and written form with the health care team must be effective and efficient.

**Motor** - A candidate should have sufficient motor function to elicit information from patients by palpation, auscultation and percussion, as well as to carry out diagnostic maneuvers. A candidate should have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium and sensation.

**Intellectual-Conceptual, Integrative and Quantitative Abilities** - Problem solving is a critical skill demanded of physician assistants; this skill requires all of these abilities. The candidate must also be able to comprehend three-dimensional relationships as well as the spatial relationship of structures.

**Behavioral and Social Attributes** - A candidate must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems. The administration of the Physician Assistant Studies program recognizes its responsibility to present candidates who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The responsibility for these technical standards is primarily placed on the Physician Assistant Admissions Committee to select entering Physician Assistant Studies students who will be the candidates for the degree.

**Health Requirements**

All students entering or re-entering the professional phase of the M.S. degree in Physician Assistant Studies must complete and submit a Health Examinations/Vaccinations form located in the Forms & Documents section of the Office of Admissions website, as well as the division's health forms. The division's health forms will be

sent along with the package of materials that is mailed out in May of the year in which the student will enter the program, after the student is accepted into the program and after the student submits the deposit to hold the seat. Additional health forms are required for entry into the clinical year of the division's curriculum.

**Clinical Year Clerkships**

Each clinical year student completes ten (10) clerkships of five (5) weeks in length. The faculty creates an individual rotation schedule for each clinical year student. The student must return to LIU Brooklyn campus at the end of each clerkship for a two-day End-of-Rotation Meeting with the faculty.

Students must rotate in each of the following clerkships during the clinical year: internal medicine, surgery, family medicine, emergency medicine, pediatrics, obstetrics and gynecology, psychiatry, internal medicine elective, surgical elective and clinical elective.

**M.S, Physician Assistant Studies**

*Program Code: 06928*

**Must complete all of the following courses:**

**Didactic Year Courses (Year 1)**

|    |      |  |      |
|----|------|--|------|
| MS | 500  | Anatomy                                      | 3.00 |
| MS | 501  | Physiology                                   | 1.00 |
| MS | 502A | Pharmacology I                               | 3.00 |
| MS | 503A | Art and Science of Medicine I                | 2.00 |
| MS | 504A | Clinical Medicine I                          | 4.00 |
| MS | 505  | Psychosocial Aspects of Medicine             | 1.00 |
| MS | 506  | Pathology                                    | 2.00 |
| MS | 502B | Pharmacology II                              | 3.00 |
| MS | 503B | Art and Science of Medicine II               | 2.00 |
| MS | 504B | Clinical Medicine II                         | 6.00 |
| MS | 507  | Role Socialization                           | 1.00 |
| MS | 508A | Research Methods I: Epidemiology             | 1.00 |
| MS | 509  | Preventive Medicine                          | 1.00 |
| MS | 510  | Clinical Laboratory Science                  | 1.00 |
| MS | 504C | Clinical Medicine III                        | 3.00 |
| MS | 508B | Research Methods II: Evidence-Based Medicine | 1.00 |
| MS | 511  | Introduction to Medical Literature           | 1.00 |
| MS | 512  | Medical Informatics                          | 1.00 |
| MS | 513  | Surgery                                      | 2.00 |
| MS | 514  | Emergency Medicine                           | 1.00 |

**Clinical Year Courses (Year 2)**

|    |     |                           |      |
|----|-----|---------------------------|------|
| MS | 601 | Internal Medicine         | 4.00 |
| MS | 602 | Surgery                   | 4.00 |
| MS | 603 | Pediatrics                | 4.00 |
| MS | 604 | Family Medicine           | 4.00 |
| MS | 605 | Emergency Medicine        | 4.00 |
| MS | 606 | Obstetrics and Gynecology | 4.00 |
| MS | 607 | Behavioral Medicine       | 4.00 |
| MS | 608 | Medical Elective          | 4.00 |
| MS | 609 | Surgical Elective         | 4.00 |
| MS | 610 | Clinical Elective         | 4.00 |
| MS | 611 | Clinical Seminar I        | 1.00 |
| MS | 612 | Clinical Seminar II       | 1.00 |
| MS | 613 | Clinical Seminar III      | 1.00 |
| MS | 614 | Summative Evaluation      | 1.00 |
| MS | 615 | Capstone Project          | 2.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 86

Minimum Major GPA: 3.0

## Physician Assistant Courses

### MS 500 Anatomy

The study of the structure of the human body with a clinical emphasis. Lectures and labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures. Includes cadaver lab.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 3  
Every Fall

### MS 501 Physiology

A study of organ systems, with presentations emphasizing normal physiology of each system. Lectures discuss normal function, cellular changes and pathological changes where appropriate.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 1  
Every Fall

### MS 502A Pharmacology I

Part one of a two-semester sequence in pharmacology and clinical therapeutics. This course introduces the principles of pharmacokinetics and pharmacodynamics, dosage forms and dose-response relationships. Classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 3  
Every Fall

### MS 502B Pharmacology II

Part two of two-semester sequence in pharmacology and clinical therapeutics. This course continues the consideration of the principles of pharmacokinetics and pharmacodynamics, dosage forms and dose-response relationships. Additional classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 3  
Every Spring

### MS 503A Art and Science of Medicine I

Part one of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the science and technique of performing a physical examination. Areas of the physical examination considered in this semester include general survey, vital signs, head, ears, eyes, nose and throat, neck, chest and heart. Students also learn the indications, contraindications, equipment, technique, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 2  
Every Fall

### MS 503B Art and Science of Medicine II

Part two of two-semester sequence in the art and science of physical diagnosis. Students learn principles of patient interviewing, components and practice of conducting the medical history, and science and technique of performing a physical examination. Areas of the physical examination considered this semester include the abdominal, male and female genitalia, breasts, rectal, musculoskeletal, and neurological examinations. Course contains both lecture and laboratory components.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 2  
Every Spring

### MS 504A Clinical Medicine I

Part one of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to: cardiology, pulmonology, otorhinolaryngology, rheumatology, and infectious diseases.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 4  
Every Fall

### MS 504B Clinical Medicine II

Part two of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to: ophthalmology, gastroenterology, endocrinology, nephrology, immunology, integrative medicine, psychiatry, pediatrics, hematology, and oncology.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 6  
Every Spring

### MS 504C Clinical Medicine III

Part three of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to: dermatology, radiology, neurology, and obstetrics and gynecology. This course also contains a unit of clinical problem solving.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 3  
Every Summer

### MS 505 Psychosocial Aspects of Medicine

This course considers primarily the non-medical issues critical to caring for patients. Topics include: cultural competency; medical ethics; substance abuse; human sexuality; and end of life care.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must be a graduate student in the Physician Assistant plan.*

Credits: 1  
Every Fall

### MS 506 Pathology

This course considers the pathophysiology of disease states at a cellular, structural and systemic level, including cellular dynamics; modes of death; the cardiovascular, pulmonary, gastrointestinal, humoral, renal, neurological, endocrine and reproductive systems. Genetic disorders are also considered.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

*In order to register for this course, the student must*

be a graduate student in the Physician Assistant plan.

Credits: 2

Every Fall

### **MS 507 Role Socialization**

Course examines the physician assistant profession from inception in the mid-1960s to the present.

Topics considered include: history of the profession; state licensure and regulation; maintenance of professional license and certification; regulation of physician assistant education; types of reimbursement through health insurance plans; the physician-physician assistant relationship; other types of health care professionals and their roles in caring for patients; interacting with other health care professionals; and professionalism. Other medical professions are also considered and the interprofessional patient care approach is discussed.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 1

Every Spring

### **MS 508A Research Methods I: Epidemiology**

Course is designed to give students an introduction to the fundamentals of clinical epidemiology: measuring health statistics, how vital statistics are used in public health research and interventions, concepts of causality and risk. The relevance of epidemiologic concepts to public health and clinical work will be highlighted through the use of case studies and the examples of current health research.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 1

Every Spring

### **MS 508B Research Methods II: Evidence-Based Medicine**

Part two of a two-semester sequence in research methodology. This is a course in evidence-based medicine. Topics include: study design, diagnostic and screening tests, assessment of diagnostic studies, and medical practice as seen through the lens of evidence-based medicine. A component in clinical problem-solving is also included.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 1

Every Summer

### **MS 509 Preventive Medicine**

This course examines health promotion and disease prevention; infectious disease control and

prevention; prevention of disease resulting from contaminated food sources and from poor nutrition; occupational health; international health; preventable injuries; and importance of the role of behavior, culture and society in the perception of health.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 1

Every Spring

### **MS 510 Clinical Laboratory Science**

This course is designed to introduce students to the science of clinical laboratory medicine. Topics to be considered include but are not limited to: hematologic laboratory studies, chemistries, urinalysis, cardiac enzymes, blood gases, and the ways in which these laboratory tests inform the understanding of the disease state.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.*

Credits: 1

Every Spring

### **MS 511 Introduction to Medical Literature**

This course considers methods of conducting medical database searches; the use of a personal computer in clinical medicine for data storage and access to medical databases; the variety of medical databases currently in use; use of medical references; formulation and development of a research topic. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 1

Every Summer

### **MS 512 Medical Informatics**

This course considers electronic medical records; medical insurance, including Medicaid and Medicare; billing and coding; health insurance fraud; and health literacy.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 1

Every Summer

### **MS 513 Surgery**

This course considers the approach to the surgical patient. The focus is on clinical diagnoses requiring a surgical management. Topics include but are not limited to: anesthesia; preoperative, intra-operative and postoperative care; hernias, gastrointestinal tract disorders, liver disorders, pancreatic disease,

gallbladder disease, colorectal disorders, cardiothoracic diseases, orthopedic disorders, vascular disorders, urologic disorders, neurosurgical disorders. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 2

Every Summer

### **MS 514 Emergency Medicine**

This course considers the approach to the emergent patient. Emphasis is placed on creation of a differential diagnosis, patient stabilization, and emergent management of disease. Topics include: general approach to patient triage and stabilization; emergency ophthalmology and otolaryngology; chest pain evaluation: acute coronary syndrome; myocardial infarction; pericarditis, aortic dissection; shortness of breath evaluation: heart failure, pneumonia, asthma exacerbation, copd exacerbation, and pneumothorax; fractures and sprain recognition and management; wound care: lacerations, animal bites; burns; abdominal pain evaluation: biliary tract disease, appendicitis, abdominal aortic aneurysm, renal colic, and other concerns. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.

*The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 1

Every Summer

### **MS 601 Internal Medicine**

This clinical course is a clinical clerkship in internal medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

Credits: 4

Every Fall, Spring and Summer

### **MS 602 Surgery**

This clinical course is a clinical clerkship in surgery. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*

Credits: 4

Every Fall, Spring and Summer

### **MS 603 Pediatrics**

Clinical course is a clinical clerkship in pediatrics. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at inception of the clinical year.

Prerequisites: successful completion of the didactic

year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 604 Family Medicine**

This clinical course is a clinical clerkship in family medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 605 Emergency Medicine**

This clinical course is a clinical clerkship in emergency medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 606 Obstetrics and Gynecology**

This clinical course is a clinical clerkship in obstetrics and gynecology. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 607 Behavioral Medicine**

This clinical course is a clinical clerkship in behavioral medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 608 Medical Elective**

This clinical course is a clinical clerkship in a particular discipline of internal medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 609 Surgical Elective**

This clinical course is a clinical clerkship in a particular discipline of surgery. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 610 Clinical Elective**

This clinical course is a clinical clerkship in a particular clinical discipline of the student's choice. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 4  
 Every Fall, Spring and Summer

#### **MS 611 Clinical Seminar I**

In this seminar, students will draw on their clinical clerkship(s) in Internal Medicine and/or the Internal Medicine elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from Internal Medicine or an Internal Medicine elective before a group of clinical year PA students and faculty member(s). Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 1  
 Every Fall

#### **MS 612 Clinical Seminar II**

In this seminar, students will draw on their clinical clerkship(s) in General Surgery and/or the Surgical elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from General Surgery or a Surgical elective before a group of clinical year PA students and faculty member(s). Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 1  
 Every Fall

#### **MS 613 Clinical Seminar III**

In this seminar, students practice the techniques

that will lead to successful completion of the Physician Assistant National Certifying Examination (PANCE). Each student will draw on all material previously learned in the entire PA Studies curriculum and additional PANCE materials to prepare for this examination, which is a prerequisite for PA licensure. Prerequisites: successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, and 612.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 1  
 Every Fall

#### **MS 614 Summative Evaluation**

In this laboratory course, students will draw on all material previously learned in the entire PA Studies curriculum to complete a summative evaluation. This evaluation will be comprised of two parts: a written comprehensive examination and a practicum in the Division's Simulation Laboratory. In the simulation lab, the student will demonstrate his or her ability to evaluate, stabilize, examine, diagnose, perform relevant clinical procedures, and treat the simulated patient (Sim-Man 3G). The student will also demonstrate the ability to work well with other members of the health care team and to provide culturally competent care. Prerequisites: successful completion of . MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610 ,611, and 612.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 1  
 Every Fall

#### **MS 615 Capstone Project**

Students will draw on all material previously learned in the entire PA Studies curriculum to complete a capstone project in partial fulfillment of the requirements of the Master's degree. The student will formulate a research paper based on a clinical issue of interest to the student from one of the student's clinical clerkships. The student will also use techniques learned in Research Methods I and II and in Introduction to Medical Literature in the didactic year. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.  
*The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.*  
 Credits: 2  
 Every Fall

## DEPARTMENT OF PUBLIC HEALTH

Associate Professor and Chair: Bojana M. Beric-Stojic, Ph.D., M.A., M.D., C.H.E.S.

Assistant Professors: Jelena Malogajski, Ph.D., M.D., M.P.H.; Sarah E. Rush, Ph.D., C.H.E.S.

Director of Practicum and Creer Development: Joyce Y. Hall, M.P.H.

Adjunct Faculty: 6

Public Health is the science of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research to prevent disease, injury, disability, and premature death. Public health professionals analyze how genetics, personal choice, policies, systems and the natural and built environment affect health; then we work with the communities to develop products, programs, services, policies, and messages that protect the health of people who are or could be affected. In traditional clinical medicine, health care professionals diagnose and treat one sick person at a time. In public health, professionals focus on disease prevention and health promotion, and focus on entire communities or populations. Our three goals are to (1) keep well people healthy, (2) keep people who are at-risk from becoming sick or disabled, and (3) to prevent the reoccurrence of health problems among people who are already sick or injured.

The 42-credit LIU Brooklyn Master of Public Health (M.P.H.) is a professional degree program. The mission of the program is to improve public health systems, infrastructure and workforce in a way that is likely to reduce the health disparities of the Borough of Brooklyn, New York City, and the wider national and global community, by educating the next generation of culturally competent public health practitioners and scholars. Our course work includes service-learning opportunities so that students have “real-world” experience long before they graduate. Our area of specialization, our “concentration,” is *Generalist MPH*.

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

Graduates can find fascinating and challenging, and meaningful public health work focusing on a particular population (e.g., school-age children, working adults, seniors, hospital inpatients), on a particular setting (see above), the use of many or one or two particular skills (e.g., education, training, advocacy, community assessment, program planning, program evaluation, research, media campaign development), and/or a specific

health issue (e.g., infant mortality, pollution, obesity, HIV/AIDS, depression and suicide, terrorism, natural disasters). The challenges are many, and change constantly. Public health promotion is a dynamic and exciting profession with a myriad of traditional and “out-of-the box” options for well-prepared professionals.

In addition to earning the internationally recognized M.P.H. degree, at the time of graduation, students are also eligible to apply for the Certified Health Education Specialist examination administered by the National Commission for Health Education Credentialing, Inc. We encourage students to take the CHES exam in their last semester or within six months of graduation.

### Application Requirements

To apply for this program, prospective candidates must submit all of the following to the Office of Admissions:

- **Official transcripts** from all accredited undergraduate and graduate institutions attended; degrees from institutions earned outside of the United States or Canada must be evaluated by an agency recommended by LIU Brooklyn
- **Personal statement** following the specific Master of Public Health Program guidelines. The guidelines are available on the Website. Standard/generic personal statements will not be accepted.
- **At least two (2) current letters of reference** on agency/institutional letterhead completed by individuals who are qualified to comment on
  - (1) your academic background/achievements and potential *and*
  - (2) your volunteer or paid community or health-related experience
- **A current resume.** Highlight any health, public health, medical, or community paid or volunteer work experience, studies, or training.
- **Current Graduate Record Exam (GRE) test scores.** Test scores more than five years old will NOT be accepted. EXCEPTION: Applicants with official transcripts showing completed graduate degrees are NOT required to submit GRE scores.
- **TOEFL test score:** If you are an international applicant who does not have an undergraduate degree from a regionally accredited US college or university, or if English is not your native language, submit **official scores for Test of English as a Foreign Language (TOEFL) exam or accepted equivalent tests.**
- **Interviews:** Interviews are not required but are desirable. Applicants may be invited to the university for a **personal interview** with Master of Public Health program faculty to discuss particular aspects of their applications. Applicants who are not able to participate in person, will be asked to call in or to Skype the Master of Public Health program representative who is requesting the interview.

### Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus’ website. For more information on the admissions process, visit the Office of Admissions website.

### Important Dates

Application deadlines can be found on the program website, <http://www.liu.edu/Brooklyn/Academics/School-of-Health-Professions/Academic-Programs/Public-Health>

### Program Requirements

Continued enrollment in this program is contingent upon:

- A cumulative 3.0 GPA must be maintained throughout the program
- Completion of 30 credits of required courses
- Completion of 6 credits of elective courses
- Completion of 6 credits of Capstone and Practicum experiences (MPH 798 and 799)

## Master of Public Health

### M.P.H., Public Health

[Program Code: 33024]

#### Required core courses:

|     |     |   |      |
|-----|-----|---|------|
| MPH | 600 | Foundations of Public Health and Health Services Management | 3.00 |
| MPH | 610 | Principles of Epidemiology                                  | 3.00 |
| MPH | 615 | Principles of Biostatistics                                 | 3.00 |
| MPH | 620 | Social and Behavioral Sciences in Public Health             | 3.00 |
| MPH | 625 | Environmental Health Issues in Public Health                | 3.00 |
| MPH | 735 | Research Methods in Public Health and Health Education      | 3.00 |
| MPH | 740 | Program Planning, Implementation and Evaluation             | 3.00 |
| MPH | 745 | Organizing and Teaching for Health                          | 3.00 |
| MPH | 750 | Public Health Policy, Advocacy and Leadership               | 3.00 |
| MPH | 755 | Health Communications Issues and Strategies                 | 3.00 |
| MPH | 798 | Public Health Capstone Seminar: Promoting Health Equity     | 3.00 |
| MPH | 799 | Public Health Field Practicum                               | 3.00 |

**Of the following elective courses only two are required:**

|     |     |   |      |
|-----|-----|---|------|
| MPH | 500 | Public Health Application<br>of Informatics                   | 3.00 |
| MPH | 510 | Public Health<br>Preparedness                                 | 3.00 |
| MPH | 515 | Public Health<br>Implications of<br>HIV/AIDS                  | 3.00 |
| MPH | 520 | Public Health Nutrition                                       | 3.00 |
| MPH | 525 | Social Marketing<br>Strategies for Improving<br>Public Health | 3.00 |
| MPH | 530 | Global Public Health<br>Challenges                            | 3.00 |
| MPH | 535 | Infectious Diseases and<br>Public Health Practice             | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 42

Minimum Major GPA: 3.00



## Public Health Courses

### **MPH 500 Public Health Applications of Informatics**

This course provides a basic understanding of public health informatics and its application in a public health setting. The goal is for students to understand the basic technological tools and building blocks needed to develop and manage public health data collection systems to meet analytical needs.

*The pre-requisite of MPH 600 is required.*

*Credits: 3*

*On Occasion*

### **MPH 510 Public Health Preparedness**

This course introduces students to major concepts relevant to past and potential future disease outbreaks including acts of bioterrorism. Students receive a brief review infectious disease epidemiology including investigation, control, prevention and surveillance. These fundamentals are then used to construct a framework for assessing threats to public health and recommending an appropriate response.

*Credits: 3*

*On Occasion*

### **MPH 515 Public Health Implications of HIV/AIDS**

This course will focus on public health issues related to HIV/AIDS with an emphasis on HIV/AIDS epidemiology and prevention. Lectures will cover primary prevention (preventing HIV infection in those who are uninfected), secondary prevention (preventing development of HIV disease in those who are HIV-infected), and tertiary prevention (preventing morbidity and mortality in those with HIV disease).

*Credits: 3*

*On Occasion*

### **MPH 520 Public Health Nutrition**

This course is an introduction to public health nutrition. It covers the prevention and solutions to diet-related conditions at the population level rather than the individual level, with a focus on current problems such as obesity and type 2 diabetes. It emphasizes the determining factors of food intake and nutritional status including: economic, environmental, societal and institutional factors. It introduces current nutrition programs and policies for improving the nutrition status of various populations. Three credits.

*Credits: 3*

*On Occasion*

### **MPH 530 Global Public Health Challenges**

This course is designed to give the student and introduction to the issues of global health and the factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored. The evolution of epidemics and

the phenomena of endemic and pandemic disease will be considered. The understanding of burden of and determinants of morbidity and mortality are examined.

*In order to register for this course, the student must be active in the Public Health plan.*

### **MPH 535 Infectious Diseases and Public Health Practice**

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

*A pre requisite of MPH 610 is required*

### **MPH 540 Current Issues in Public Health I**

This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.

*Credits: 3*

*On Occasion*

### **MPH 545 Current Issues in Public Health II**

This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.

*Credits: 3*

*On Occasion*

### **MPH 575 Developing Strong Public Health Grant Proposals**

This course will engage students in project-based learning, focused on the competencies that public health professionals need to develop for effective public health grant proposals. Students will become familiar with the key components of a competitive grant proposal for foundations and government funders and learn best practices for developing a well-organized budget and a targeted list of foundation and government funding prospects.

*Pre-requisites: MPH 735 and MPH 740.*

*Credits: 3*

*On Demand*

### **MPH 600 Foundations of Public Health and Health Education**

This course is an introduction to public health and health education, specifically: academic foundations; key principles; priorities; values; concepts; vocabulary; key document; historic milestones; pioneers and leaders; codes of ethics; professional organizations and associations; career and professional development options; future trends.

*Credits: 3*

*Every Fall*

### **MPH 610 Principles of Epidemiology**

This course introduces the distribution and determinants of health and disease in defined populations. It also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature.

*In order to register for this course, the student must be active in the Public Health plan.*

*Credits: 3*

*Every Fall and Spring*

### **MPH 615 Principles of Biostatistics**

This course is an introduction to the field of biostatistics. Emphasis is on key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. Students are also taught the statistical software SPSS.

*In order to register for this course, the student must be active in the Public Health plan.*

*Credits: 3*

*Every Fall and Spring*

### **MPH 620 Social and Behavioral Sciences in Public Health**

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

*In order to register for this course, the student must be active in the Public Health plan.*

*Credits: 3*

*Every Fall and Spring*

### **MPH 625 Environmental Health Issues in Public Health**

The study of biological, physical, chemical, economic, political, and social factors that cause environmental health problems, and traditional and new and emerging approaches to help prevent and manage/control these problems.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

### **MPH 650 Comparative Analysis of Public Health in a Globalizing World: American and European Approaches**

This research course focuses on exposing students to the culture, public health services and primary healthcare organizations in the Balkans and United States. Students will be exposed to the social, cultural, economic, environmental, and political factors that impact population health across two global regions. Students will have the opportunity to collect and analyze data about a health issue in the Balkans and United States. Through a combination of data collection, field excursions to cultural and historical monuments and monasteries, visits to health care institutions and interactive sessions with the regional public health experts, students will also develop an appreciation for both cultural and institutional peculiarities of the public health systems, policies, and current strategies in facing regional and global health challenges.

### **MPH 710 Foundations of Public Health and Health Education**

This course is an introduction to public health and health education, specifically: academic foundations; key principles; priorities; values; concepts; vocabulary; key document; historic milestones; pioneers and leaders; codes of ethics; professional organizations and associations; career and professional development options; future trends.

Credits: 3

Every Fall

### **MPH 715 Principles of Epidemiology**

This course introduces the distribution and determinants of health and disease in defined populations. It also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

### **MPH 720 Principles of Biostatistics**

This course is an introduction to the field of biostatistics. Emphasis is on key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. Students are also taught the statistical software SPSS.

In order to register for this course, the student must

be active in the Public Health plan.

Credits: 3

Every Fall and Spring

### **MPH 725 Social and Behavioral Sciences in Public Health**

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

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall and Spring

### **MPH 735 Research Methods in Public Health and Health Education**

This course is an introduction to community-based research design and methods, including the logic of scientific research, research ethics, causal inference, hypothesis formation, measurement theory, survey research, experimental design, qualitative methods, sampling and data analysis applications and salient funding Institutional Review Board issues. The course emphasizes Community-Based Participatory Research best practices, including building community partnerships, cultural competence, community involvement in assessment, issue analysis, research planning, data gathering, and data sharing. Bridges and barriers to the diffusion and application of research results to practice are explored.

The pre-requisites of MPH 600, 610 and 620 are required. The pre-requisite or co-requisite of MPH 615 is also required.

Credits: 3

Every Fall and Spring

### **MPH 740 Program Planning, Implementation and Evaluation**

This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

Prerequisites: MPH 620 and 735

Credits: 3

Every Fall and Spring

### **MPH 745 Organizing and Teaching for Health**

This course examines the design, production and

evaluation of education-based health promotion and disease prevention programs and services rooted in health education theory, research, and best practices. It introduces community organizing and coalition building principles and best practices as the bases for effective community work. It includes the study of traditional and emerging community/population-based health education strategies and methods.

The pre-requisite of MPH 600 is required.

Credits: 3

Every Fall and Summer

### **MPH 750 Health Communications Issues and Strategies**

This course introduces students to health communication theory, research, and best practices. It provides students with a framework for designing, producing, and evaluating mass media health promotion and disease prevention campaigns. Health communication strategies to be studied include print materials (i.e., brochures, flyers, posters, billboards, newspapers, newsletter, reports), Internet-based communication media (i.e., web sites, blogs, webcasts, podcasts, iTunes, YouTube, virtual worlds/reality programs), social media platforms, television, radio, film, e-mobile interventions. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

Credits: 3

Every Fall and Spring

### **MPH 755 Program Planning, Implementation and Evaluation**

This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

Prerequisites: MPH 620 and 735

Credits: 3

Every Fall and Spring

### **MPH 760 Global Public Health Challenges**

This course is designed to give the student and introduction to the issues of global health and the factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored. The evolution of epidemics and the phenomena of endemic and pandemic disease will be considered. The understanding of burden of and determinants of morbidity and mortality are examined.

*In order to register for this course, the student must be active in the Public Health plan.*

**MPH 765 Infectious Diseases and Public Health Practice**

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

*A pre requisite of MPH 610 is required*

**MPH 798 Public Health Capstone Seminar: Promoting Health Equity**

Capstone is a culminating academic experience in which students demonstrate their command of the MPH coursework by assessing and analyzing past and present public health challenges and how they were or are being handled. Students are expected to synthesize, integrate and apply skills and competencies acquired through their program of study to a public health problem that approximates a professional practice experience. The project requires both a written and oral assignment. It is typically completed in the last term of the program, usually in conjunction with the completion of a fieldwork practicum experience.

*The pre-requisites of MPH 600, 610, 615, 740 and 745 required.*

*Credits: 3*

*Every Fall and Spring*

**MPH 799 Public Health Field Practicum**

A 200-hour field practicum/placement at a local health organization that involves the performance of health education, health advocacy, and health communication functions, and the collection and analysis of data as appropriate, under the supervision of a qualified health professional to determine or assess a response to an actual public health challenge. A practicum report is completed and presented in the form of an oral presentation and scientific poster.

*The pre-requisite or co-requisite of MPH 798 is required.*

*Credits: 3*

*Every Fall and Spring*

## DEPARTMENT OF SOCIAL WORK

Phone: 718-488-1025

Fax: 718-246-6428

Associate Professor and Acting Chair: Kathryn Krase, M.S.W., Ph.D., J.D.

Associate Professor: Donna Wang, M.S.W., Ph.D.

Associate Professor: Samuel C. Jones, M.S.W., D.S.W.

Professor: Jessica Rosenberg, M.S.W., PhD

Assistant Professors: Jo Rees, M.S.W., Ph.D.;

Derek Brian Brown, Ph.D., LMSW, RYT

Field Work Coordinators: Renie Rondon Jackson, M.S.W, PhD:

Adjunct Faculty: 32

LIU is the first university to offer a fully accredited social work program in Brooklyn on both the undergraduate and the graduate level. The Department's Common Ground Service Learning Program provides students from all disciplines with the opportunity to gain valuable volunteer experience in a wide range of service venues throughout the greater New York area. Social work as a profession is an exciting growth area that offers professional flexibility, longevity and personal satisfaction.

### Master of Social Work (M.S.W.)

LIU Brooklyn's 60-credit Master of Social Work (M.S.W.) offers degree candidates five different concentrations: gerontology, nonprofit management, alcohol and substance abuse, child and family welfare, and forensic social work. The program is collaboration between LIU Brooklyn and LIU Post (Brookville), and courses are available at both locations. It is accredited by the Council of Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice,

and diversity sensitive practice. Students select a specific area of concentration – not-for profit management, substance abuse, gerontology, child and family welfare or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes.

#### An Interdisciplinary Approach

The M.S.W. program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from LIU will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case and care management.

#### Gerontology Concentration

Students in the gerontology concentration will show an intellectual mastery of and demonstrate the professional ability to competently respond to the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories related to late-age functioning. Students who choose this concentration may choose one of two tracks: direct client service through senior community service, or leadership in long-term care administration.

The senior community service track incorporates both clinical and administrative content areas. Students in this track will learn to plan and to develop community services for older adults; perform intervention, develop treatment plans and understand and manage issues of death, bereavement and loss.

Those who take the long-term care administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health and personal management. The long-term care administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

As an added benefit, graduates of either Gerontology track may also qualify for a New

York State Advanced Certificate by taking just one additional course, which is offered by LIU.

#### Non-Profit Management Concentration

The concentration in non-profit management provides students with the knowledge, the values and the skills to work effectively and to administer programs in virtually any segment of the social service community – from child welfare to health and mental health – and in a variety of programs that address a broad range of social issues from hunger and homelessness to women at risk. Upon completion of the concentration in non-profit management, graduates may also qualify for an Advanced Certificate in Not-For-Profit Management by taking just one additional course, which is offered by the School of Business.

#### Alcohol and Substance Abuse Concentration

The alcohol and substance abuse concentration incorporates various methods and systems of practice to prepare students to work with individuals, families, groups and the community at large. This concentration prepares graduates to work in settings ranging from school to community-based organizations and from mental health clinics to the criminal justice system.

Graduates of this program will have the knowledge, the skills and the values to deliver alcohol and substance abuse counseling and to perform assessment; clinical evaluation; treatment planning; case management; and client, family and community education. In addition, they will become completely familiar with their professional and ethical responsibilities as well as the documentation process.

The alcohol and substance abuse concentration has been designed in conjunction with the New York State Department of Education's requirements for the Certificate in Alcohol and Substance Abuse Counseling (CASAC). Students can complete the requirements for CASAC by fulfilling additional internship hours after completing the M.S.W. degree.

#### Child and Family Welfare Concentration

The child and family welfare concentration will provide educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, the Nassau County Coalition Against Domestic Violence, the Family and Children's Association and other community-based organizations' personnel. It incorporates knowledge, values and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs.

After completing their first-year M.S.W. coursework, students will develop their understanding about policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, and community mental health.

#### Forensic Social Work Concentration

Forensic social workers perform a vital public

service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients' lives may impact access to legal services.

To meet a growing national interest in forensics (the application of physical science, mental health, technology and the legal system) and a growing recognition of the complex interplay between social, clinical, and legal services, the Department of Social Work offers a forensics social work concentration within the 60-credit Master of Social Work (M.S.W.) program.

As a graduate of the Master of Social Work program with the concentration in forensic social work, students will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

The forensic social work concentration prepares students to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients, who may range from individual children or adults to organizations or communities.

**Admissions Criteria**

The admissions criteria reflect the program's goals and objectives and support LIU's mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will serve, including the suburban population of Nassau County and the multiethnic, urban population of Brooklyn and New York City, as well as the greater tri-state area. Through direct care or leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk.

The program seeks applicants who have a broad liberal arts education consisting of the humanities; the social and behavioral sciences; the natural sciences including biology and courses reflective of a basic interest in human services.

**Admissions Requirements**

- To be admitted to this program, you must:
- Hold a bachelor of arts degree from a regionally accredited university
  - Have a minimum overall grade-point average of 2.8 or better
  - Have a B average or better in courses taken

during the final four semesters of undergraduate study

- Submit a minimum of three recommendations
- Submit a personal narrative/autobiographical statement
- Submit an undergraduate transcript from all colleges or universities previously attended
- Possess the personal characteristics and qualifications essential for professional work with vulnerable individuals and with populations at risk
- Submit an application to the Office of Admissions (see Submitting an Application for Admission)

**Submitting an Application for Admission**

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the upper right-hand corner of the campus' website.

In addition to completing the graduate application, we request that you collect all required documents needed for admission and mail them together in a single envelope to:  
LIU Brooklyn  
Admissions Processing Center  
P.O. Box 810  
Randolph, MA 02368-0810

Please note that the program admits students for the fall semester only. All applications and supporting documentation must be submitted by April 1st.

**Program Requirements**

- Continued enrollment in this program is contingent upon:
- Earning a grade of B or better in all field education courses
  - Maintaining a minimum grade-point average of 3.0
  - Being in compliance with all program, CSWE and NASW standards
  - Earning the required 60 credits within a four-year period.

**M.S.W., Social Work**

*Program Code: 29207*

**Must Complete All Courses Listed Below.**

|         |  |      |
|---------|--|------|
| SWK 601 | Policy I: History and Philosophy of Social Work Social Welfare Policy and Services | 3.00 |
| SWK 602 | Policy II: Social Welfare Policies and Services: Social Provisions & Framework     | 3.00 |
| SWK 611 | Social Work Practice I: Working with Individuals and Groups                        | 3.00 |
| SWK 612 | Social Work Practice II: Working with Families                                     | 3.00 |

|         |   |      |
|---------|---|------|
| SWK 613 | Social Work Practice III: Social Work Practice with Organizations and Communities | 3.00 |
| SWK 621 | Human Behavior/Social Environment I: Birth through Adolescence                    | 3.00 |
| SWK 622 | Human Behavior/Social Environment II: Young through Late Adulthood                | 3.00 |
| SWK 623 | Human Service Organizations and Administrative Behavior: A context for Soc Work   | 3.00 |
| SWK 650 | Psychopathology   | 3.00 |
| SWK 701 | Field Instruction I: Generalist Practice  | 3.00 |
| SWK 702 | Field Instruction II: Generalist Practice   | 3.00 |
| SWK 703 | Field Instruction III: Specialized Practice                                       | 3.00 |
| SWK 704 | Field Instruction IV: Specialized Practice  | 3.00 |
| SWK 790 | Capstone Seminar  | 3.00 |
| SWK 798 | Research Methods I: Introduction to Social Research                               | 3.00 |
| SWK 799 | Social Work Research II: Advanced Research Methods for Practice                   | 3.00 |

**Child and Family Welfare Concentration**  
**Must Complete All Courses Listed Below:**

|         |   |      |
|---------|---|------|
| SWK 660 | Families and Children: Policy and Services          | 3.00 |
| SWK 661 | Family Violence Across the Lifespan                 | 3.00 |
| SWK 662 | Community Based Practice with Children and Families | 3.00 |
| SWK 663 | Child Psychopathology                               | 3.00 |

**Alcohol & Substance Abuse Concentration**

**Must Complete All Courses Listed Below:**

|         |                      |      |
|---------|----------------------|------|
| SWK 674 | Thrs/Prn:Al/Sub Cnsl | 3.00 |
| SWK 675 | Intr:Tch Sub Ab Cnsl | 3.00 |
| SWK 677 | Soclg/Psylg Aspects  | 3.00 |
| SWK 678 | Phys/Pharmlg Effects | 3.00 |

**Gerontology Concentration**

**Must Complete All Courses Listed Below:**

|         |                            |      |
|---------|----------------------------|------|
| MPA 602 | Human Resources Management | 3.00 |
| MPA 616 | Legal Aspects of Health    | 3.00 |

PM 738 Gerontology: The Process of Aging 3.00

**Must Complete One Course (3 Credits) Listed Below:**

MPA 616 Legal Aspects of Health 3.00

PM 739 Long-Term Care Administration 3.00

PM 743 Aging Policy in the Community 3.00

**Non-Profit Management Concentration**

**Must Complete All Courses Listed Below:**

PM 741 Fundraising 3.00

MPA 624 Non Profit Management 3.00

MPA 602 Human Resource Management 3.00

MPA 626 Legal, Etincal & Gov. Issues 3.00

**Forensic Social Work Concentration**

**Must Complete All Courses Listed Below:**

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems 3.00

SWK 631 Interviewing, Evaluating and Offering Treatment as a Forensic Social Worker 3.00

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems 3.00

SWK 633 Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues in the Criminal and Juvenile Justice Systems 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 60

Minimum Major GPA: 3.0

**Advanced Certificate, Forensic Social Work**

**Advanced Certificate in Forensic Social Work**

Students who complete the four courses in Forensic Social Work concentration and one additional course will qualify for the New York State Advance Certificate in Forensic Social Work. The certificate program may be taken by post-masters students as well as by students currently in the LIU Masters of Social Work program.

**Advanced Certificate, Forensic Social Work**

*(Program Code: 34760)*

**The following four courses are required:**

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems 3.00

SWK 631 Interviewing, Evaluation, and Offering Treatment as a Forensic Social Worker 3.00

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems 3.00

SWK 633 Frnsc SWK & Domste Viol-Legl,Cultrl,Ethnc & Religious Issues in Crimlnl & Juvenle Justice Systems 3.00

**Choose one of the following:**

BMS 571 Introduction to Criminalistics 3.00

SWK 661 Family Violence Across the Lifespan 3.00

**Credits and GPA Requirements**

Minimum Total Credits: 15

Minimum Major GPA: 3.0

## Social Work Courses

### **SWK 601 Policy I: History and Philosophy of Social Work Social Welfare Policy and Services**

This introductory policy class provides information about the development of social work as a profession; historical and contemporary social welfare policies, services and institutions; and examines how economic, political, and organizational systems influence how services are created and provided. These themes are discussed within a context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations.

*The student must be active in the graduate Social Work plan in order to register for this course.*

*Credits: 3*

*Every Fall and Spring*

### **SWK 602 Policy II: Social Welfare Policies and Services: Social Provisions & Framework for Policy Analysis**

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal and national perspectives and learn about those factors which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also helps students to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse, and health care are also provided.

*The pre-requisite of SWK 601 is required.*

*Credits: 3*

*Every Spring and Summer*

### **SWK 611 Social Work Practice I: Working with Individuals and Groups**

The first of four practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and

relationship-building exercises, a walkthrough of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.

*A co requisite of SWK 701 is required.*

*Credits: 3*

*Every Fall*

### **SWK 612 Social Work Practice II: Social Work Practice with Families**

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span, will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

*Pre requisites: SWK 611 and SWK 621; Co*

*requisite: SWK 702*

*Credits: 3*

*Every Spring*

### **SWK 613 Social Work Practice III: Working with Organizations and Communities**

This practice course focuses on macro social work practice within a systems perspective. The course clarifies the common elements of practice with systems of all sizes and identifies the application of micro and mezzo strategies of intervention within the organizational and community context, e.g. work with teams, coalitions, boards.

The course provides an introduction to role theory and its application to collaboration and other forms of multi-disciplinary and interdisciplinary activity. The course begins with an analysis of the worker's role within the organization, starting with the historical antecedents of social work practice in this macro arena.

Practice III demonstrates the relationship of the generalist intervention model (GIM) to work with organizations and the various tasks of the social worker at different phases of intervention. The second half of the course focuses on social work practice with communities. The curriculum includes a systems perspective for understanding communities with an emphasis on ecological and social systems, demographic development, social stratification, and political and economic systems. The course highlights the factors that define power in the community and the worker's role in promoting social and economic justice. The course includes an analysis of the application of the generalist intervention model (GIM) to the change process in communities. The course includes material on value conflicts and value conflict

resolution in social work practice with organizations and communities as well as strategies for evaluation of practice.

*Co requisites: SWK 611 and SWK 701*

*Credits: 3*

*Every Fall*

### **SWK 614 Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context**

The course is designed to orient advanced standing students to knowledge introduced in the first year of the two year MSW program. The course provides a theoretical orientation to the interdisciplinary context of social work practice, identifies the components of role conflict resolution, and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist practice model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families. *Students must be active in the graduate Social Work plan or in the Advanced Standing Social Work student group to register.*

*Credits: 3*

*Every Summer*

### **SWK 621 Human Behavior/Social Environment I: Birth through Adolescence**

This course, the first of two in this sequence, provides the theoretical and empirical support for several social work values, practice skills, and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. In addition to biological, psychological, and social development, the course covers moral development.

*The student must be active in the graduate Social Work plan in order to register for this course.*

*Credits: 3*

*Every Fall and Spring*

### **SWK 622 Human Behavior/Social Environment II: Young through Late Adulthood**

The second in the sequence of two HBSE courses, this course continues to provide theoretical and empirical support for social work values and ethics while providing the generalist practitioner with the knowledge necessary to work with individuals, groups, communities, and systems of all sizes. With the focus on early, middle, and late adulthood, the social work values that are emphasized in the course embrace larger systems such as family relationships, communities, organizations, and socioeconomic policies.

A pre requisite of SWK 621 is required.

Credits: 3

Every Spring and Summer

**SWK 623 Human Service Organizations and Administrative Behavior: A Context for Soc Work**

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structural theory. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which they influence administration and service delivery. The course provides an overview of the responsibilities necessary to support effective and efficient quality services to clients including how to manage information, finances and people.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring and Summer

**SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems**

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated the competency of the accused as well as the preparation of the presentence forensic evaluatio. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

**SWK 631 Interviewing, Evaluation, and Offering Treatment as a Forensic Social Worker**

The clinical overview leading to an accurate understanding of the underpinnings of the pathology which led to the involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a range of criminal and juvenile offenses with special attention to the specific issues associated with sentencing,

diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

**SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems**

This course focuses on the role of the forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drugs and alcohol abusing offenders" behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

**SWK 633 Frnsc SWK & Domstc Viol- Legl,Cultrl,Ethnc & Religious Issues in Criminal & Juvenile Justice Systems**

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker"s role in impacting the institutions associated with the efforts to reduce domestic violence.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

**SWK 650 Psychopathology**

This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 4th Ed. (DSM-IV) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course,

prognosis, and resolution of major psychological and psychiatric conditions. The DSM-IV multi-axial system will serve as a backdrop and context in which these conditions will be presented and studied. The Competency Based- Assessment Model, which follows a process of reviewing and understanding an individual's past in order to distinguish and interpret present concerns, (Zide & Grey, 2001) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-IV diagnostic criteria and the empirical and epidemiological data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

**SWK 660 Families and Children: Policy and Services**

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children"s services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker"s role in an interdisciplinary approach, and how to advocate for individuals and families.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

**SWK 661 Family Violence Across the Lifespan**

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. it explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621,*



622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.

Credits: 3

Every Fall

### **SWK 663 Social Work Practice with At-Risk Children & Youth**

This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 4th Ed Text Revised. (DSM-IV-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Marsh and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-IV-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptations, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

### **SWK 674 Theories and Principles of Alcohol and Substance Abuse Counseling**

This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

### **SWK 675 Introduction to the Techniques of Substance Abuse Counseling**

This course provides students with a foundation in

basic techniques of counseling the substance abuse population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counseling intervention methods. The qualities and professional skills for competent and effective practice will also be thoroughly examined.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

### **SWK 677 Sociological and Psychological Aspects of Substance Abuse**

This course will offer students a comprehensive view of alcohol and drug use and alcohol and addiction from a historical perspective. Utilizing cultural attitudes, legal sanctions and normative values regarding alcohol and drug use, students will analyze what addiction is and who is an addict by various disciplines (i.e., medicine, sociology, psychology, etc.) and systems (i.e., family, criminal justice, social services, etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact alcoholics and/or addicts as well as the substance abuse counselor.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Spring

### **SWK 678 Physical and Pharmacological Effects of Substance Abuse**

This course will examine how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.

*Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.*

Credits: 3

Every Fall

### **SWK 701 Field Instruction I**

This is the first course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students (1) to function at a beginning level of competence in a social service

delivery system (2) to develop generalist problem-solving and relationship-building skills and (3) to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

*A co requisite of SWK 611 is required.*

Credits: 3

Every Fall

### **SWK 702 Field Instruction II**

Field Instruction II is the second course in the field practicum sequence and represents the culmination of the Foundation year. Field Instruction II provides students with the opportunity to further integrate and build upon the knowledge, values and skills assimilated during the previous semester. Students further their proficiency in intervening with diverse problems and multiple sized systems, develop more intensive interactive helping skills, become better adept at writing process records and other agency records, assume more responsibility in supervision and inter-professional collaboration, and utilize research and the skills of policy practice to benefit clients. They are increasingly expected to apply a multilayered understanding of generalist practice concepts and skills to their work with clients. Students gain greater awareness of their own value base and its compatibility to professional social work values, and can utilize more sophisticated expression of their dilemmas through the supervisory and self-evaluative process. They must also demonstrate greater professional responsibility by preparing supervisory agendas; monitor both learning and client goals by evaluating progress made toward both. Learning contracts are further refined, and tasks are operationalized and tethered to the mid-semester field evaluation. Again, students are required to participate in the self-evaluation process continually throughout the semester both in oral and written evaluation sessions, as well as evaluating their field experience and supervisor.

*A co requisite of SWK 612 is required.*

Credits: 3

Every Spring

### **SWK 703 Field Instruction III**

This is the third course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students (1) to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse (2) to function at an advanced level of competence in a social service delivery system (3) to continue to practice problem-solving and relationship-building skills, (4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

*Pre requisites: SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 OR must be active in the Advanced Standing Social Work student group*

Credits: 3

Every Fall

**SWK 704 Field Instruction IV**

Field Instruction IV is the second course in the Advanced Curriculum/ Specialized Practice Year. It shares its objectives with Field Instruction III.

Applying social work knowledge, skills and values in the practicum is understood as a developmental process. Students make a solid beginning in the Foundation Year, continue to work towards these objectives in the Specialized Practice Year and continue to grow and develop as master's level practitioners after earning their degree. In this spirit, in Field Instruction IV, students further their developing expertise in their specialization as described above and deepen their understanding of allied disciplines. Collaborations with professional colleagues across disciplinary lines have the opportunity to develop and mature over time.

*Pre-requisites: SWK 703 is require or must be active in the Advanced Standing Social Work student group.*

*Credits: 3*

*Every Spring*

**SWK 726 Interdisciplinary Assessment**

The first half of this course will cover assessing mental health conditions commonly found in many older adults, such as depression, dementia, delirium, and anxiety. Caregiver and family roles will also be covered. The second half of the course will promote a clarification of the roles of different practitioners and the purpose of different health, financial legal and social services organizations serving the elderly in the community.

*Credits: 3*

*On Demand*

**SWK 790 Capstone Seminar**

This course is intended to provide students with the academic framework within which they design and implement the capstone project. Students review their knowledge about role conflict within interdisciplinary setting that is related to their respective areas of concentration studies.

Students then choose a topic related to the concentration area and design and carry out a research project that examines role conflict within an interdisciplinary context of social work. Finally, students design a solution to the role conflict that is embedded in interdisciplinary collaborative practice of social work. The course focuses on application of skills that have been taught in previous semesters within a particular area of concentration. Such skills include: Critical thinking, ethical practice, practice skills in systems of all sizes, research skills, communication skills, organizational skills and interdisciplinary collaboration.

*Pre requisite: SWK 799 or must be active in the Advanced Standing Social Work student group*

*Credits: 3*

*Every Spring*

**SWK 798 Research Methods I: Introduction to Social Research**

This course places significant emphasis on the adherence to social work values and ethical standards in research and in practice evaluation. It requires the students to ask themselves Why be ethical in an effort to help the student realize that a personal moral code is the best defense against unacceptable and unethical conduct. The student is encouraged to ponder the question of ethics with guidance from social work values and guiding principles, and the NASW Code of Ethics.

Students are presented with practical examples of ethical dilemmas and required to address the situation using critical thinking skills, technical training, and social work values. This course aims to improve students understanding of the place research plays and has played in social work practice. Using the Code of Ethics as a foundation for all research ventures, students will be taught the basic concepts of research question formation, psychometrics and use of measurement instruments. The course will introduce key components of research including research design, data collection, appropriate communication of research findings, and its relevance to the evaluation of practice, programs, and policies.

*The student must be active in the graduate Social Work plan in order to register for this course.*

*Credits: 3*

*Every Spring*

**SWK 799 Social Work Research II: Advanced Research Methods for Practice**

Social work values and ethics continue to guide the student's development of technical skills for generating social work knowledge and the evaluation of social work practice. With a greater emphasis on the sensitive development and use of technology with populations-at-risk, social work values and ethics continue to be the primary components in the content of this course.

Accessing secondary data and the judicious and ethical use of the data coupled with cultural sensitivity will be woven into the fabric of the course and frequently discussed and practiced. This course aims to develop students ability to apply qualitative and quantitative research design to their area of concentration. By offering students an opportunity to design appropriate measurement instruments, identify appropriate sampling method and differences between group research design and case research design, students will gain knowledge needed to evaluate research and apply its tenets to social work. Moreover, this course gives students an opportunity to practice implementing research by familiarizing students with various data collection methods, encouraging their use of secondary data, and teaching them basic psychometric and data analysis processes.

*Pre requisite: Must be active in the graduate Social Work plan or active in the Advanced Standing Social Work student group to register.*

*Credits: 3*

*Every Fall*

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**SPEECH-LANGUAGE  
PATHOLOGY**

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See Communication Sciences and Disorders.

**LIU PHARMACY**

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LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers the entry-level Doctor of Pharmacy (Pharm.D.) program, the dual Pharm.D. /M.B.A. program, the Bachelor of Professional Studies (B.P.S.) in Pharmaceutical Studies, and the following graduate programs: Doctor of Philosophy in Pharmaceutics (Ph.D.), and the Master of Sciences (M.S.) degree in Pharmaceutics with specialization in Industrial Pharmacy and Cosmetic Science, Drug Regulatory Affairs and Pharmacology/Toxicology. Detailed information on the pharmacy programs is provided in the LIU Pharmacy bulletin.

For information, please contact the Dean's Office at [bkln-pharmacy@liu.edu](mailto:bkln-pharmacy@liu.edu) or visit the website at [www.liu.edu/pharmacy](http://www.liu.edu/pharmacy). For additional information:

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Email: [bkln-pharmd@liu.edu](mailto:bkln-pharmd@liu.edu)

**Graduate Programs**

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## LIU BROOKLYN APPROVED PROGRAMS

### New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

### Harriet Rothkopf Heilbrunn School of Nursing

| Major                     | Hegis Code | Degree |
|---------------------------|------------|--------|
| Adult Nurse Practitioner  | 1203.1     | MS     |
| Family Nurse Practitioner | 1203.1     | MS     |
| Nurse Educator            | 1203.1     | MS     |
| Nursing                   | 1203       | BS     |

### Honors College

| Major                   | Hegis Code | Degree |
|-------------------------|------------|--------|
| Interdisciplinary Major | 4901       | BA, BS |

### LIU Global

| Major          | Hegis Code | Degree |
|----------------|------------|--------|
| Global Studies | 2210       | BA     |

### LIU Pharmacy

| Major                              | Hegis Code | Degree       |
|------------------------------------|------------|--------------|
| Drug Regulatory Affairs            | 1211       | MS           |
| Pharmaceutical Studies             | 1211       | BPS          |
| Pharmaceutics                      | 1211       | MS, Ph.D.    |
| Pharmacology / Toxicology          | 0409       | MS           |
| Pharmacy                           | 1211       | PharmD       |
| Pharmacy / Business Administration | 1211       | PharmD / MBA |

### Richard L. Conolly College of Liberal Arts and Sciences

| Major                                       | Hegis Code | Degree |
|---|------------|--------|
| Acting for Theatre, Film and Television     | 1007       | BFA    |
| Biochemistry                                | 0414       | BS     |
| Biology                                     | 0401       | BS, MS |
| Chemistry                                   | 1905       | BS, MS |
| Clinical Psychology                         | 2003       | Ph.D.  |
| Creative Writing                            | 1507       | MFA    |
| Dance                                       | 1008       | BFA    |
| English                                     | 1501       | BA     |
| Game and Application Design and Development | 0605       | MFA    |

|   |      |        |
|---|------|--------|
| Humanities                                      | 5649 | AA     |
| Journalism                                      | 0602 | BA     |
| Media Arts                                      | 0601 | BA     |
| Media Arts                                      | 1009 | MA     |
| Media Arts                                      | 0605 | MFA    |
| Music Technology, Entrepreneurship & Production | 1099 | BFA    |
| Physics   | 1902 | BS     |
| Political Science                               | 2207 | BA, MA |
| Psychology                                      | 2001 | BA, MA |
| Social Science                                  | 4903 | BA     |
| Social Science                                  | 5622 | AA     |
| Writing & Producing for Television              | 0605 | MFA    |

### School of Business, Public Administration and Information Sciences

| Major                              | Hegis Code | Degree               |
|------------------------------------|------------|----------------------|
| Accounting                         | 0502       | BS, BS / MS, MS, MBA |
| Business Administration            | 5004       | AAS                  |
| Business Administration            | 0506       | MBA                  |
| Business Administration            | 0506       | BBA                  |
| Business Finance                   | 0504       | BS                   |
| Business Management                | 0506       | BS                   |
| Computer Science                   | 0701       | BS, MS               |
| Entrepreneurship                   | 0501       | BS                   |
| Health Administration              | 1202       | MPA                  |
| Healthcare Management              | 1202       | BS                   |
| Human Resources Management         | 0515       | MS.                  |
| Marketing                          | 0509       | BS                   |
| Pharmacy / Business Administration | 1211       | PharmD / MBA         |
| Public Administration              | 2102       | MPA                  |
| Taxation                           | 0502.1     | MS                   |

### School of Education

| Major  | Hegis Code | Degree |
|--|------------|--------|
| Adolescence Urban Education: Biology                       | 0401       | BS     |
| Adolescence Urban Education: Chemistry                     | 1905.01    | BS     |
| Adolescence Urban Education: English                       | 1501.01    | BA     |
| Adolescence Urban Education: Mathematics                   | 1701.01    | BS     |
| Adolescence Urban Education: Social Studies                | 2201.01    | BA     |
| Urban Adolescence Inclusive Education (dual certification) | 0803       | MSEd   |

|   |         |              |
|---|---------|--------------|
| Applied Behavior Analysis   | 2099    | Adv. Cr.     |
| Bilingual Education   | 0899    | Adv. Cr.     |
| Bilingual School Counselor  | 0826.01 | MSEd         |
| Bilingual School Counseling   | 0899    | Adv. Cr.     |
| Childhood Urban Education   | 0802    | BS           |
| Childhood Urban Education: 1st Initial                                | 00802   | MSEd         |
| Childhood Urban Education: 2nd Initial                                | 0802    | MSEd         |
| Childhood Urban Education: Non-certification                          | 0802    | MSEd         |
| Childhood / Early Childhood Urban Education: 1st Initial              | 0802    | MSEd         |
| Childhood / Early Childhood Urban Education: 2nd Initial              | 0802    | MSEd         |
| Childhood / Early Childhood Urban Education: Non-certification        | 0802    | MSEd         |
| Inclusive Early Childhood Education IECE (dual initial certification) | 0808    | BS           |
| Early Childhood Urban Education: 1st Initial, 2nd Initial             | 0802.00 | MSEd         |
| Early Childhood Urban Education: Non-certification                    | 0802.00 | MSEd         |
| Early Childhood Urban Education                                       | 0823    | Adv. Cr.     |
| Marriage & Family Therapy   | 2104.1  | MS, Adv. Cr. |
| Mental Health Counseling  | 2104.1  | MS, Adv. Cr. |
| Middle Childhood & Adolescence Urban Ed: Biology                      | 0401.01 | BS           |
| Middle Childhood & Adolescence Urban Education: Chemistry             | 1905.01 | BS           |
| Middle Childhood & Adolescence Urban Education: English               | 1501.01 | BA           |
| Middle Childhood & Adolescence Urban Education: Mathematics           | 1701    | BS           |
| Middle Childhood & Adolescence Urban Education: Social Studies        | 2201.01 | BA           |
| School Counselor  | 0826.01 | MSEd         |
| School Counselor  | 0826    | Adv. Cr.     |
| School Psychologist   | 0826.02 | MSEd         |
| Teaching Urban Children with Disabilities: 1st Initial                | 0808    | MSEd         |
| Teaching Urban Children with Disabilities: 2nd Initial                | 0808    | MSEd         |
| Teaching Urban Children with Disabilities: Non-certification          | 0808    | MSEd         |
| TESOL: 1st Initial  | 1508    | MSEd         |
| TESOL: 2nd Initial  | 1508    | MSEd         |
| TESOL: Non-certification  | 1508    | MSEd         |
| TESOL   | 1508    | Adv. Cr.     |

**School of Health Professions**

| Major  | Hegis Code  | Degree   |
|--|-------------|----------|
| Athletic Training  | 1299.3      | BS / MS  |
| Communication Sciences and Disorders                             | 1220        | BS       |
| Communication Sciences and Disorders / Speech-Language Pathology | 1220        | BS / MS  |
| Diagnostic Medical Sonography                                    | 1225        | BS       |
| Exercise Science   | 1201        | MS       |
| Fitness & Wellness / Urban Physical Education                    | 0835        | BS / MS  |
| Forensic Social Work   | 2104        | Adv. Cr. |
| 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       |
| Speech-Language Pathology (Bilingual Extension available)        | 1220        | MS       |
| Social Work  | 2104        | BA, MSW  |
| Sport Management   | 0599        | BS       |
| Sports Science   | 1299.3      | BS       |

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