
LIU Brooklyn

2017 - 2018 Undergraduate Bulletin

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

General Information: 718-488-1000

www.liu.edu/brooklyn

Admissions: 718-488-1011

Email: bkln-admissions@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2017. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

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LIU

Accreditation and Program Registration

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

ABOUT LIU BROOKLYN

Mission Statement

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

Overview

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

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

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus' success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 33 NEC titles, including 10 in the last three seasons. The campus currently fields 17 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. The glass-enclosed Cyber Café is home to Hale and Hearty Soups, Red Mango, and Subway. 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 160 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Academic units include the LIU Brooklyn Honors College, the Richard L. Conolly College of Liberal Arts and Sciences 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

Undergraduate and Graduate Offerings

Richard L. Conolly College offers liberal arts and sciences programs leading to the degrees of Associate in Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Fine Arts, Master of Science, and Doctor of Philosophy (in Clinical Psychology). It also offers a United Nations Graduate Certificate Program.

The **School of Business, Public Administration and Information Sciences** offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, 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 cohorted accelerated One-Year M.B.A. for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) in Health Administration and Public Administration; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

The **School of Education** offers, on the undergraduate level, the Bachelor of Arts 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.

University Policies

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

Ronald Edwards

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

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

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| Mathematics Center | 718-246-6317 | (M-Th) 10 a.m. - 7 p.m. (F) 10 a.m. - 5 p.m. (Sat) 10 a.m. - 3 p.m. | www.liu.edu/brooklyn/mathcenter |
| English Language Institute | 718-488-1323 718-780-4361 | (M, T, Th) 8 a.m. - 6 p.m. (W) 8 a.m. - 8 p.m. (F) 9 a.m. - 5 p.m. | |
| Multimedia Language Laboratory | 718-780-4568 | (M-F) 9 a.m. - 9 p.m. (Sat) 10 a.m. - 2 p.m. | |
| Public Safety | x 1078 (on campus) emergencies: 718-488-1078 | | www.liu.edu/brooklyn/publicsafety |
| Steinberg Wellness Center (Wellness, Recreation & Athletic Center) | 718-488-3009 (Fitness Center) 718-780-4052 (Pool) | Fitness Center (academic year) (M-Th) 7 am - 10 pm (F) 7 am - 7 p.m. (Sat) 8 p.m. - 4 p.m. Pool (academic year) (M-F) 7 a.m.- 7 p.m. (Sat) 8:30 a.m. - 4 p.m. | |
| Student Support Services | 718-488-1044 | (M,-Thu) 9 a.m. - 7 p.m. (F) 9 a.m. - 5 p.m. | www.liu.edu/brooklyn/SSS |
| Testing Center | 718-488-1392 | (M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m. | www.liu.edu/brooklyn/testingcenter |
| Veteran Services | 718-488-1587 | | bklnmilitaryveterans@liu.edu |
| Vice President 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: (M-Th) 9 a.m. - 8 p.m. (F) 9 a.m. - 5 p.m. (Sat) 10 a.m. - 4 p.m. Summer Hours: (M-F) 9 a.m. - 5 p.m. (Sat) 10 a.m. - 4 p.m. | |

ACADEMIC CALENDAR 2017-2018

Fall 2017

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|---------------------------|--|
| September 4 | Labor Day-holiday |
| September 5 | Convocation Day |
| September 6 | Weekday classes begin |
| September 6 - 19 | Registration and program changes |
| September 9-10 | First weekend session classes begin |
| September 15 | Awarding of September degrees |
| September 19 | Registration and program changes end |
| October 6 | Last day to apply for comprehensive examination |
| October 9 | Registration Begins for Spring 2018 (tentative date) |
| October 20 | Last day to apply for January degree |
| October 21-22 | First weekend session final examinations/last class meeting |
| October 28-29 | Second weekend session classes begin |
| November 7 | Election Day-classes in session |
| November 10 | Last day to Withdraw from full semester class(es) |
| November 22 | Wednesday follows a Friday schedule |
| November 23 - November 26 | Thanksgiving holiday |
| November 27 | Classes resume |
| December 16-17 | Second weekend session final examinations/last class meeting |
| December 14 | Semester classes meeting Monday through Friday end |
| December 15 | Last day to submit thesis |
| December 15-21 | Final examinations-undergraduate and graduate |
| December 22 | Winter recess begins |

Spring 2018

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|-------------------------|--|
| January 22 | Weekday classes begin |
| January 22 - February 4 | Registration and program changes |
| January 19 | Awarding of January degrees |
| January 27-28 | Semester classes meeting Saturday-Sunday begin |
| January 27-28 | First weekend session classes begin |
| February 4 | Registration and program changes end |
| February 9 | Last day to apply for May degree |
| February 19 | President's Day-no classes |
| March 10-11 | First weekend session final examinations |
| March 12 | Spring recess begins |
| March 19 | Classes resume |
| March 17-18 | Second weekend session classes begin |
| April 6 | Last day to withdraw from full semester class(es) |
| May 4 | Last day to submit thesis and complete degree requirements |
| May 5 -6 | Second weekend session final examinations |
| May 5 -6 | Semester classes meeting Saturday-Sunday end |
| May 7 | Semester classes meeting Monday through Friday end |
| May 8-14 | Final examinations-undergraduate and graduate |
| May 15 (tentative) | Commencement Ceremony (tentative) |
| May 18 | Conferral of May degrees |

Summer I 2018

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|--------------------|--|
| May 19-20 | Weekend session classes begin |
| May 20 | Last day to add Weekend Session Class |
| May 21 | Weekday classes begin |
| May 23 | Registration and program changes end for weekday classes |
| May 26-28 | Memorial Day-holiday |
| June 5 | Last day to withdraw from cours(es) |
| July 2 | Last day of class |
| Last Class Meeting | Final examinations |
| June 30-July 1 | Weekend session final examinations |

Summer II 2018

| | |
|--------------------|--|
| July 4 | Independence Day - holiday |
| July 6 | Last day to apply for September degree |
| July 6 | Last day to apply for comprehensive examination |
| July 7-8 | Weekend session classes begin |
| July 8 | Last day to add Weekend Session Class |
| July 9 | Weekday classes begin |
| July 10 | Registration and program changes end for weekday classes |
| August 1 | Last day to withdraw from cours(es) |
| August 16 | Last day to submit thesis and complete degree requirements |
| August 17 | Last weekday class |
| Last Class Meeting | Final examinations |
| August 18-19 | Weekend session final examinations |

ADMISSION

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

Admission Policies and Procedures

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

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

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

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

Freshmen:

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

Transfer:

- students previously and/or currently enrolled,

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

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

International:

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

Visiting:

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

Application Process and Program Deadlines

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

Freshman applicants may apply by December 1 for early action.

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

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

Complete Applications

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

Complete Application Guidelines:

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

Freshman Applicants:

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

Transfer Applicants:

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

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

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

International Applicants:

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

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

Pharmacy (Professional Phase) Applicants:

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

Occupational Therapy (Professional Phase) Applicants:

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

Interview Requirements:

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

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

Auditions and Portfolio Requirements

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

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

Submitting Applications and Supporting Credentials

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

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

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

Students utilizing the Common Application should follow the application instructions published online by the Common Application.

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

LIU Brooklyn
Admissions Processing Center
15 Dan Road, Ste. 102
Canton, Massachusetts 02021

- Place the credential cover sheet (found online at www.liu.edu/brooklyn/forms or as part of the paper application) as the top sheet of the package sent to the processing center.
- Do not send slides, photographs, portfolios, CDs, DVDs, awards, newspaper articles,

checks or cash.

- SAT, ACT, TOEFL or IELTS scores are to be sent electronically to LIU Brooklyn (Code: 2369) from the testing agency or sent directly to the LIU Brooklyn Office of Admissions.
- International applicants please forward all materials to the LIU Brooklyn Office of Admissions.

Admission to the University

Freshman Students

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

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

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

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

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

chemistry or physics.

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

Transfer Students

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

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

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

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

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

Students wishing to transfer from other campuses of LIU are required to complete the internal transfer form and must be in good academic standing. Transcripts and copies of the

student's original records will be sent upon filing a request form. Admission to LIU Brooklyn programs is not guaranteed and is subject to a complete application evaluation.

LIU Brooklyn may admit recipients of associate degrees from accredited community or junior colleges. Such students will be accepted as juniors in the bachelor's degree program with full value of credit (60 or 64 credits), unless they have specialized in a highly technical or professional program, and will be programmed for their junior year as if they had completed all of the first two years of required work. In their subsequent required credits, they will be expected to complete the requirements of the chosen major and continue so far as possible toward completing other LIU requirements, except that the total number of credits will not normally exceed 120.

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

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

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

Residence Requirement

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

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

International Students

International students are welcomed to study at LIU Brooklyn. Freshmen and transfer students are

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

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

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

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

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

Veterans

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

Visiting Students

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

of Admissions.

Notification of Admission Decision

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

Acceptance

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

Consideration for Alternative Choice Majors

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

Wait List

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

Students who elect to remain on the wait list will be notified about the status of the wait list no

later than July 1st; if students are placed on the wait list after July 1st the Office of Admissions will notify students of their status no later than August 15th .

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

Requests to Defer Admission or Application to a Future Term

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

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

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

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

New Student Enrollment

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

- International students are required to pay a deposit in order to receive their I-20. Once students receive their I-20 released by LIU Brooklyn they are able to begin the process of obtaining an F-1 visa to study in the United States.
- Students are required to submit all final official transcripts (high school and/or college transcripts) prior to finalizing enrollment in the fall.
- Students may also be required to submit additional information or meet admissions conditions (some conditions may require completion through the student's first semester or first year of study). It is the student's responsibility to follow through with

completing their admission/enrollment conditions. Failure to do so may impact future term registration.

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

notification process may have serious financial implications especially if you have registered for courses and a bill has been generated for your tuition and/or housing.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

Kamel Boukerrou, Director
718-488-1043

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

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

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

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

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

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

For further information, write:

Kamel Boukerrou, Director
The Arthur O. Eve Higher Education Opportunity Program
Room P-410
LIU Brooklyn
1 University Plaza
Brooklyn, NY 11201-5372

Enrollment and Admission Programs

Plan for Academic Success (PAS)

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

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

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

Advanced Placement

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

International Baccalaureate

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

College Level Examination Program (CLEP)

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

Adult Degree Completion Program

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

Online Portfolio for Adult Learners (OPAL)

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

Graduate Admissions Preparedness Program (GAPP)

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

Student Support Services

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

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

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

Readmission

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

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

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

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All full-time and part-time students intending to register for 6 or more credits, in an approved degree or registered certificate program at the university, must show proof of immunity before they can register for classes. In addition, New York State requires that LIU Brooklyn maintain a record of each student's response to the meningococcal disease and vaccine information regardless of their date of birth. The form must be signed by the student and contain either a record of meningitis immunization within the past 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 Office of Campus Life at (718) 488-1042.

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2017, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2010 was 28 percent.

LIU BROOKLYN HONORS COLLEGE

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

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

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

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

James P. Clarke, Ph.D.,

Director

Melissa Antinori,

Associate Director

Honors College

Honors College Requirements

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

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

Program Model

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

Contract Major

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

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

Honors Independent Study

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

Distinction in Honors

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

B.A. in Interdisciplinary Major

B.A., Interdisciplinary Major

Graduation Requirements

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

Core Curriculum requirements for Honors College students are summarized below:

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

Humanities

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

| | |
|--------------------|-----------|
| English Literature | 6 credits |
|--------------------|-----------|

| | |
|------------|-----------|
| Philosophy | 6 credits |
|------------|-----------|

| | |
|---------------------|-----------|
| Foreign Language ** | 6 credits |
|---------------------|-----------|

Social Sciences

| | |
|---------|-----------|
| History | 6 credits |
|---------|-----------|

| | |
|-----------------|-----------|
| Social Sciences | 6 credits |
|-----------------|-----------|

Science and Mathematics

| | |
|-----------------|---------------|
| Mathematics *** | 3 - 4 credits |
|-----------------|---------------|

| | |
|--------------|----------------|
| Science **** | 8 - 10 credits |
|--------------|----------------|

Communication, Visual & Performing Arts

| | |
|--------|-----------|
| Speech | 3 credits |
|--------|-----------|

| | |
|--------------------------|-----------|
| Visual & Performing Arts | 3 credits |
|--------------------------|-----------|

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

** Foreign Language Core: Honors College

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

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

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

Major Requirements

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

Honors College Advanced Elective

Requirement:

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

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 96

Minimum Major Credits: 31

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0*****

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

B.S. in Interdisciplinary Major

B.S., Interdisciplinary Major

Graduation Requirements

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

Core Curriculum requirements for Honors

College student are summarized below:

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

Humanities

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

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

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

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

Communication, Visual & Performing Arts

| | |
|--------------------------|-----------|
| Speech | 3 credits |
| Visual & Performing Arts | 3 credits |

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

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

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

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

Major Requirements

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

Honors College Advanced Elective

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

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 64
- Minimum Major Credits: 31
- Minimum Credits in Courses >100 Level: 48
- Minimum Major GPA: 2.0
- Minimum Cumulative GPA: 2.0*****

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

their diploma and transcript.

Honors College Core Equivalencies

Equivalents in General Core and Honors College Core

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

Honors College Core Equivalents

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

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

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

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

* Business majors are required to take ECO 1 and ECO 2 to satisfy the social science core requirements. The Honors equivalent for ECO 2 is HEC 21.

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

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

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

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

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

Honors Courses

HAR 21 Art, Music, and Dance in Social Context

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

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

HAR 22 Art, Music, and Dance in Social Context

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

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

HEC 21 Introductory Microeconomics and Public Policy

This course provides an introduction to microeconomics, a field which studies how individual behavior shapes socio-economic outcomes, illustrating some of the central themes with applications to industrial analysis and public policy. Not open to students who have taken ECO 2.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Not open to students who have taken ECO 2
Credits: 3
Every Fall and Summer

HEG 21 Literature of the Human Imagination

Introduction to nature and function of literature. Emphasis is on critical skills needed for appraisal and interpretation of literature. Texts are selected from all genres and reflect literature of historical and contemporary cultures around the globe.

Taken in conjunction with Honors History (HHI 21) and Honors Philosophy (HHP 21). Satisfies English and WAC requirements for graduation.
Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Fall

HEG 22 Literature of the Human Imagination

Introduction to nature and function of literature. Emphasis is on critical skills needed for appraisal and interpretation of literature. Texts are selected

from all genres and reflect literature of historical and contemporary cultures around the globe.

Taken in conjunction with Honors History (HHI 22) and Honors Philosophy (HHP 22). Satisfies English and WAC requirements for graduation.
Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Spring

HHE 100 - 192 Honors Advanced Elective Seminar

An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the Honors College and the Honors Advisory Board. Faculty teaching Honors Advanced Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and student organized exercises. Topics change each semester.

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

HHE 195 Honors Independent Study

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

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

HHE 196 Honors Independent Study

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

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

HHE 197 Honors Independent Study

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

or HHE 196.

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

HHE 198 Honors Independent Study

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

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

HHE 200 New York Stories Seminar

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

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

HHE 201 University Honors Special Project

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

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

HHE 300 Honors Travel Seminar

The Honors College Travel Seminar is designed to engage students in travel-based and site-specific learning. Typically the itinerary will involve preparatory readings, small-group work, and self-guided exploration of sites relevant to the seminar topic. Students can expect to meet before and after the travel component for an organizational meeting and a final presentation. Topics for the Travel Seminar vary but all seminars include cross-disciplinary methodologies and experiential learning. Honors Travel Seminars are offered

during spring break. HHE 300 credit counts toward fulfilling the program's Honors Advanced Elective requirements and can be taken for repeat credit.

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

HHE 301 Service Learning: Honorable Commitments

Honors Service Learning introduces students to an issue facing a particular community or communities locally, nationally or globally and to organizations working to solve it. Seminar-style class meetings are combined with hands-on community service work with local or national organizations. Students combine assigned and independent reading with an experiential component, and complete an independent study research project. Topics and community organization affiliations change each year.

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

HHI 21 Perspectives on Human History

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

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

HHI 22 Perspectives on Human History

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

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

HHP 21 Philosophy and Human Values in Perspective

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

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

HHP 22 Philosophy and Human Values in Perspective

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

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

HLS 21 Honors Spanish

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

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

HLS 22 Honors Spanish

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

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

Credits: 3
Every Spring

HPS 21 Honors Psychology

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

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

HSM 25 University Honors Seminar

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

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 0
Every Fall

HSM 26 University Honors Seminar

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

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 0
Every Spring

HSP 21 Political Rhetoric Seminar

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

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

HSP 22 Theatre as Social Ritual

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

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

HSS 21 Civilization and Social Institutions

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

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

HSS 22 Civilization and Social Institutions

An intro to social science, introducing students to the major economic, political, historical, and social influences that have shaped American culture with the aim of defining problems and methods in the

social sciences. Satisfies 3 of the 6 credit social science requirement for graduation.
Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Every Spring

ACADEMIC POLICY

Academic Responsibility

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

Promotion from Class to Class

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

Grades and Symbols

The following grades are used:

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

The following symbols are used:

INC (Incomplete)

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

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

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

W (Withdraw)

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

UW (Unauthorized Withdrawal)

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

U (Unsatisfactory)

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

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

Pass/Fail Option

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

Quality Points

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

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

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

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

Recognition of Superior Scholarship

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

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

Students who achieve a grade point average of 3.50, 3.70, or 3.80 for 120 credits may be graduated respectively cum laude, magna cum laude or summa cum laude. Transfer students must have completed at least 60 credits at LIU Brooklyn in order to qualify for such honors.

Attendance and Tardiness

Attendance

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

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

Tardiness

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

Absence from Tests and Examinations

Absence from Tests and Midterm Examinations

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

Absence from a Final Examination

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

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

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

relationship to the deceased.

Academic Good Standing, Probation and Dismissal

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

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

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

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

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

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

Academic Integrity

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

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

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

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

Plagiarism:

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

the originator. Plagiarism may take many forms.

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

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

Cheating includes:

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

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

Discipline

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

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

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

suspension or dismissal from the university.

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

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

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

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

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

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

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

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

Appeals Process

Students at LIU Brooklyn may expect a scrupulous regard for their rights as students and

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

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

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

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

Criminal Background and Drug Testing

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

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

information contained in the criminal background check or drug screen, the student may be unable to complete a required clinical/field experience. In such an event, the student, may be advised to withdraw from the program.

Definitions

Semester Hour

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

Plan (Major)

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

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

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

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

Minors

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

Electives

In every curriculum there are certain courses required of students by their major department and college. In addition, a student is allowed a certain number of credits of choices in courses to complete the 120 credits required for a bachelor's degree or the 64 credits approved for an associate degree. Such course choices are called electives and may be taken in any field in the School of Business, Public Administration and Information Sciences and in any field other than the major in all other schools, provided that the student possesses the necessary qualifications and has

completed the prerequisite courses.

Related Curricular Matters

Numbering of Courses

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

Exemptions

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

Repeating Courses

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

Readmission

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

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

Public Information Policy

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

GRADUATION REQUIREMENTS

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

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

Placement Examinations

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

Developmental Skills and Basic Mathematics Courses

Developmental Skills DSM 01, 0 credits
DSM 09

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

Basic Mathematics MTH 10* 3 credits

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

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

English Department Writing Program -

Developmental Writing Courses

English 13 or 13X* 3 credits

English 14 or 14X* 3 credits

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

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

Orientation

First Year Seminar FYS 1 1 credit

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

Core Curriculum

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

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

Core Seminar COS 50 3 credits

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

Humanities

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

ENG 61, 6 credits
62, 63 or 64

Area II: Philosophy PHI 61, 6 credits
62

Area III: Foreign Language * 6 credits

Social Science (6 credits in each area)

Area I: History HIS 1, 2 6 credits

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

Science and Mathematics

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

OR

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

Area II: Mathematics ** 3-4 credits

Communication, Visual and Performing Arts

Area I: Speech SPE 3 3 credits

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

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

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

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

Writing Across the Curriculum

Dr. William Burgos, Director

718-488-1094

Location: LLC, 4th Fl.

The Writing Across the Curriculum (WAC) program is an important component of the LIU Brooklyn core curriculum. The WAC program mission has two goals: (1) to implement and supervise LIU Brooklyn's writing-intensive requirement, and (2) to manifest and support the faculty's emphasis on writing, both in the core and across the disciplines.

The LIU WAC program encourages students to recognize that writing is a key to their achieving those goals – common to all disciplines – set forth in the campus's mission statement: the acquiring of essential literacies, and the development of intellectual curiosity, analytic and reasoning skills, and effective communication skills. To this end, throughout their undergraduate careers, students are expected to produce a substantial body of

written work in core courses as well as in upper division courses offered by all academic departments.

To fulfill their writing-intensive requirement, students must complete nine (9) credits in writing-intensive courses:

- English 16 (3 credits)
- Core seminar (3 credits)
- A writing-intensive course in their major (3 credits)

Transfer students with the equivalent of one year of college-level composition are required to complete the writing-intensive requirement in their major. See academic advisers for specific writing-intensive courses required in the major.

Computer Literacy

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

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

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

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

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

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

Other Requirements

Students become eligible for a Bachelor of Arts, a Bachelor of Fine Arts, or a Bachelor of Science degree when they have completed a minimum of 120 credits with a grade point average

of at least 2.00 in all their academic work and at least a 2.00 in their major fields (higher in some majors) and they have met all other graduation requirements. Of the 120 credits required for graduation, at least 48 must be in courses numbered over 100. At least 90 credits in the liberal arts and sciences* must be completed by the candidates for the Bachelor of Arts and Bachelor of Fine Arts degrees and at least 60 by candidates for the Bachelor of Science degree.

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

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

Courses in Plan (Major) Field

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

Courses in Minor Field

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

Double Major

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

Elective Courses

Students may take any courses in the curriculum to complete the 120 credits required for graduation, provided that they have completed all prerequisites and provided the courses are not restricted to specific majors. A sufficient number of electives must, however, be in the liberal arts and sciences to satisfy requirements for graduation (see above).

Honors Study

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

AWARDS

Departmental Awards

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

Special Awards

American Society of Women Accountants' Award

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

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

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

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

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

Becker CPA Review Course Award

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

Stanley S. Bergen Jr. Award

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

The Rudy Bruner Award

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

William Lefferts Brown IV Award

Award for outstanding accomplishment in audio design.

The Sylvia Buch Memorial Service Award

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

John Burton '35 Molecular Biology Award

This annual award is presented to an outstanding

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

John Burton '35 Science Award

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

Maren Lockwood Carden Award in Sociology

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

Paula M. Cooper Memorial Award

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

The Mildred L. B. de Barrit International Student Award

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

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

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

Economics-Mathematics Honor Award

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

The Edward Edelman and Susanne Popper-Edelman English Essay Prize

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

Margaret Fuchs Community Health Award

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

demonstrated excellence in community/public health nursing.

The Karen Denard Goldman Spirit of Public Health Awareness Award

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

Sue Sabia Gillick Award

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

Gleim CPA Review Award

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

The Alvin Gruder Memorial Award

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

The Michael Hittman & Meryl Singer Award

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

The Glenn Gritzer Award

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

The Jacob L. Holtzmann Award

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

The William M. Hudson Memorial Award

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

The Esther Hyneman Graduate Awards in Poetry and Fiction

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

years of dedicated service to the English department.

Kaplan CPA Review Course Award

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

Amy and Theodore E. Kruglak Award for Seawanhaka Editor

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

Kruglak Fellowship in International News Reporting

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

The Waldo John Lombardi Award

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

The Garrett Mattingly Award

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

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

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

New York State Society of Certified Public Accountants

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

The Louis and Ann Parascandola Graduate English Award

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

The Melvin A. Pasternack Alumni Award

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

Pauline Pennant Memorial Award

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

The Phi Sigma Award

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

The Marion Pincar Award

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

Physical Education Award

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

George Polk Student Award

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

The John Schultz Award for Outstanding Service

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

The Irene Sell Award for Interest in Nursing Issues

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

The Semper Vigilante Alumnae Award

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

shown good character, initiative and qualities of leadership.

The Leon Sinder Prize in Anthropology

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

The Robert D. Spector Award for Academic Excellence

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

Robert D. Spector Award 48'

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

Edna K. and Jacob S. Spiro Law Award

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

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

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

Rose Ann Woll '64 Memorial Award

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

The Outstanding Senior Mentor Award

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

Alfred DiMaio Award for Outstanding Achievement in Political Science

This award, re-named for former faculty and

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

Kappa Tau Alpha

National Honor Society in journalism and mass communication

Top Scholar Award

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

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

Lefferts Brown Award for Excellence in the Field of Digital Audio

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

Jerry Dantzie Award for Excellence in Photography

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

Melvin A. Pasternack '54 Alumni Award

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

CPAexcel CPA Review Course Award

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

Sovereign Santander Universities Award

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

The Leo Schloss Excellence in Accounting Awards

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

Josephine Blumer Outstanding Student Award

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

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

Esther Siegel Leadership Award

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

Valerie Michelson Award for Community Service

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

The Laita Jean-Louis Memorial Award for Perseverance

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

Eileen Augente Award for Excellence in Clinical Teaching

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

Patrick Francis Daly Memorial Award for Excellence in Educational Leadership

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

Service Awards

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

Athletic Awards

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

Student-Athletes of the Year

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

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

Leonard Ching Outstanding International Student-Athlete Award

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

Michelle Antoinette Hamdan Memorial Award

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

Scholar-Athlete of the Year Award

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

William "Dolly" King Memorial Award

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

REGISTRATION

Course Registration

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

Matriculation

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

Leave of Absence

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

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

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

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

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

A leave of absence is granted for future terms

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

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

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

Withdrawal

Official Withdrawal from Courses

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

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

Unofficial Withdrawal

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

Course Drop

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

Official Withdrawal Deadlines

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

for full-term courses during the fall and spring semesters.

- **Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters** - Students may officially withdraw according to the schedule below:
 - 12 week sessions – withdrawals permitted through the 8th week
 - 10 week sessions – withdrawals permitted through the 7th week
 - 7 week sessions – withdrawals permitted through the 5th week
 - 6 week sessions – withdrawals permitted through the 4th week
 - 5 week sessions – withdrawals permitted through the 3rd week
 - 2 week sessions – withdrawals permitted through the 7th day
 - 1 week sessions – withdrawals permitted through the 3rd day

Withdrawal Methods

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

Submit Completed Withdrawal Application Form

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

Withdrawal Impacts

Effective Date of Withdrawal

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

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

Tuition Liability and Refund Policy

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

Transcript/Grades

- **Official Withdrawals:** A grade of W will be

assigned for the course or courses and will appear on the student's transcript.

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

Credits Attempted/Earned

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

Grade Point Average

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

Financial Aid Adjustments

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

Residential Life

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

Future Enrollment

Students who withdraw from all courses may be subject to readmission. Students who withdraw from the university must be in good financial standing in order to register for future classes or

have access to their official and unofficial transcript.

Special Program Participation

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

Alternatives to Withdrawal

Schedule adjustments

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

Incomplete Grades

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

Refund of Tuition in Cases of Withdrawal

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

Auditing of Courses

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

Student Access to Educational Records

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

Administrative Matters

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

Academic Records

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

Failure to Fulfill All Non-Academic Requirements

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

Cancellation of Courses

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

Policy for Taking Courses at Another Institution

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

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

Changes of Address or Phone Number

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

TUITION AND FEES

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

Acceptable payment arrangements include:

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

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

Rate Schedule

| | |
|--|--------|
| Application Fee (non-refundable) | \$50 |
| Tuition Deposit (non-refundable) | 200 |
| Bachelor's Degree and Undergraduate Studies, 12+ credits, per term | 17,519 |
| Bachelor's Degree and Undergraduate Studies, per credit | 1,093 |
| Undergraduate Audit Fee, per credit | 547 |
| Nursing ExamSoft Fee, per term | 25 |
| Dining Dollars, 9+ credits, per term | 50 |
| University Fee: | |
| 12+ credits, per term | 920 |
| Less than 12 credits, per term | 460 |
| Course Fees (additional fee per class): | |
| ACC 101W, 102W, 111W, 112W | 125 |
| ART 217 | 150 |
| DSM 01, 09 | 800 |
| ENG 13, 13X, 14, 14X | 800 |
| MUS 15I, 15P, 15T, 15V, 16I, 16P, 16T, 16V, 115I, 115P, 115T, 115V, 116I, 116P, 116V | 325 |
| NUR 199, 295, 390, 492 | 500 |
| LIU Global Fees: | |
| Non-Credit Research Programs, per term | 8,760 |
| Non-Credit Program Advising, per term | 4,380 |
| Center/Program Fee, per term | 3,911 |
| Room and Board, per term: | |
| Asia-Pacific | 5,250 |

| | |
|--|-------|
| Australia | 5,250 |
| China | 3,540 |
| Costa Rica | 3,540 |
| Europe | 5,250 |
| Other International and Domestic Locations | 3,675 |

Other Fees:

| | |
|---|-----|
| Orientation Fee | 150 |
| First and Second Late Payment Fee | 150 |
| Third Late Payment Fee | 200 |
| Maintenance of Matriculation Fee | 100 |
| Late Graduation Application Fee | 50 |
| Returned Check/Credit Card Chargeback Fee | 25 |
| Diploma Replacement Fee | 35 |
| Replacement Student ID Card | 25 |
| Official Transcript, on demand, per request | 25 |
| Official Transcript, online, per request | 15 |

Residence Life Rates

Accommodations (per term)

| | |
|----------------------------------|-------|
| Housing Deposit (non-refundable) | \$300 |
| Conolly Hall: | |
| Single | 7,985 |
| Standard Double | 4,266 |
| Standard Triple | 3,029 |
| Suite Double | 4,773 |
| Suite Triple | 4,364 |
| Suite Quad | 4,552 |
| Apartment Double | 5,833 |
| Apartment Triple | 5,314 |
| Apartment Quad | 5,998 |

Intersession Rate:

| | |
|----------|-----|
| Per Week | 290 |
|----------|-----|

Meal Plans (per term)

| | |
|---|-------|
| Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars) | 2,594 |
| Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars) | 2,373 |
| Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars) | 2,153 |
| Residential Dining Dollars | 300 |
| Dining Dollars+ Plan (\$200 additional dining dollars) | 200 |
| Commuter Meal Plan 1 (25 meals plus \$50 dining dollars) | 228 |
| Commuter Meal Plan 2 (50 meals plus \$50 dining dollars) | 367 |

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 1 | 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 or check, click on the "Make a Payment" link from the Student Center home page, or from within the "Account Inquiry" section to access the MyLIU Payment Gateway. The LIU Payment Gateway is a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

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

Liability Calendar

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

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

Traditional Fall/Spring Terms

| Withdrawal Date | Liability |
|-----------------|-----------|
| Week 1 | 0% |
| Week 2 | 0% |
| 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 15 | 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 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.

FINANCIAL AID

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

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

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

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

Application Process

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

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

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

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by February 15, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Office of Enrollment Services will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

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

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

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

LOAN PROGRAMS

Federal Perkins Loan Program

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

PART-TIME EMPLOYMENT

LIU Career Connect

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

Resident Assistantships

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

campus.

ALL OTHER SOURCES OF AID STATE GRANTS

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

New York State Tuition Assistance Program (TAP)

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

New York State Enhanced Tuition Awards (ETA)

Enhanced Tuition Awards of up to \$6,000 are available for resident students enrolled in a private college in New York State. Awards will be phased in over three years, beginning for New Yorkers making up to \$100,000 annually in the Fall of 2017, increasing to \$110,000 in 2018, and reaching \$125,000 in 2019. ETA recipients can receive up to \$6,000 through a combination of their TAP award, ETA award and a match from their private college. Students are eligible to get an award for up to two years when pursuing an associate's degree and up to four years when pursuing a bachelor's degree. Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Award recipients need to earn a passing grade to maintain their Enhanced Tuition Awards, provided they earn a total of 30 credits over the course of a year. Students with disabilities under the ADA are allowed to attend on a part-time basis and their award will be prorated.

Aid for Part-Time Study (APTS)

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

Enrollment Services.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

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

Additional State Programs

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

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

Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS) - Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.

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

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

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

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

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

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

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

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

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

States Other Than New York

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at Long Island University. Contact your state financial aid agency (call the Federal Student Aid Center at 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the Office of Enrollment Services in advance of registration.

FEDERAL GRANTS AND BENEFITS Pell Grant Program

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

Federal Supplemental Educational Opportunity Grants (SEOG)

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

Veterans Benefits

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

Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 4.45% for undergraduate loans.

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

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

Federal Direct PLUS Loan Program

The PLUS loan enables parents of dependent undergraduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the parent, and funds are applied first to the current term's outstanding

balance on the student's account. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in the parent borrowers 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 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 Office of Enrollment Services if they receive this benefit.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make

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

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

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

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

| Credits Attempted | Credits Earned | Credits Earned | Cumulative GPA Required |
|-------------------|----------------|----------------|-------------------------|
| 0-29 | 50% | 0 - 29 | 1.8 |
| 30-121 | 67% | 30 - 59 | 1.9 |
| 122-192 | 80% | 60 and above | 2.0 |

Notes:

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

counted as credits attempted but not completed and do not effect the GPA.

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

New York State Awards

Tuition Assistance Program (TAP)

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

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

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

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

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

Standard Semester-Based Chart

Before being certified for payment:

| Semester | Minimum credits accrued | Minimum GPA |
|----------|-------------------------|-------------|
| 1st | 0 | 0 |

| | | |
|------|-----|-----|
| 2nd | 6 | 1.5 |
| 3rd | 15 | 1.8 |
| 4th | 27 | 1.8 |
| 5th | 39 | 2.0 |
| 6th | 51 | 2.0 |
| 7th | 66 | 2.0 |
| 8th | 81 | 2.0 |
| 9th | 96 | 2.0 |
| 10th | 111 | 2.0 |

Remedial Semester Based Chart

Before being certified for payment:

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

Notes:

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

Enhanced Tuition Awards (ETA)

Award recipients must meet the following criteria to remain eligible for ETA awards. Failure to meet these requirements will also result in the conversion of the state portion of your grant into a loan.

- Must meet annual income requirements (\$100,000 or below for Fall 2017, \$110,000 or below for 2018, and \$125,000 or below for 2019).
- Must earn a passing grade in your coursework.
- Must be registered full time and earn at least 30 credits over the course of the year.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.

CAMPUS LIFE AT LIU BROOKLYN

Athletics

LIU Brooklyn Athletics is a member of the Northeast Conference in NCAA Division I, and currently supports 19 varsity sport programs that compete at the highest collegiate level in the country. The Blackbirds have won 15 league championships over the last five seasons, including four straight NEC titles in men's track & field from 2014-2017. LIU Brooklyn's women's volleyball team has won 10 championships in the last 13 years and the softball program has won a league-high 14 titles in its history.

Campus Ministry

Division of Campus Life

Roland H. Robinson

Pratt 122

718-488-3399

Campus Ministry is committed to facilitating comprehensive programming and services designed to support the spiritual and academic development of LIU Brooklyn students. LIU Brooklyn students are afforded meaningful opportunities to participate in faith-based initiatives, leadership development, celebrations, 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 regarding participation.

Cultural Programs and Exhibitions

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

Living on Campus

Division of Campus Life

Conolly 1st Floor

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

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

Residents reside in one of three residential halls. Richard L. Conolly Hall is a 16-story building of standard, suite, and apartment spaces for 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 wireless internet, cable, study lounges, recreation rooms, TV lounges, laundry rooms, 24 hours/day security officers, and dedicated professional and paraprofessional staff. Typical residential spaces include an extra-long twin sized bed, desk, desk chair, dresser, micro-fridge, wardrobe unit/closet, AC, and personal digital safe.

Public Safety

Emergencies: 718-488-1078

Non-Emergencies: 718-488-1078

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

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

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

Annual Campus Security Report

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

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

Emergency Management

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

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

Student Life

Division of Campus Life

Pratt 122, 718-488-1042

bkln-campuslife@liu.edu

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

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

Student Organizations

We guide and assist over 80 student organizations in planning, organizing and implementing of each group's goals and events.

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

Leadership Training

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

Avena Lounge

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

Evening Recreation Program

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

Civic and Community Program

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

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

Student Government Association

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the SGA 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.

FACILITIES

Arnold & Marie Schwartz Gym

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

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

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

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.

Downtown Brooklyn Speech-Language-Hearing Clinic

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

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

Kumble Theater for the Performing Arts

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

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

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

Psychological Services Center

Seymour Pardo, Director
718-488-1266

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

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

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

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

This 112,000 square foot facility supports LIU Brooklyn's 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.

Student-Run Businesses

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

Browse

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

Special discounts are available for LIU community members for personal 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, Enrollment Services and Campus Life strive to accommodate the entire LIU student body and promote student retention.

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

Alumni Community

Alumni Community

Office of Alumni Relations and Development 718-780-6562

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

Staying Connected:

Alumni ID: Alumni can obtain an ID for a \$10 fee to receive the benefits below on and off campus.

Alumni Email: All LIU Alumni are eligible for a free lifetime email address (@alumni.liu.edu) and free Microsoft 365 services.

Alumni Benefits

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

Furthering Your Education

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

Legacy Alumni Scholarship: Children or siblings of alumni are eligible for the legacy alumni

scholarship award for up to \$1,000 each year.

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

Visiting Campus

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

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

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

Retail Discounts

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

Bookstore

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

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

We Speak Textbook

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

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

- Buying your books?
 - save up to 25% with used textbooks
 - sell us your used textbooks during finals week and get up to 50% cash back.
- Go digital with Yuzu
 - Yuzu by Barnes and Noble lets you organize and read your digital content on your iPad and PC. Learn more about Yuzu; www.yuzu.com/college
- Need to return a textbook
 - A full refund is given during the first week of classes. The book must be in its original condition and you must have your register receipt or online invoice/order number.
 - A full refund is given during the Add/Drop period. The book must be in its original condition and you must have your register receipt or online invoice/order number.

We Have Everything You Need to Succeed

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

Join Our Team

- Fun environment
- Earn competitive wages in a professional working environment; apply online: www.bncollegejobs.com
- Employee discount
- Discount on textbooks and other bookstore merchandise
- We're flexible
- We'll partner with you to create a work schedule that works with your classes
- Location - we're right on campus, near everywhere else you need to be

Join our loyalty program and save 25% on one

(1) LIU apparel Item. Visit

www.welcomeclassof.com to sign up.

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

Center for Learning and Academic Success

Dr. William Burgos, Director

718-488-1094

Location: LLC, 4th Fl.

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

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

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

The Center for Learning and Academic Success (CLAS), located in the Library Learning Center, on the 4th Floor, offers quality one-on-one and

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

English Language Institute

Noga La'or, Director

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

E-mail: 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.

Enrollment Services

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

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

Students with questions regarding the academic

counseling program should contact their academic advisor.

First Year Seminar (FYS 1)

1 credit course

The First Year Seminar (FYS) is designed to help first-time freshmen and transfer students' transition into successful members of the LIU community with fewer than 30 credits. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the common read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education.

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

Information Technology

George Baroudi, Vice President for Information Technology & CIO

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

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

Office of Information Technology also provides

oversight for university-wide information systems, compliance and security in accordance with policies set forth by university counsel. Office of Information Technology collaborates with the Office of Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Office of Information Technology also manages business process improvement initiatives across the university.

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

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

MyLIU

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

Student Helpdesk

Browse's helpdesk, run by student store

associates, offers students with technology purchasing support and IT helpdesk services.

Student Email

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

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

IT Email: IT@LIU.edu

IT Phone: 718-488-3300

International Student Services

Steve A. Chin, Director

Phone: 718-488-1389

Fax: 718-780-6110

E-mail: steve.chin@liu.edu

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

LIU Promise

You'll Succeed. We Promise.

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

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

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

LIU Promise Career Success provides a comprehensive array of career services and programs to help LIU Brooklyn students navigate the career planning process and prepare for their

professional careers. Students should meet with a coach often during your college years to successfully navigate the career planning process and utilize LIU Career Connect, our online internship/job database and career management system.

Contact LIU Promise

Sloan 102, 1 University Plaza

718-488-1039

bkln-promise@liu.edu

Hours:

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

Tuesday - Thursday: 9:00 a.m. - 7:00 p.m.

Dr. Sterling Jasper

718-488-1039

Email: sterling.jasper@liu.edu

Mathematics Center

Dung Duong, Assistant Director

718-246-6317

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

Friday: 10 a.m. – 5 p.m.

Saturday: 10 a.m. – 3 p.m.

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

Multimedia Language Laboratory

Peter Kravsky, Associate Director

718-780-4568

Location: LLC-021

Hours: Monday, 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.

Disability Support Services

Disability Support Services

Joanne Hyppolite, Ph.D, Director

718-488-1044

Email: bkln-studentsupportservices@liu.edu

Location: Pratt Building - Room 410

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

Disability Support Services (formerly 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 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.

Disability 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 and active duty service members. Our supportive community of staff and faculty is dedicated to seeing you succeed in your education, your career and your life. To accomplish this mission, LIU Brooklyn provides the resources you need to pursue your education while balancing the demands of life both inside and outside the classroom.

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

Writing Center

Donald McCrary, Director

Lynn Hassan, Associate Director

718-488-1095

Fall/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.

SPECIAL PROGRAMS

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

FUN After School Director 718-246-6488

School of Education 718-246-6496

The Family University (FUN) Program has been designed to serve financially eligible LIU Brooklyn students and their children by offering after school and evening programming for students with school-age children. FUN is located within the Learning Center for Educators & Families (LCEF), a vital site for inquiry and learning and part of LIU's School of Education at 9 Hanover Place. 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. FUN is open 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). Program continuation for the 2017-2018 academic year is pending funding by the Child Care Access Means Parents In Schools (CCAMPIS) program of the US Department of Education.

CSTEP

Meseret Tzehaie, Program Coordinator

Room S-102

718-488-3405

E-mail: meseret.tzehaie@liu.edu

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

The LIU Brooklyn CSTEP effort includes a pre-freshman experience, a series of intensive campus-based courses and seminars, technology enhanced preparatory classes for the GRE, MCAT and LAST, career preparedness events, and internship and research opportunities. Students in

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

LIU Gear Up

Program Directors:

Seyi Adeoye, oluwaseyi.adeoye@liu.edu

Jeff Cunningham, jeffrey.cunningham@liu.edu

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

Outreach Programs

Liberty Partnerships Program (LPP)

Division of Campus Life

Roland H. Robinson

Pratt 122

718-488-3399

History

The Liberty Partnership Program (LPP) was established in 1988 under Section 6 of the Education Law to address the significant dropout rate among New York's youth. The legislation stated, "The failure of many young New Yorkers to complete their secondary education limits their opportunity for a life of fulfillment, presents them from advancing into postsecondary education and hinders the state's efforts to provide a well-trained workforce for business and industry in New York." LPP at LIU Brooklyn is one of 41 programs funded by the New York State Education Department.

LPP at LIU Brooklyn

LPP at LIU Brooklyn is a college readiness program for New York City high school students. LPP programming is comprised of a college and

career readiness course, SAT Prep, discussion groups, and experiential learning. Partnerships are an integral component of programming. LPP collaborates with the LIU Brooklyn Arnold & Marie Schwartz College of Pharmacy and Health Sciences and the School of Business, Public Administration and Information Sciences.

Programming

LPP coordinates day school and summer programming. Day school programming, which occurs at New York City high schools, begins in early September and concludes in early June. Summer programming, which occurs on the campus of LIU Brooklyn, begins early July and concludes in mid-August. Please contact the LPP office regarding student enrollment.

Contact Us

LPP at LIU Brooklyn

1 University Plaza

Conolly Hall, 2N

Brooklyn, NY 11201

718-488-3399

Email: roland.robinson@liu.edu

S.T.E.P.

(Science Technology Entry Program)

Oswaldo Cabrera, Assistant Dean

718-488-1397

Long Island University's Science Technology Entry Program (STEP) and Early College Scholars (ECS) is a unique and innovative pre-college enrichment opportunity for talented and motivated middle and high school students in New York City. Our goals are to:

- Prepare our students to be competitive so that they are accepted into a selective college of their choice and
- Increase the number of underrepresented minority groups in the science, technology, engineering and math (STEM) careers; health related fields; and licensed professions.

We seek students who are highly motivated and who truly wish to be at the center of their own learning. Enrichment Programming is offered Fall, Spring and with Fall and Spring occurring for ten weeks on Saturdays, 9:30 a.m. - 1:30 p.m. and Summer being held in the month of July, Monday-Friday, 9:00 a.m. - 2:00 p.m. Qualified second semester sophomore through senior students can earn approximately 30 credits by their high school graduation from a variety of credit-bearing courses with low teacher-to-student ratios in science, technology, math, health sciences, education and business. The credit-bearing courses are held Monday-Thursday, generally between 3:00-6:00 p.m.

Our program is funded by the New York State Department of Education and other private sources.

Contact Us

Oswaldo Cabrera - Program Director

718-488-1397

ocabrera@liu.edu

Serghio Adams - Assistant Director

LIU Promise Office

718-488-1503

serghio.adams@liu.edu

Student tutors: We tutor students in the areas of PSAT and SAT preparation, math, science and computer science.

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

Jumpstart Program

Sasha Miller, LIU Brooklyn Site Manager

718-780-4379

E-mail: sasha.miller@jstart.org

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

HONOR SOCIETIES

Department Honor Societies

Biology

Alpha Epsilon Delta

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

Phi Sigma Society

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

Business

Sigma Beta Delta

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

Chemistry

Student Affiliate of the American Chemical Society

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

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

Economics

Omicron Delta Epsilon

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

English

Sigma Tau Delta

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

Health Professions

Alpha Eta

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

History

Phi Alpha Theta

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

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

Journalism

Kappa Tau Alpha

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

Society of Professional Journalists

Sigma Delta Chi

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

Nursing

Harriet Rothkopf Heilbrunn School of Nursing Honor Society

Organized in 1999, the purposes of the Honor Society are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work and strengthen commitment to the ideals and purposes of the nursing profession. To be eligible for membership, students must have completed half of the nursing curriculum with a 3.0 GPA. Undergraduate students must rank in the top 35% of their class. All candidates must meet expectations of academic integrity and must be endorsed by at least two faculty members who hold membership in Sigma Theta Tau International, the honor society of nursing. Application materials are available through the nursing community Blackboard sites.

Occupational Therapy

Pi Theta Epsilon

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

advancement of the field of occupational therapy; and to provide a vehicle for students to exchange information and to collaborate regarding scholarly activities.

Political Science*Pi Sigma Alpha*

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

Psychology*Psi Chi*

Psi Chi is the national honor society in psychology. A minimum of nine completed credits in psychology are required for membership. In addition, undergraduate candidates must have completed at least 3 semesters or equivalent of full-time college coursework and be in the top 35% of their class. Undergraduates must also have a minimum 3.0 GPA average for psychology courses. Graduates must have an overall GPA of at least 3.0 in all graduate courses including psychology courses.

Social Work*Phi Alpha*

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

Speech*Speech-Language-Hearing Society*

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

Academic Honor Societies

Alpha Lambda Delta

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

Alpha Chi

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

Tau Sigma

Tau Sigma is an academic honor society designed specifically to "recognize and promote the academic excellence and involvement of transfer students." By establishing chapters at four year institutions across the country, we are able to recognize the academic achievement of the most outstanding transfers nationwide and, in the process, help universities better serve their transfer populations. Tau Sigma members (among the most accomplished transfer students on campus) are perhaps the greatest resource available to serve the current and future transfers at your institution.

LIU BROOKLYN LIBRARY

Ingrid Wang, Associate Professor, Director;

Telephone: 718-488-1680

Fax: 718-780-4057

The LIU Libraries system serves a combined total of over 20,000 students and more than 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 300,000 online journals; 240 online databases; 180,000 electronic books; and 150,000 files of streaming media. These resources may be accessed via the LIU Brooklyn Library homepage at www.liu.edu/brooklyn-library.

Collectively, the libraries house approximately 649,000 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.

HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

The Harriet Rothkopf Heilbrunn School of Nursing is dedicated to educating nurses who provide the highest quality of care to populations in challenging and ever-changing social, political and economic environments across the country and around the globe. The school offers full-time and part-time programs.

- Most students attend on a full time basis
- A part-time/evening/weekend track is specially designed for those students who work during the day.
- A 15-month accelerated track is offered to students who hold a baccalaureate degree in another discipline.
- An RN-BS program is available for registered nurses who wish to earn a baccalaureate degree in nursing.
- An accelerated RN-BS/MS degree program (Bachelor of Science/Master of Science) is offered for Registered Nurses without a baccalaureate degree who wish to earn a Master's degree.
- The School of Nursing admits students on a rolling basis and most courses are offered each semester.
- The baccalaureate programs at the Harriet Rothkopf Heilbrunn School of Nursing is accredited by the Commission on Collegiate Nursing Education (www.aacn.nche.edu/ccne-accreditation). Our programs are registered with the New York State Education Department. Graduates of our generic programs qualify to sit for the NCLEX-RN licensure examination.
- For information, please contact the School of Nursing at 718-488-1059, fax 718-780-4019, email us at bkln-nursing@liu.edu, or visit the website at www.liu.edu/brooklyn/academics/harriet-rothkopf-heilbrunn-school-of-nursing.

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SCHOOL OF NURSING

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

Assistant Professors: Brennan, Broholm, Corda, Garcia, Hamilton, Hauck, Hyppolite-Etienne, James-Conterlli, Motorina, Lall, Maydick, Paoletti
Adjunct Faculty: 87

B.S. in Nursing

For those just starting to think about a career path as well as those who are interested in career change, the field of nursing offers a broad array of options and a wealth of employment opportunity. LIU Brooklyn's School of Nursing offers a 122-credit Bachelor of Science with a major in Nursing.

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

- Full time day track
- Part-time Evening/Weekend Track (for those students who work during the day)
- The full-time 15-month accelerated 2nd degree track, for students who currently hold a baccalaureate degree in another discipline.
- RN-BS track for RNs with an associates degree who wish to earn a baccalaureate degree in nursing.

The program is designed to prepare students to develop the competencies essential for professional nursing practice, and to build a foundation for graduate study.

Upon completion of the program graduates are prepared to:

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

The program is designed to be completed in four academic years. If a student requires proficiency and skills courses, however, the course of study may be lengthened. All full-time students are expected to complete the courses in the nursing sequence within two years. Part-time students are expected to complete the nursing sequence in four

years.

Generic Nursing Program Admissions

Requirements

For acceptance as a nursing major:

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

Accelerated Program Admissions

Requirements

Admission to the accelerated program requires a previous bachelors degree. The student must have completed Anatomy and Physiology I and II, Microbiology, Chemistry 1, Introduction to Psychology, Statistics, and 3 credits of Introduction to Sociology or Anthropology. The accelerated student must have a cumulative GPA of 3.33 and a cumulative science GPA of 3.33. In addition to satisfying all prerequisite courses, students must achieve the minimum score set by the School of Nursing on the TEAS exam in each area: English(62), science(45), reading comprehension,(65) and mathematics(60).

Clinical Requirements

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

- Health form with all required information, titers value, PPD, or results of chest X-ray, hepatitis status.
- Results of drug screening
- Results of criminal background check

- Current BCLS
- Evidence/documentation of medical insurance coverage
- Attend semester orientation
- Complete mandatory training
- Possible fit testing

Continued enrollment in this program is contingent upon:

- Maintaining at least a 2.75 overall grade point average (3.0 in an accelerated program).
- Maintaining a minimum nursing grade point average of 2.75 (3.0 in accelerated program).
- Earning a grade of C+ or better in each nursing course.
- Repeating no more than one nursing course.
- Earning a B or better in any repeated nursing course.
- Completing all co-requisite courses.
- Fulfilling all clinical clearance requirements prior to the beginning of each clinical nursing course.
- Demonstrating competency in drug-dosage calculation during specified semesters.
- Demonstrating competency in the clinical laboratory courses.
- Passing both lecture and clinical portions of courses with a laboratory section.
- Completion of 100 hours of community service. Nursing courses taken in baccalaureate programs at other institutions will be reviewed by the dean or a designee. Appropriate academic credit may then be assigned.

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

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

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

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

Because the nursing curriculum is designed to reflect current trends in healthcare policy, changes in the delivery of health care and nursing trends, the nursing faculty reserves the right to make

reasonable curriculum and policy changes without prior notice to the student body. When possible, students will be notified in advance.

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

Blended Learning - Onsite & Online

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

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

Admissions Requirements

- To be admitted to this program, a candidate must:
- Provide documentation of NYS registered nurse licensure and current registration
 - Be a graduate of an accredited nursing program
 - Have minimum 2.75 cumulative grade point average

Graduates of nationally accredited associate degree nursing programs may transfer up to 60 non-nursing credits including required core curriculum, prerequisite, and distribution credits. Transferred credits may also include up to 29 credits in nursing courses for work previously completed. To complete the required 120 credits for a baccalaureate degree, all R.N. students must successfully complete all courses for which no transferred credit has been received. Any additional credits required to complete 120 credits may be taken as electives from the liberal arts and sciences or from nursing.

Registered nurses who are graduates of hospital diploma programs or foreign nursing schools may be admitted to the R.N.-B.S. Connection Program. Upon completion of the NACE II examinations, they may receive up to 29 credits for previously completed work. Graduates of diploma programs or foreign nursing schools must also take the university's placement examinations in mathematics and English. Graduates of foreign nursing schools who have successfully completed the CGFNS qualifying examination will be awarded 29 nursing credits for previous work completed.

Graduates of foreign nursing schools who have not successfully completed the CGFNS examinations must take the NACE II examinations. These examinations validate knowledge of care of the adult, the client with a

mental disorder, the childbearing family and the child. Students who fail to achieve an acceptable grade on any portion of the NACE II examinations may receive credit for the failed portion by registering for and successfully completing the corresponding generic nursing course.

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

Students must satisfy all liberal arts and science requirements to earn 60 credits in addition to the nursing requirements.

Program of Study for Nurses with an Associate Degree in Nursing

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

School of Nursing Requirements

| | |
|--|----|
| Nursing credits transferred from Associate Degree in Nursing | 29 |
| Nursing 297, 298, 299, 396 | |
| 397, 398, 495, 496, 497 | 31 |

B.S., Nursing

[Program Code: 00098]

Graduation Requirements

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

Core Curriculum Requirements for this major are summarized below:

| | |
|---------------------|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | Not Required |

Social Sciences

| | |
|----------------------------|-----------|
| History | 6 credits |
| Psychology | 3 credits |
| Social Sciences (ANT, SOC) | 3 credits |

Science and Mathematics

| | |
|-------------|-----------|
| Mathematics | 4 credits |
|-------------|-----------|

Communication, Visual & Performing Arts

| | |
|--------------------------|--------------|
| Speech | 3 credits |
| Visual & Performing Arts | Not Required |

Ancillary Requirements

Must take all of the following courses:

| | | |
|---------|---------------------------------|------|
| BIO 101 | Microbiology | 4.00 |
| CHM 1 | Chemistry for Health Sciences I | 4.00 |

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

| | | |
|---------|--------------------------|------|
| TAL 250 | Developmental Psychology | 3.00 |
|---------|--------------------------|------|

Choose one (1) of the following two (2) courses:

| | | |
|---------|--------------------------|------|
| MTH 100 | Introductory Statistics | 3.00 |
| PSY 150 | Statistics in Psychology | 3.00 |

Distribution Requirement

The following courses must be fulfilled:

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

| | | |
|---------|------------------|------|
| BIO 137 | Human Anatomy | 4.00 |
| BIO 138 | Human Physiology | 4.00 |

Nursing Generic Track

Major Requirements

| | | |
|---------|--|------|
| NUR 190 | Clinical Nursing I: Nursing Foundations | 4.00 |
| NUR 192 | Clinical Nursing II: Nursing Care of the Older Adult | 5.00 |
| NUR 197 | Pathophysiology in Nursing | 3.00 |
| NUR 198 | Pharmacology in Nursing | 3.00 |
| NUR 199 | Principles of Medication Administration | 1.00 |
| NUR 290 | Clinical Nursing III: Gender Specific Nursing | 4.50 |
| NUR 292 | Clinical Nursing IV: Behavioral Health Nursing | 4.50 |
| NUR 293 | Research in Nursing | 3.00 |
| NUR 295 | Health Assessment in Nursing | 3.00 |
| NUR 390 | Clinical Nursing V: Nursing Care of the III Adult I | 6.00 |
| NUR 392 | Clinical Nursing VI: Nursing Care of Children and Their Families | 4.00 |
| NUR 393 | End of Life Nursing Care | 3.00 |
| NUR 395 | Leadership, Management and Contemporary Issues in Nursing | 4.00 |
| NUR 490 | Clinical Nursing VII: Nursing Care of the III Adult II | 6.00 |
| NUR 492 | Clinical Nursing VIII: Community Centered Nursing | 5.00 |
| NUR 494 | Transition to Professional Nursing Practice | 3.00 |

* In addition to the core and ancillary requirements

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

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

Major Requirements:

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

Core Curriculum Requirements for Nursing

R.N.-B.S. Completion

An accredited associate degree program in nursing will satisfy the following:

Professional Phase* Requirements

Graduates of accredited nursing programs will receive 29 transfer credits for their prior nursing courses.

Baccalaureate Requirements

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

*All R.N.-B.S. students must have a minimum of 60 credits in liberal arts and sciences and a total of 32 credits in residence to meet graduation requirements.

Accelerated B.S. Nursing Track

Major Requirements

| | | |
|---------|--|------|
| NUR 190 | Clinical Nursing I: Nursing Foundations | 4.00 |
| NUR 192 | Clinical Nursing II: Nursing Care of the Older Adult | 5.00 |

| | | |
|---------|--|------|
| NUR 197 | Pathophysiology in Nursing | 3.00 |
| NUR 198 | Pharmacology in Nursing | 3.00 |
| NUR 199 | Principles of Medication Administration | 1.00 |
| NUR 290 | Clinical Nursing III: Gender Specific Nursing | 4.50 |
| NUR 292 | Clinical Nursing IV: Behavioral Health Nursing | 4.50 |
| NUR 293 | Research in Nursing | 3.00 |
| NUR 295 | Health Assessment in Nursing | 3.00 |
| NUR 390 | Clinical Nursing V: Nursing Care of the Ill Adult I | 6.00 |
| NUR 392 | Clinical Nursing VI: Nursing Care of Children and Their Families | 4.00 |
| NUR 393 | End of Life Nursing Care | 3.00 |
| NUR 395 | Leadership, Management and Contemporary Issues in Nursing | 3.00 |
| NUR 490 | Clinical Nursing VII: Nursing Care of the Ill Adult II | 6.00 |
| NUR 492 | Clinical Nursing VIII:Community Centered Nursing | 5.00 |
| NUR 494 | Transition to Professional Nursing Practice | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 122
 Minimum Liberal Arts and Sciences Credits: 61
 Minimum Major Credits: 61
 Minimum Credits in Courses >100 Level: 48
 Ancillary Course Requirements: See Above
 Distribution Course Requirements: See Above

 Minimum Nursing Major GPA: 3.0
 Minimum Overall GPA: 3.3

ACCELERATED PROGRAMS

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

Blended Learning - Onsite & Online

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

Eligibility:

- be a Registered Nurse with an Associate

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

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

[Program Code: 20738]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

| | |
|---------------------|--------------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | Not Required |

Social Sciences

| | |
|----------------------------|-----------|
| History | 6 credits |
| Psychology | 3 credits |
| Social Sciences (ANT, SOC) | 3 credits |

Science and Mathematics

| | |
|--------------------------------------|-----------|
| Mathematics | 3 credits |
| Laboratory Science (BIO 3 and BIO 4) | 8 credits |

Communication, Visual & Performing Arts

| | |
|---|--------------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | Not Required |

Ancillary Course Requirements:

Must complete both of the following psychology courses.

| | | |
|---------|----------------------------|------|
| PSY 107 | Developmental Psychology I | 3.00 |
| PSY 110 | Abnormal Psychology | 3.00 |

Choose one of the following sociology or anthropology courses

| | | |
|-------|---------------------------|------|
| ANT 4 | Physical Anthropology | 3.00 |
| ANT 5 | Cultural Anthropology | 3.00 |
| SOC 3 | Introduction to Sociology | 3.00 |

Choose one of the following psychology courses

| | | |
|---------|----------------------------|------|
| PSY 107 | Developmental Psychology I | 3.00 |
| PSY 110 | Abnormal Psychology | 3.00 |

48 credits above 100 (advanced courses) required.

Science Core Requirement: Nursing students who have completed both BIO 137 and BIO 138

need not complete BIO 3 and 4 per department and dean. Science requirement has been satisfied.

| | | | |
|-----|-----|------------------|------|
| BIO | 137 | Human Anatomy | 4.00 |
| BIO | 138 | Human Physiology | 4.00 |

Major Requirements

UNDERGRADUATE COURSES - Nursing

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

| | | | |
|-----|-----|--|------|
| NUR | 297 | Introduction to Baccalaureate Nursing Education | 3.00 |
| NUR | 299 | Health Promotion I: Health Assessment | 3.00 |
| NUR | 396 | Leadership and Management I | 3.00 |
| NUR | 398 | Nursing Research for Evidenced-Based Nursing Practice | 3.00 |
| NUR | 496 | Health Promotion III: Health care needs of Diverse Populations | 4.00 |
| NUR | 497 | Health Promotion IV: Community-Based Nursing Practice | 5.00 |

GRADUATE COURSES - ANP

Graduate courses shared by both Nurse Executive and ANP Programs

| | | | |
|-----|-----|--|------|
| NUR | 610 | Nursing Research | 3.00 |
| NUR | 620 | The Theoretical Basis of Advanced Practice Nursing | 3.00 |
| NUR | 670 | Healthcare Issue Policies and Ethics | 2.00 |

Specialty Course Requirements for ANP

| | | | |
|-----|-----|--|------|
| NUR | 612 | Pathophysiology for Advanced Practice | 3.00 |
| NUR | 614 | Healthcare Issue Policies and Ethics | 2.00 |
| NUR | 615 | Health Care of the Older Adult | 2.00 |
| NUR | 630 | The Advanced Practice Role | 2.00 |
| NUR | 634 | Advanced Physical Assessment | 3.00 |
| NUR | 644 | Pharmacology | 4.00 |
| NUR | 650 | Diagnosis and Management of Illnesses and Physical Conditions of the Adult I | 4.00 |
| NUR | 654 | Preceptored Practicum in Primary Care of the Adult | 4.00 |

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

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

Credit and GPA Requirements

- Minimum Total Credits: 150
- Minimum Liberal Arts and Sciences Credits: 64
- Minimum Major Credits Undergraduate: 21
- Minimum Major Credits Graduate: 43
- Ancillary Course Requirements: See Above
- Minimum Major GPA: 3.0
- Minimum Overall GPA: 2.5

Nursing Courses

NUR 190 Clinical Nursing I: Nursing Foundations

This course introduces the student to the foundations of nursing practice at the baccalaureate level. Through the didactic portion of the course, students are introduced to curriculum threads which include: a focus on the individual as a biopsychosocial, cultural and spiritual being, Maslow's hierarchy of needs, nursing process, theoretical bases for nursing practice, primary, secondary, and tertiary prevention, life span development, nutrition, human sexuality, genomics, nursing informatics, Complementary and Alternative Modalities (CAM), group process, Healthy People 2010, and all hazards preparedness. The theoretical and evidence based underpinnings of selected basic nursing skills are taught. Laboratory and observational experiences provide students with opportunities to practice basic nursing skills in order to prepare them for performance in the clinical setting.

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

Credits: 4

Every Fall, Spring and Summer

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

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

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

Credits: 5

Every Fall and Spring

NUR 197 Pathophysiology in Nursing

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

subsequent terms.

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

Credits: 3

Every Fall, Spring and Summer

NUR 198 Pharmacology in Nursing

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

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

Credits: 3

Every Fall, Spring and Summer

NUR 199 Principles of Medication Administration

This course focuses on medication administration to provide the student with essential knowledge and skills which will enable them to develop competencies in the delivery of medications for individuals of all ages. Content includes: interpretation of medication orders, the calculation of safe medication dosages and the preparation and administration of medications in simulated settings.

PR NUR 100-LEVEL The following courses are all required pre-requisites: BIO 3, 4, 101, 131, 132; CHM 3X, 4X; PSY 3; SOC 3 or ANT 4 or ANT 5; MAT 100 or PSY 150; PSY 107 and 108 or TAL 250; Pass the TEAS Prog Exam. Co-requisite of NUR 190, 192, 197, 198.

Credits: 1

Every Fall, Spring and Summer

NUR 290 Clinical Nursing III: Gender Specific Nursing

This course focuses on male and female sexual and reproductive health including nursing care of the pregnant woman and newborn. The SON curriculum threads, a variety of women's reproductive health issues from menarche to menopause and commonly occurring male reproductive health issues will be examined. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50

Every Fall, Spring and Summer

NUR 292 Clinical Nursing IV: Behavioral Health Nursing

This clinical course focuses on promotion, maintenance, and restoration of behavioral health across the lifespan. Emphasis is placed on therapeutic communication, critical thinking and nursing interventions with clients in acute care and outpatient settings. Behavioral Health Nursing includes the School of Nursing (SON) core concepts, scope and standards of practice, basic mental health concepts, including developmental theories, issues related to client advocacy, therapeutic relationships, psychopharmacology, milieu management, models and theories related to individual, group, and family therapy and clinical disorders from a nursing perspective. Cultural influences are discussed as they relate to communication and behavior. Students are introduced to principles of evidence-based practice as they relate to prevention and treatment of mental illness.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 4.50

Every Fall and Spring

NUR 293 Research in Nursing

This course introduces nursing students to the processes of scientific inquiry and research. The purpose of the course is to develop knowledgeable consumers of nursing research, i.e., practitioners who can (1) critically appraise (a) the scientific merit of nursing research studies and (b) the evidence base for clinical interventions/protocols, and (2) incorporate relevant findings into their practice. Emphasis is placed on developing the ability to analyze, synthesize, and evaluate nursing research within a culturally-diverse and collegial atmosphere using experiential teaching-learning methods.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3

Every Fall and Spring

NUR 295 Health Assessment in Nursing

This course focuses on performing a health assessment of adults and older adults. This includes gathering data for a general survey and comprehensive health history and developing basic skills required to differentiate between healthy and unhealthy findings with consideration given to cultural and spiritual influences. Emphasis is placed on integumentary, gastrointestinal, sensory, neurological, cardiovascular, respiratory and musculoskeletal systems. Lab requires students to practice skills and demonstrate the ability to complete a full health assessment.

The pre-requisites of NUR 190, 192, 192C, 197, 198 and 199 are required.

Credits: 3

Every Fall, Spring and Summer

NUR 297 Introduction to Baccalaureate Nursing Education

This course is designed to help the registered nurse student transition to baccalaureate nursing education. Theories of role transition, change and selected nursing theories are discussed. Also, students are introduced to professional development through the integration of various communication skills, and professional portfolio development. The presentation of these concepts builds on the application of students' previous nursing knowledge in order to broaden their professional development in light of a changing health care environment. Open to RN-BS Students Only.

Credits: 3
Every Fall

NUR 298 Introduction to Nursing Informatics

The course provides an overview of the use of information and computer technology in the delivery of healthcare/nursing. Theoretical foundations for information management within health care settings are discussed. Students will have the opportunity to learn how nurses can assess, develop and use nursing information systems to work more efficiently, to allocate resources more effectively, and improve patient care. Ethical and social issues in health care informatics are discussed. Open to RN-BS students only.

Credits: 3
Every Fall

NUR 299 Health Promotion 1: Health Assessment Across the Life Span

This course is designed to enhance the practice of the RN student with the theory and skills necessary to conduct comprehensive health assessments on clients across all ages. Emphasis is placed on the assessment skills; interpretation of data collected; identification of health risks, and on health teaching. Students have the opportunity to learn and practice skills in the college laboratory component of the course along with independent guided learning activities.

Pre-requisites of NUR 297 and 298 are required
Credits: 3
Every Summer

NUR 303 Independent Study

Open only with permission of the Dean. Open to Nursing students to pursue in depth a specific area of study in Nursing with guidance from a faculty member. Permission of the instructor and the Dean required. This course may be taken multiple times.
Credits: 1 to 3
On Occasion

NUR 313 Independent Study and Practice

An opportunity for students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member, and clinical practical hours are determined by faculty. This course has an additional fee. Open to students only with the permission of the instructor and Chair.

The co-requisite of NUR 313L is required
Credits: 3
On Occasion

NUR 314 Independent Study and Practice

For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

The co-requisite of NUR 314L is required.
Credits: 3
On Occasion

NUR 314L Independent Study and Practice LAB

For students who wish to pursue specific clinical areas of study in nursing. Students are guided by a faculty member. Clinical practical hours to be determined by faculty. Open to students only with the permission of the instructor and Chair.

Credits: 0
On Occasion

NUR 390 Clinical Nursing V: Nursing Care of the Ill Adult I

This clinical course focuses on promotion, maintenance, and restoration of adult health in persons with acute or potential health problems related to cardiovascular, gastrointestinal, integumentary, neurological and musculoskeletal systems. Emphasis is place on the acute stages of illness in adults and its impact on the family. Using the Nursing Process students are provided the opportunity to plan, implement and evaluate nursing care given to adults in a variety of inpatient and community settings. The SON curriculum threads, the use of technology in providing and documenting nursing care in each setting are discussed. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 6
Every Fall and Spring

NUR 390C Clinical Nursing V: Nursing Care of the Ill Adult I

This clinical course focuses on promotion, maintenance, and restoration of adult health in persons with acute or potential health problems related to cardiovascular, gastrointestinal, integumentary, neurological and musculoskeletal systems. Emphasis is place on the acute stages of illness in adults and its impact on the family. Using the Nursing Process students are provided the opportunity to plan, implement and evaluate nursing care given to adults in a variety of inpatient and community settings. The SON curriculum threads, the use of technology in providing and documenting nursing care in each setting are discussed. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 290, 290C, 292, 292C,

293, and 295 are required.
Credits: 0
Every Fall and Spring

NUR 392 Clinical Nursing VI: Nursing Care of Children and Their Families

This course focuses on the nursing management of children and their families. Emphasis is on the growth and developmental tasks of children from infancy to adolescence, issues of health, illness, abuse and neglect, developmental disabilities and autistic spectrum disorders. Aspects of care for the childbearing, childrearing and child-launching family are presented. Clinical offers students the opportunity to learn about the management of children and their families in a variety of traditional and nontraditional settings.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 4
Every Fall, Spring and Summer

NUR 392C Clinical Nursing VI: Nursing Care of Children and Their Families

This course focuses on the nursing management of children and their families. Emphasis is on the growth and developmental tasks of children from infancy to adolescence, issues of health, illness, abuse and neglect, developmental disabilities and autistic spectrum disorders. Aspects of care for the childbearing, childrearing and child-launching family are presented. Clinical offers students the opportunity to learn about the management of children and their families in a variety of traditional and nontraditional settings.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 0
Every Fall, Spring and Summer

NUR 393 End of Life Nursing Care

This course synthesizes previously learned knowledge and practice as a foundation for introducing students to end of life nursing care. The SON curriculum threads as they related to end of life nursing care are discussed. Emphasis is on quality of life at the end of life, symptom management, communication with dying clients and family members, the dying process, legal and ethical issues and bereavement. This is a writing-intensive course which fulfills LIU Brooklyn's writing-intensive requirement.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.
Credits: 3
Every Fall and Spring

NUR 395 Leadership, Management and Contemporary Issues in Nursing

This course focuses on the current and historical, socioeconomic and political forces that impact nursing practice. Students explore and discuss emerging roles of the nurse in a complex and unpredictable health care delivery system. The content focuses on organizations, leadership, case

management, decision-making, change, measurement of nursing outcomes, communication and healthcare systems. Through a mentorship with a nursing leader, students apply leadership and management theory and participate as members of the healthcare team.

The pre-requisites of NUR 290, 290C, 292, 292C, 293, and 295 are required.

Credits: 4

Every Fall, Spring and Summer

NUR 395C Leadership, Management and Contemporary Issues

This course focuses on the current and historical, socioeconomic and political forces that impact nursing practice. Students explore and discuss emerging roles of the nurse in a complex and unpredictable health care delivery system. The content focuses on organizations, leadership, case management, decision-making, change, measurement of nursing outcomes, communication and healthcare systems. Through a mentorship with a nursing leader, students apply leadership and management theory and participate as members of the healthcare team. This is a writing-intensive course which fulfills LIU Brooklyn's writing-intensive requirement.

Credits: 0

Every Fall, Spring and Summer

NUR 396 Leadership and Management I

This course introduces the registered nurse student to basic organizational and systems leadership and their relationships to quality care and patient safety. Students learn about theories, concepts, and principles of leading, managing, and delegating; and the various legal issues that challenge nursing leaders and managers. Continuous quality improvement models and various leadership styles along with current literature findings are explored. The importance of effective communication and collaboration strategies in maintaining nursing's role on the healthcare team are emphasized. Open to RN-BS students only.

Pre-requisites of NUR 297 and 298 are required

Credits: 3

Every Fall and Spring

NUR 396C Leadership and Management I

This course introduced the registered nurse student to basic organizational and systems leadership and their relationships to quality care and patient safety. Students learn about theories, concepts, and principles of leading, managing, and delegating; and the various legal issues that challenge nursing leaders and managers. Continuous quality improvement models are explored along with various leadership styles long with current literature findings. The importance of effective communication and collaboration strategies as members of the healthcare team are emphasized. The individualized clinical mentorship provides opportunities to work with nurse leaders and managers in a variety of agencies and units. Open

to RN-BS students Only.

Credits: 0

Every Fall and Spring

NUR 397 Health Promotion II: Nursing Management of Complex Health

This course focuses on disease and injury prevention to multi-ethnic populations across the lifespan, along with issues from beginning to end of life care. Public health principles, health behavior change theory, fundamentals of epidemiology and biostatistics and the relationship of genetics and genomics to health screening, prevention, and patient teaching are discussed. The importance of cultural competence in nursing and health care is examined along with complementary and alternative modalities. Comprehensive literature review and evidenced based nursing outcomes are discussed. Open to RN-BS students only.

Three credits.

Pre-requisites of NUR 297 and 298 are required

Credits: 3

Every Fall and Spring

NUR 398 Nursing Research for Evidence-Based Nursing Practice

This course introduces the registered nurse student to the research process in order transfer current nursing evidence into practice and improved patient outcomes. The identification and exploration of the relationship of the research process and the development of nursing knowledge are considered. The RN student discusses the research process and how nursing knowledge is developed, researched, evaluated and applied into practice. The RN student also discusses ethical and legal protocols that guide nursing research in order to protect the rights of clients. Open to RN-BS students.

Pre-requisite of MTH 100 is required.

Credits: 3

Every Fall and Spring

NUR 490 Clinical Nursing VII: Nursing Care of the Ill Adult II

This course focuses on the synthesis and knowledge required to care for clients with complex multi-system health issues. Using the SON curriculum threads, students provide care to a caseload of clients with complex health issues. The clinical component of this course assists students to develop independence under the direct guidance of selected agency preceptors. Students further cultivate the development of the professional role by synthesizing the concepts of time management, prioritizing, interdisciplinary communication, and delegation skills.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 6

Every Fall, Spring and Summer

NUR 490C Clinical Nursing VII: Nursing Care of the Ill Adult II

This course focuses on the synthesis and knowledge

required to care for clients with complex multi-system health issues. Using the SON curriculum threads, students provide care to a caseload of clients with complex health issues. The clinical component of this course assists students to develop independence under the direct guidance of selected agency preceptors. Students further cultivate the development of the professional role by synthesizing the concepts of time management, prioritizing, interdisciplinary communication, and delegation skills.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 0

Every Fall, Spring and Summer

NUR 492 Clinical Nursing VIII:Community Centered Nursing

This course expands concepts of nursing practice and the SON curriculum threads outside traditional health-care settings introduced in Semester One and integrated across the curriculum. It culminates with a "real world" community-centered project. The primary foci are risk assessment, reduction and communication: care of aggregates; health promotion, protection, prevention and education. Students learn to provide care that demonstrates an understanding of an individual, family and/or community explanatory model for health and illness and the sociopolitical and economic forces that govern health care choices and services. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 5

Every Fall, Spring and Summer

NUR 492C Clinical Nursing VIII:Community Centered Nursing

This course expands concepts of nursing practice and the SON curriculum threads outside traditional health-care settings introduced in Semester One and integrated across the curriculum. It culminates with a "real world" community-centered project. The primary foci are risk assessment, reduction and communication: care of aggregates; health promotion, protection, prevention and education. Students learn to provide care that demonstrates an understanding of an individual, family and/or community explanatory model for health and illness and the sociopolitical and economic forces that govern health care choices and services. Clinical experiences which provide students with opportunities to practice are included.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 0

Every Fall, Spring and Summer

NUR 494 Transition to Professional Nursing Practice

This course synthesizes the core content of the curriculum and is the final preparatory course for entry into nursing practice. Professional behaviors necessary for transition from student to professional are examined. Students are prepared for state licensure examination.

Co-requisite of NUR 490 is required.

Credits: 3

Every Fall, Spring and Summer

NUR 495 Leadership and Management II: Budgeting, Finance and Health Care Policy

This course builds on knowledge and skill learned in Leadership and Management I and provides basic knowledge and skills about health care policy, finance and effects on the delivery of nursing care. The registered nurse student will learn how patient care services are organized and financed, and the structure of reimbursement. Regulatory agencies and guidelines that define boundaries of nursing practice are discussed along with how health care policies are developed and changed. Open to RN-BS students only.

Pre-requisite of NUR 396 is required.

Credits: 4

Every Fall and Spring

NUR 496 Health Promotion III: Health Care Needs of Diverse Populations

This course builds on concepts and principles learned in Health Promotion I and II to focus on promotion health for at-risk populations both locally and globally. Healthy People provides the framework for discussions and the New York City Department of Health and Mental Hygiene Vital Statistics provide the backdrop for planning health promotion strategies. The registered nurse students discuss barriers to health care such as health illiteracy, health disparities, and cultural and economic issues. Students have the opportunity to develop and/or implement plans for promotion of health and disease/injury prevention for selected groups of clients. Open to RN-BS students Only.

Pre-requisite of NUR 397 is required.

Credits: 4

Every Spring

NUR 497 Health Promotion IV: Community Based Nursing Practice

This senior capstone course, introduces the registered nurse students to the concepts and theories related to community and public health nursing. The concept of population-focused nursing and the population as client or unit of care are emphasized. Health promotion and disease prevention is reinforced. Students build on knowledge and skills learned throughout the program to plan population-focused interventions and collaborate with other healthcare professionals to improve population health. Emergency preparedness needs for communities are assessed and plans developed. Open to RN-BS students

Only.

Pre-requisite of NUR 299 is required.

Credits: 5

Every Summer

NUR 497C Health Promotion IV: Community Based Nursing Practice

This senior capstone course, introduces the registered nurse students to the concepts and theories related to community and public health nursing. The concept of population-focused nursing and the population as client or unit of care are emphasized. Health promotion and disease prevention is reinforced. Students build on knowledge and skills learned throughout the program to plan population-focused interventions and collaborate with other healthcare professionals to improve population health. Emergency preparedness needs for communities are assessed and plans developed.

The pre-requisites of NUR 390, 390C, 392, 392C, 393, and 395 are required.

Credits: 0

Every Summer

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

Richard L. Conolly College of Liberal Arts and Sciences is the hub of undergraduate education at LIU Brooklyn, offering diverse degree programs in the humanities; the sciences; the social sciences; and arts and communication. It provides the general educational foundation for all academic and professional programs at the campus through its core curriculum. Conolly College also offers an array of comprehensive graduate programs, including the Ph.D. in Clinical Psychology. Our diverse curriculum allows you to sample a range of academic disciplines, from biology and chemistry to dance and media, from creative writing and physics to psychology and history.

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

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

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

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Dean

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Assistant Dean

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Executive Assistant to the Dean

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Fields of Study

Biochemistry
Biology
Chemistry
Dance
Economics*
English
Fine Arts
Foreign Languages and Literature*
History
Humanities
Journalism
Mathematics*
Media Arts
Music*
Philosophy*
Physics
Political Science
Psychology
Social Science
Sociology/Anthropology*
Speech*
Theatre*

*Not offered as a major at this time

The fields of study are grouped as follows:

I. Division of Humanities

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

II. Division of Science

- Biochemistry
- Biology (Concentration in Molecular Biology)
- Chemistry
- Mathematics
- Physics (Concentrations in Health Science and Quantitative Finance)

III. Division of Social Science

- Economics
- History
- Political Science
- Psychology
- Social Science
- Sociology/Anthropology
- Minors in Latin American and Caribbean Studies, Asian Studies, Criminal Justice, Political Geography and Urban Studies

School of Arts and Communication

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

Associate Degree

To qualify for an associate degree students must complete at least 60 credits in the liberal arts and sciences with a minimum 2.0 grade point average.

Students who intend to continue on to a bachelor's degree must reapply for admission. Students interested in an associate degree should seek counseling from their academic advisor. For further information, contact the associate dean, Richard L. Conolly College of Liberal Arts and Sciences.

Pre-Law Advisement

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

Pre-Medical and Pre-Professional Evaluating Committee

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

Humanities (Division I)

The Humanities Division offers both undergraduate and graduate degree programs in English. Classes are also offered in foreign languages and literature and in philosophy. Each provides a humanistic foundation for almost all professional fields. An interdisciplinary major also is available in the humanities, and students can minor in English, Spanish, French, philosophy, gender studies and Africana studies.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 120 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF ENGLISH

Professors Allen, Dilworth, Haynes, High, McGarrity, Matz, Mutnick, Parascandola, Pattison, Schweizer, Swaminathan (Chair), Warsh
Professors Emeriti Bernard, Braid, Henning, Hullot-Kentor, Hyneman, Kleinberg, Malinowitz, Silverstein, Templeton, Zilversmit
Associate Professors Bokor, Horrigan, Killoran, McCrary
Associate Professor Emerita Li
Assistant Professors Antinori, Sohn
Instructor Hall
Adjunct Professor Berninger
Adjunct Associate Professor Hassan
Adjunct Assistant Professor Matkov

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

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

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

B.A. in English

B.A., English

[Program Code: 06930]

Graduation Requirements

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

Core Curriculum Requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

English Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: Speech Language Pathology, Foreign Languages, Philosophy, Humanities, Economics, History, Political Science, Psychology, Sociology, Anthropology, Social Work. Note: This requirement may also be satisfied by completing a second major or a minor in any subject (whether on the above list or not).

Major Requirements

Literature Concentration Requirements

Must complete the following six courses:

ENG 128 Early British Literatures 3.00

ENG 129 Later British Literatures 3.00

ENG 158 Early Literatures of the United States 3.00

ENG 159 Literatures of the United States since 1865 3.00

ENG 169 Non-Western or Post-Colonial Literature 3.00

ENG 190 Senior Thesis in Literature 3.00

Must complete an additional four English

courses numbered above 100. One must be in creative writing (104, 164, 165, 166, 167, or 168). One must be in writing and rhetoric (126, 163, 168, 171, 172, 173, 174, or 175). The remaining two may be from any concentration. These courses should be chosen in consultation with the English department's undergraduate advisor.

Writing and Rhetoric Concentration

Requirements

Must complete five courses from the following.

Notes: (1) At least one of the five courses must be from ENG 171, 172; (2) ENG 163, ENG 168, 172, 173, ENG 174, and ENG 175 may be taken twice for credit by English majors concentrating in

Writing & Rhetoric; and (3) ENG 126 and JOU 119 are the same course, so English majors should register for ENG 126.

ENG 126 News Writing 3.00

ENG 163 Explorations in Non-Fiction Writing 3.00

ENG 168 Creative Non-Fiction Workshop 3.00

ENG 171 Introduction to Classical Rhetoric 3.00

ENG 172 Topics in Contemporary Rhetoric 3.00

ENG 173 Writing in the Community 3.00

ENG 174 Teaching Writing 3.00

ENG 175 Writing for the Professions 3.00

JOU 119 News Writing 3.00

Must complete one creative writing course from 104, 164, 165, 166, 167, or 168. Note: No one course can satisfy two different requirements.

Must complete two courses from the following.

ENG 128 Early British Literatures 3.00

ENG 129 Later British Literatures 3.00

ENG 158 Early Literatures of the United States 3.00

ENG 159 Literatures of the United States since 1865 3.00

ENG 169 Non-Western or Post-Colonial Literature 3.00

Must complete one additional literature course. Any course from the following may be used to satisfy this requirement.

ENG 119 Masterpieces of World Literature 3.00

ENG 128 Early British Literatures 3.00

ENG 129 Later British Literatures 3.00

ENG 137 Shakespeare 3.00

ENG 140 Major Authors 3.00

ENG 150 Studies in Ethnic Literature 3.00

ENG 158 Early Literatures of the United States 3.00

ENG 159 Literatures of the United States since 1865 3.00

ENG 169 Non-Western or Post-Colonial Literature 3.00

ENG 170 Literary Periods and Movements 3.00

ENG 180 Genre Studies 3.00

Any ENG course above 200 may also be used in the above section. Of the above, only 140, 150,

170, and 180 may be taken twice for credit.

Must complete the following course:

ENG 192 Senior Thesis in Writing and Rhetoric 3.00

Creative Writing Concentration

Requirements

Must complete the following course.

ENG 164 Explorations in Creative Writing 3.00

Must complete four courses from the following.

Note: Each of these courses (except 104) may be taken twice for credit by English majors concentrating in Creative Writing.

ENG 104 Introduction to Creative Writing 3.00

ENG 165 Poetry Workshop 3.00

ENG 166 Fiction Workshop 3.00

ENG 167 Playwriting Workshop 3.00

ENG 168 Creative Non-Fiction Workshop 3.00

Must complete one course in writing and rhetoric from 126, 163, 168, 171, 172, 173, 174, or 175.

Must complete three literature courses as follows:

Literature Requirement 1

The student must complete at least one course from the following.

ENG 129 Later British Literatures 3.00

ENG 159 Literatures of the United States since 1865 3.00

Literature Requirement 2

The student's remaining credits in literature may be satisfied by any of the following courses. Note: The total number of credits required from the following will depend on how the student satisfied Literature Requirement 1 above.

ENG 119 Masterpieces of World Literature 3.00

ENG 128 Early British Literatures 3.00

ENG 129 Later British Literatures 3.00

ENG 137 Shakespeare 3.00

ENG 140 Major Authors 3.00

ENG 150 Studies in Ethnic Literature 3.00

ENG 158 Early Literatures of the United States 3.00

ENG 159 Literatures of the United States since 1865 3.00

ENG 169 Non-Western or Post-Colonial Literature 3.00

ENG 170 Literary Periods and Movements 3.00

ENG 180 Genre Studies 3.00

Any ENG course above 200 may also be used in the Literature Requirement 2 section above. Of the above, only 140, 150, 170, and 180 may be taken twice for credit.

Must complete the following course.

ENG 191 Senior Thesis in Creative Writing 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 30

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in English

Students may minor in English by completing any four ENG courses numbered above 100 for a total of 12 credits.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

English Department Courses

ENG 13 English Composition

English 13 concentrates on improving the student's ability to read carefully and critically and to write basic narrative and expository prose that adheres to the conventions of standard edited English.

Students read and write about a variety of essays, stories and poems, as well as one longer text. Students learn what it means to read and write in an academic context. Editing skills - including the language of basic grammar, syntax, usage, and punctuation - are introduced. This course has an additional fee. Six classroom hours per week. Letter grades and U. Prerequisite: Placement.

Credits: 3

Every Semester

ENG 13X English Composition for Nonnative Speakers

English 13X is a course parallel to English 13 for nonnative speakers who need additional work in English as a Second Language. Like English 13, English 13X meets six hours per week. Letter grades and U. This course has an additional fee. Prerequisite: Placement.

Credits: 3

Every Semester

ENG 14 English Composition

In English 14, students develop their reading, writing and formal rhetorical skills. Not only do students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments. This course has an additional fee. Six classroom hours per week. Letter grades and U.

To register for ENG 14 one of the following requirements must be satisfied:ENG 13 or placement exam;or score of 450 or higher in the Verbal/Reading SAT exam;or score of 450 or higher in Writing SAT exam;or score of 23 or higher on the ACT Assessment.

Credits: 3

Every Semester

ENG 14X English Composition for Nonnative Speakers

English 14X is a course parallel to English 14 for nonnative speakers who need additional work in English as a Second Language. Like English 14, English 14X meets six hours per week. Letter grades and U. This course has an additional fee.

The pre-requisite of ENG 13X or the placement exam is required.

Credits: 3

Every Semester

ENG 16 English Composition

English 16 seeks to initiate a dialogue among students that leads them to write with more than their own "personal" position in mind: the readings

and classroom discussions give the sense that they are entering an ongoing conversation of consequence. To this end, students in English 16 are required to integrate the thoughts and words of other writers into their own essays. Both in relation to their own experience and to a text or set of texts, student writers in English 16 learn how to articulate and develop a sophisticated argument within a specific rhetorical situation. Three classroom hours per week. Part of Core requirement.

To register for ENG 16 one of the following requirements must be satisfied:ENG 14 or placement exam;or score of 550 or higher in the Verbal/Reading SAT exam;or score 550 higher is Writing SAT exam;or score of 25 or higher on the ACT Assessment.

Credits: 3

Every Semester

ENG 16X English Composition for Nonnative Speakers

English 16X is a course parallel to English 16 for nonnative speakers who needs additional work in English as a Second Language. Three hours per week. Letter grades and U. This course has an additional fee.

The pre-requisite of ENG 14X or the placement exam is required.

Credits: 3

Every Semester

ENG 61 European Literatures I

An examination of significant works of literature from Ancient Greece and Rome and Medieval and Renaissance Italy, France, Germany and England. Intensive readings from epics, sacred books, poems, plays and tales - arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 62 European Literatures II

An examination of significant works of European literature, from the 18th Century to the present. Intensive readings from a wide representation of texts - novels, poems, plays and essays - arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 63 American Literatures

A survey of the literatures and traditions of the United States from Colonial times to the present, with attention paid to the larger context of literary traditions across all the Americas - North America, the Caribbean, Latin America. Arranged chronologically or thematically. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 64 Non-Western Literatures

Drawing primarily from the literatures of Africa and Asia, each section focuses on at least two geographical areas, such as Western Africa, China, India, Japan, Southeast Asia or the Pacific Islands. Broad sweeps of time may be covered or specific periods of high cultural achievements such as the Tang Dynasty, Medieval Japan or West Africa before the European invasion may be highlighted. Topics for individual sections will appear in the Schedule of Classes. All texts read in English.

Pre-requisite of ENG 16 is required.

Credits: 3

Every Semester

ENG 102 History of Literary Theory

Readings survey the history of literary theory from Plato to the present. A wide variety of critical approaches are discussed, including Classicism, Neo-Classicism, Romanticism, Marxism, New Criticism, Structuralism, Psychoanalytic Criticism, Feminism, Queer Theory, Post-Structuralism, Ethnic Studies, New Historicism, and Cultural Studies. Subjects differ from semester to semester. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 104 Introduction to Creative Writing

An introductory creative writing workshop. Students begin to learn and experiment with the art of writing in various genres, such as poetry, fiction and play-writing. Although readings are included, emphasis is on class discussion of student manuscripts and individual conferences with the instructor.

The pre-requisite of ENG 16 is required.

Credits: 3

Every Spring

ENG 119 Masterpieces of World Literature

Intensive reading and study of selected masterpieces of world literature. Texts and course focus will change from semester to semester. Possible texts include The Iliad, The Dream of the Red Chamber, The Divine Comedy, and Sundiata. Authors studied range from Sophocles and Dante to Moliere, Goethe, and Morrison.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 126 News Writing

Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. Students learn to apply Associated Press style and write leads. In newsroom laboratory sessions, students apply professional standards to frequent assignments. (English majors should register for this

course as ENG 126 rather than JOU 119).

Pre-requisite of ENG 16 or MA 150 or equivalent is required.

Credits: 3

Cross-Listings: ENG 126, JOU 119

Every Semester

ENG 128 Early British Literatures

An exploration of significant texts and topics in British literature from its beginnings to 1800. The course focuses on a period of at least two hundred years and includes texts by Chaucer and Shakespeare. Themes vary from semester to semester and may include topics such as the Monstrous and the Fantastic, Sexuality and Gender in Premodern Literature, or Heroic Identities before 1800.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 129 Later British Literatures

An exploration of significant texts and topics in British literature between 1800 and the present. Themes vary from semester to semester and may include topics such as the Age of Revolution, Writing Empire, or (Re)Writing Religion in Modern British Literature.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 137 Shakespeare

The greatness of Shakespeare explored through the intensive study of selected plays and poems.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 140 Major Authors

A concentrated study of one or two authors or a writer and a major school - American or British. Subjects might include Chaucer, Jonson, Donne, Wordsworth, Coleridge, Austen, Woolf and the Bloomsbury Circle, Faulkner, Hemingway, Wright and the Chicago School, or Morrison. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 150 Studies in Ethnic Literature

An intensive examination of particular ethnic traditions in literature. Subjects differ from semester to semester and may include African-American literature, Asian-American literature, Jewish literature, Russian literature, or Latino

literature. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 158 Early Literatures of the United States

An introduction to texts and themes in pre-Civil War American literature. Themes vary from semester to semester. Areas of exploration may include: Examining the Frontier, Slavery and Freedom, American Myths and U.S. Realities.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 159 Literatures of the United States Since 1865

In this course, texts and themes are drawn from American literature from the Civil War to the present. Themes vary from semester to semester and may include: Country and City, Representing the Nation, Literature of a Multicultural United States.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 160 Gender and Language

An examination of the relationship of gender and sexuality to studies of reading, writing, language use, and language acquisition. Subjects differ from semester to semester. Topics may include language and gender, gender and reading, contemporary masculinities, images of women in literature, lesbian and gay voices, queer theory, and writing about lesbian and gay issues. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 163 Explorations in Nonfiction Writing

A nonfiction workshop in which students explore topics that include the essay, experimental nonfiction, zine writing, and digital storytelling. Emphasis on discussion of student manuscripts and individual conferences with instructor. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 164 Explorations in Creative Writing

A creative writing workshop in which students explore topics in writing including spoken word

poetry, experimental fiction, poet's theater, short story writing, and dramatic storytelling. Emphasis on discussion of student manuscripts and presentations and individual conferences with instructor. May be taken twice for credit.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Annually

ENG 165 Poetry Workshop

An intensive workshop devoted to writing poetry. Students will also read selected poetry from published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.

The pre-requisites required are two courses from the following: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Fall

ENG 166 Fiction Workshop

An intensive workshop devoted to writing fiction. Students will also read selected fiction by published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit only by English majors concentrating in Creative Writing.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

Every Spring

ENG 167 Playwriting Workshop

An intensive workshop devoted to writing plays. Students will also read selected plays from published playwrights. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing.

The pre-requisites required are two courses from the following: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3

On Occasion

ENG 168 Creative Non-Fiction Workshop

An intensive workshop devoted to writing literary essays. Students will also be required to read selected essays by published authors. Class time will be spent critiquing each other's writing and discussing experimental forms and approaches. May be taken twice for credit by English majors concentrating in Creative Writing or English majors concentrating in Writing & Rhetoric.

The pre-requisites required are two courses from the following: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3
Annually

ENG 169 Non-Western or Post-Colonial Literature

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
Annually

ENG 170 Literary Periods and Movements

A concentrated study of a particular period or movement in literary history. The focus may be on a specific national literature (American or British) or on the theoretical underpinnings of a movement. Topics vary from semester to semester and may include Colonial Encounters, Romanticism, the Victorians, Realism and Naturalism, Modernism, or Post-Modernism. May be taken twice for credit. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
On Occasion

ENG 171 Introduction to Classical Rhetoric

An introduction to the systematic study of persuasion through the key figures, texts, and concepts in the classical rhetoric traditions. Course activities emphasize applying classical rhetoric concepts to understand the persuasive strategies underlying argumentation involving contemporary issues. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
Every Fall

ENG 172 Topics in Contemporary Rhetoric

An exploration of the roles of verbal, visual, and multi-modal discourses in constituting contemporary society and culture. Course activities emphasize applying perspectives of contemporary rhetoric to analyze discourse in such fields as the mass media, advertising, politics, law, religion, art, literature, film, health, science, and technology. May be taken twice for credit by English majors concentrating in Writing and Rhetoric. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3

Every Spring

ENG 173 Writing in the Community

A writing workshop in which students study the rhetoric and writing of community-based and other advocacy organizations. Topics vary from semester to semester and may include rhetorical analysis of community-based texts and strategies for the production of a range of writing, such as oral histories, grant proposals and pamphlets. May be taken twice for credit by English majors concentrating in Writing and Rhetoric. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
Annually

ENG 174 Teaching Writing

A seminar in which students survey the history, theories and practices of teaching writing at the high school and college levels. Topics vary from semester to semester and may include the history of writing instruction, composition theories and pedagogies, literacy theories and research, one-to-one conferencing, developing and designing curricula and assignments, and responding to student writing. May be taken twice for credit by English majors concentrating in Writing and Rhetoric. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
On Occasion

ENG 175 Writing for the Professions

A writing workshop in which students study rhetorical strategies for professional and technical writing. Topics vary from semester to semester and may include writing grant proposals, reports, news releases, editorials, brochures, technical manuals, Web sites and a range of public documents. May be taken twice by English majors concentrating in Writing and Rhetoric. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
Annually

ENG 180 Genre Studies

A study of a particular genre, offering examples from a wide range of literary history. Topics vary from semester to semester and may include autobiography, the graphic novel, or the making of modern poetry. May be taken twice for credit. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
On Occasion

ENG 184 Modern Drama

A study of selected nineteenth- and twentieth-

century playwrights, focusing on their investigation of contemporary issues and problems.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.

Credits: 3
On Occasion

ENG 187 The Bible as Literature

The study of the Bible (in the King James version) as a work of literature, both for its expressiveness in language and images and its relation to literary forms, including lyric poetry, drama or debate, and narrative. Those features of the Bible that are universal or archetypal in terms of its symbols or imaginative content are discussed, as is the world view implied in the Bible, which is compared with the world views of other civilizations. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
On Occasion

ENG 190 Senior Thesis in Literature

In the fall or spring of their senior year, English majors concentrating in Literature pursue, with the guidance of a faculty member, independent research projects in literary history or analysis, resulting in an extended essay. Prerequisites: 12 credits in upper division courses in the Literature concentration; permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.
Credits: 3
On Demand

ENG 191 Senior Thesis in Creative Writing

In the spring of their senior year, English majors concentrating in Creative Writing pursue independent writing projects, under the guidance of a faculty member, resulting in a manuscript of poems, fiction, plays, or essays. Prerequisites: 12 credits in upper division courses in the Creative Writing concentration; permission of Department Chair.

Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.
Credits: 3
Every Spring

ENG 192 Senior Thesis in Writing and Rhetoric

In the fall or spring of their senior year, English majors concentrating in Writing and Rhetoric apply the rhetorical knowledge and skills they have mastered in their other courses to an independent research project. Working under the guidance of a faculty member, each student produces one of the following: a substantial research-based paper in rhetoric and composition studies; a research-based

document for a civic or professional community; a rhetorical analysis of verbal and/or visual texts; or a nonfiction essay with a reflective coda. May include a relevant internship. Prerequisites: 12 credits in upper division courses in the Writing and Rhetoric concentration; permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.

Credits: 3

On Demand

ENG 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 3

On Demand

ENG 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 3

On Demand

ENG 197 Independent Study

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 1 to 4

On Demand

ENG 198 Independent Study

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

Of the following pre-requisites only two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair and the Dean is also required.

Credits: 1 to 4

On Demand

ENG 203 Starting From Paumanok

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said, Colson Whitehead, and Alison Bechdel. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Credits: 1

Cross-Listings: ENG 203, HUM 203

Annually

ENG 207 Existence in Black: Black Existentialism in American Literature and Philosophy

Black existentialism is a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism that culminates in the works of Jean Paul Sartre and Simone de Beauvoir; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon, who first documented the historical constitution of black defiance to black devaluation as a madness or social deviance; finally and importantly black American social thought as represented in the poems, plays, essays and narratives of Frederick Douglass, Alain Locke, W. E. B. DuBois, James Baldwin, Richard Wright, Ralph Ellison, James Weldon Johnson, Ann Petry, Gwendolyn Brooks, Malcolm X and other prominent black writers. A new generation of black American authors has recently stepped forth to synthesize these forces explicitly into a coherent and exciting philosophy of human existence, addressed to thoughtful people

everywhere. In this course a professor of literature and a professor of philosophy will collaborate in guiding students on an adventure of reflection, a study of the existential dilemmas that have always confronted black thinkers and writers simply in virtue of their being black. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves. *The pre-requisites of ENG 16 and PHI 61 or PHI 62 or HHP 21 or HHP 22 are required; or permission of the Instructor.*

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Professor: Racz (Chair)

Professors Emeriti: Bloch, Brener

Assistant Professor: Maccotta

Adjunct Faculty: 7

Proficiency in a foreign language or languages places at a student's disposal far more than a coveted job skill that will greatly enhance his/her value in the workplace. In our increasingly multilingual world, the ability to communicate with people from other cultures and from many walks of life infinitely enriches individual experience and holds out the promise of bridging differences that now needlessly divide us. The ability to understand, speak, read and write an acquired language broadens horizons, raises cultural awareness, fosters intellectual inquiry and heightens our capacity to act effectively, ethically and compatibly in everyday global affairs.

The Department of Foreign Languages and Literature offers two-semester sequences of introductory language study in Spanish, French, and Italian. Students are provided with the tools they need to develop the requisite communicational skills in speaking, listening comprehension, reading and writing while acquiring a sound working knowledge of grammar. Diverse written and aural/oral textbook and workbook assignments are chosen specifically to meet these goals. Students are additionally exposed to the culture and history of the various countries in which the languages are spoken. Onsite language-laboratory facilities and an online component complement and reinforce weekly classroom sessions, helping students perfect their pronunciation and increase their proficiency. Intermediate and upper-level courses run with sufficient enrollment.

Six credits in a foreign language are required of most entering Richard L. Conolly College students as part of the core curriculum. This requirement is satisfied by completing six credits in French, Italian or Spanish 11, 12 or the equivalent. The six credits must be in one language. Students may not take French, Italian or Spanish 12 without successful completion of French, Italian or Spanish 11 or the permission of the chair. Students with knowledge of a foreign language may be exempted. Students so exempted need not take a foreign language as part of the core requirement, but receive no credit. Exemption examinations are given by the Testing Center. For complete information concerning placement/exemption, contact the department.

MINORS

Minor in Modern Languages

A minor in French or Spanish consists of 12 credits at or above the 100 level, chosen in consultation with the department chair. Richard L. Conolly College does not offer a degree program in Foreign Languages and Literature at this time.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

French Courses

FRE 11 Introductory French I

Introductory speaking, reading and understanding French with emphasis on contemporary culture.

Credits: 3

Every Fall and Spring

FRE 12 Introductory French II

Introductory speaking, reading and understanding French with emphasis on contemporary culture.

Pre-requisite of FRE 11 is required.

Credits: 3

Every Fall and Spring

FRE 31 Intermediate French

Continued emphasis on speaking, reading, writing and understanding French through modern readings.

Pre-requisite of FRE 12 is required.

Credits: 3

On Demand

FRE 32 Intermediate French

Continued emphasis on speaking, reading, writing and understanding French through modern readings. Prerequisite: French 12 or permission of the Department.

Credits: 3

On Demand

FRE 101 Introduction to French Literature

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

Credits: 3

On Demand

FRE 102 Introduction to French Literature

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

Credits: 3

On Demand

FRE 105 History of Contemporary French Civilization

A study of contemporary French civilization with emphasis on patterns of French life and culture viewed against a changing social and intellectual background.

Credits: 3

On Demand

FRE 190 Special Seminar

Intensive study of an author, period, movement, genre and/or topic in French and Francophone literatures and cultures. Conducted in French.

Credits: 3

On Demand

FRE 195 Honors Study

Independent work for superior students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

FRE 196 Honors Study

Independent work for superior students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

FRE 197 Independent Study

Independent work for students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

FRE 198 Independent Study

Independent work for students in French. Offered under the guidance of a Faculty Member.

Permission of the Department and Dean required.

Credits: 3

On Demand

Italian Courses

ITL 11 Introductory Italian I

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.

Credits: 3

Every Fall

ITL 12 Introductory Italian II

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.

Pre-requisite of ITL 11 is required.

Credits: 3

Every Spring

ITL 31 Intermediate Italian I

Continued emphasis on speaking, reading and understanding Italian through modern readings.

Pre-requisite of ITL 12 is required.

Credits: 3

On Demand

ITL 32 Intermediate Italian II

Continued emphasis on speaking, reading and understanding Italian through modern readings.

Prerequisite: Italian 31 or the equivalent.

Credits: 3

On Demand

ITL 197 Independent Study

Independent work for students of Italian offered under the guidance of a Faculty Member.

Department permission required.

Credits: 3

On Demand

ITL 198 Independent Study

Independent work for students in Italian offered under the guidance of a Faculty Member.

Department permission required.

Credits: 3

On Demand

Spanish Courses

SPA 11 Introductory Spanish I

Introductory speaking, reading, writing and understanding Spanish.

Credits: 3

Every Fall, Spring and Summer

SPA 12 Introductory Spanish II

Introductory speaking, reading, writing and understanding Spanish. Pre-requisite: SPA 11, HLS 21 or its equivalent.

The pre-requisite of SPA 11 or HLS 21 is required.

Credits: 3

Every Fall, Spring and Summer

SPA 31 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish. Prerequisite: Spanish 12.

Pre-requisite of SPA 12 is required.

Credits: 3

Every Fall

SPA 32 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish. Prerequisite: Spanish 12 or permission of the Department.

Credits: 3

Every Spring

SPA 100 Spanish Conversation

Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications. Placement exam required or permission of the Department.

Credits: 3

On Demand

SPA 101 Readings in Spanish Literature

An introduction to literary movements and genres from the Medieval period to the present.

Conducted in Spanish.

Credits: 3

On Demand

SPA 103 Advanced Conversation and Composition

Intensive oral and written work to develop ease and style in writing and speaking Spanish.

Credits: 3

On Demand

SPA 105 The Hispanic World

A study of the ethnic, social, political and artistic development of the Spanish-speaking world.

Conducted in Spanish.

Credits: 3
On Demand

SPA 110 Spanish Golden Age Drama

A study of dramas from the Spanish Golden Age, including representative works by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, Rojas Zorrilla, and their contemporaries.

Conducted in Spanish.

Credits: 3
On Demand

SPA 119 Modern Spanish Literature Since 1890

Readings, discussions and interpretations of contemporary selections from Spanish drama, poetry, short stories and novels, with emphasis on the generation of 1898 and twentieth-century texts. Conducted in Spanish.

Credits: 3
On Demand

SPA 133 Readings in Latin American Literature I

Readings of representative works by Spanish-American authors from the Colonial period to the Enlightenment. Conducted in Spanish.

Credits: 3
On Demand

SPA 134 Readings in Latin American Literature II

Readings of representative works by Latin American authors from the 19th century to the present. Conducted in Spanish

Credits: 3
On Demand

SPA 137 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3
Cross-Listings: SPA 137, SSC 233
On Demand

SPA 138 The Contemporary Latin American Novel

Reading and discussion of the contemporary novel. Conducted in Spanish.

Credits: 3
On Demand

SPA 139 Outstanding Women Writers of the Spanish-Speaking World

An examination of the works of women writers of the last 50 years in Spain and Spanish America. Poetry, short stories, novels and critical essays of representative writers. Conducted in Spanish.

Credits: 3
On Demand

SPA 140 Literature of Social Protest and Revolution

An examination of the works of writers of social conscience and revolution in Spanish America, beginning with 1910 and the Mexican Revolution and continuing to the present. Conducted in Spanish.

Credits: 3
On Demand

SPA 150 Advanced Spanish Grammar

A study of Spanish grammar with an emphasis on contemporary usage. Special attention will be given questions of agreement, tense, mood, and aspect with an eye toward both proficiency and idiomaticity. Conducted in Spanish.

Credits: 3
On Demand

SPA 170 Spanish for Education

Intensive oral and written work to develop proficiency in speaking and writing Spanish in the field of Education. Students will learn specialized vocabulary pertaining to elementary and secondary pedagogy, engage in bilingual situational dialogues, and practice the written skills required of school instructors and administrators.

Prerequisites: SPA 31, SPA 32 or their equivalents
Credits: 3
On Demand

SPA 190 Special Seminar

Intensive study of an author, period, movement, genre and/or topic in Spanish-language literatures and cultures. Conducted in Spanish.

Credits: 3
On Demand

SPA 195 Honors Study

Independent work for students in Spanish under the guidance of a Faculty Member. Permission of the Chair of the Department and the Dean required.

Credits: 3
On Demand

SPA 196 Honors Study

Independent work under the guidance of a Faculty Member. Permission of the Chair of the Department and the Dean required.

Credits: 3
On Demand

SPA 197 Independent Study

Independent work for students in Spanish offered under the guidance of a Faculty member. Department permission required.

Credits: 3
On Demand

SPA 198 Independent Study

Independent work for students in Spanish offered under the guidance of a Faculty Member. Department permission required.

Credits: 3
On Demand

SPA 200 Spanish Translation I

Intensive practice of Spanish-English and English-Spanish translation, using a wide variety of prose texts. Study of the basic theoretical groundwork necessary for translation in general as well as Spanish-English and English-Spanish translation in

particular. Prerequisite: Permission of the Department.

Credits: 3
On Demand

SPA 201 Spanish Translation II

Intensive practice of Spanish-English and English-Spanish translation, using complex prose passages from a variety of discourses. Advanced theoretical readings complement translation assignments. In addition, an original, independent translation project of some length is required. Prerequisite: Permission of the Department.

Credits: 3
On Demand

HUMANITIES

The Humanities Division offers an A.A. in Humanities and an interdisciplinary major leading to a B.A. in Humanities. This flexible B.A. program is intended to serve students who already are established in careers or whose professional goals and personal interests require an interdisciplinary course of study. Students are permitted into the program only with the approval of the coordinator of the division and, subsequently, must be closely counseled by a faculty member in English, Philosophy or Gender Studies in order to develop a coherent and well-integrated program.

A.A. in Humanities

A.A., Humanities

[Program Code: 06965]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

Electives

To be determined by proficiency requirements.

Credit and GPA Requirements

Minimum Total Credits: 64

Minimum Overall GPA: 2.0

B.A. in Humanities

B.A., Humanities

[Program Code: 78841]

Graduation Requirements

Students must satisfy the Placement, Proficiency,

Orientation and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

Prior to taking 100 level courses as listed below, students must complete English literature, foreign language and philosophy core requirements.

In consultation with the Humanities Division advisor, students must take twelve (12) to fifteen (15) credits from one of the following areas:

- Africana Studies Concentration - Africana Studies courses 100-level or higher
- English Concentration - English courses 100-level or higher
- Foreign Language Concentration - Foreign language courses 100-level or higher in one language
- Gender Studies Concentration - Gender Studies courses 100-level or higher
- Philosophy Concentration - Philosophy courses 100-level or higher

In consultation with the Humanities division advisor, students must take twelve (12) to fifteen (15) additional credits from the following. These credits must be taken in Humanities Division departments that are outside of the students' concentration area. Credits taken in the area of art, music, dance or theatre are acceptable.

- Africana Studies courses 100-level or higher
- English courses 100-level or higher
- Foreign Language courses 100-level or higher in one language
- Gender Studies courses 100-level or higher
- Philosophy courses 100-level or higher
- Art courses 100-level or higher
- Dance courses 100-level or higher
- Music courses 100-level or higher
- Theater courses 100-level or higher

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 24-30

Minimum Credits in Courses > 100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Africana Studies

Africana Studies is an interdisciplinary program that draws from the humanities, social sciences and sciences. It focuses on the contributions, world views and concerns facing the African Diaspora from past to present and provides a complementary take on many of the discourses established by traditional disciplines while it also defines and attempts to answer alternative intellectual queries from the perspective of various and varying groups of people of African descent. This 12-credit, minor-granting program has organized and launched several outreach programs with the assistance of campus and community resources: youth performances, conferences on Africana Philosophy and on Jazz and other African-based musical forms (Music of the Spirit), multicultural, multinational musical performances, films and discussion panels, fundraisers and mentorship presentations. Students interested in learning more about the Africana Studies program should contact the director of the program, Professor Kenyatta Beasley, 718 488-1052, kenyatta.beasley@liu.edu.

Students interested in minoring in Africana Studies should consult with the director of the program

Required Courses - 6 credits

Introduction to Africana Studies

African Civilization

Students must take 6 additional credits from courses at the 100 level or above such as:

Early African History

African Archaeology

Contemporary African History, 1880-present

African American History

History of African American Women in the U.S.

Caribbean History (Special Topics)

The History of Slavery

The History of the Civil Rights Movement

Blacks and the Law

Black Political Thought

African Culture and Society

African Literature (Special Topics)

African Film

African American Lit.

African American Art

African Diaspora Dance (Special Topics)

African Diaspora Music (Special Topics)

Caribbean Lit. (Special Topics)

Caribbean Art

Black Popular Culture (Special Topics)

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Gender Studies

Students majoring in any discipline also may pursue an academic minor in gender studies. The Gender Studies minor provides students with an overview of the complex relationship between individual and community identity formation. It explores the constructions of self and the status of women, men and transgender in culture and society; the interrelatedness of gender with race, ethnicity, class, age, sexual orientation and the assumptions about gender biases and gender stereotypes.

Gender Studies provides a unique education to students – female, male and transgender – who wish to enhance their career prospects in the 21st century as would-be educators, artists, writers, leaders, innovators, egalitarian entrepreneurs and challengers of oppression in any given field.

Topics include:

- Biology of human reproduction
- Philosophies of gender construction
- Feminist theory
- Feminist perspectives on global human rights
- Gender and development
- Gender and health
- Sex roles in the family and society
- Psychology of gender identity
- Queer theory
- Representations of women and men in literature and media
- Reproductive rights
- Ecofeminism
- Violence and gender
- Sex, gender and sexuality
- Space, place and gender identity

The minor in Gender Studies is comprised of 12 credits:

6 credits of required coursework from:

HUM 101: Introduction to Gender Studies

HUM 102: Theories of Feminism

HUM 103: Cross-Cultural Perspectives on Gender and Sexuality

HUM 126: Culture, Gender and Society

HUM 104: Gender and Knowledge

And 6 credits of electives from a selection of special courses offered each semester by other departments and cross-listed with Gender Studies.

Examples include:

SPE 244: Feminist Spectacle/Gender and Performance

SPE 185: Gender and Communication

BIO 140: Biology and Gender

POL 128: Race, Sex, and the Law

MA 540: Media, Gender, and Sexuality

For further information contact Professors

Margaret Cuonzo (mcuonzo@liu.edu) 718 488-

1050 or Luz Martin del Campo (luz.martin-

delcampo@liu.edu)

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Humanities Courses

HUM 101 Introduction to Gender Studies

Taught with either a US or global focus, this interdisciplinary course explores how social, cultural, and psychological forces shape women's lives. Issues and topics such as women's health, reproductive rights, family, work equity, education, and gender violence will be investigated as students are introduced to the basic concept of feminist history, thought, and practice. Consistent attention will be paid to the differences among women based on race, national identity, class, ethnicity, sexuality, able-bodiedness, and age. Readings are supplemented by films and guest speakers. Fulfills requirements for the Gender Studies minor.

Pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

Every Fall

HUM 102 Theories of Feminism

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 102, PHI 102

Every Spring

HUM 103 Cross-Cultural Perspectives on Gender and Sexuality

An introduction to issues involved in the social and historical construction of gender and sexuality using cross-cultural and interdisciplinary approaches. Topics include the uses and limits of biology in explaining sex/gender differences, varieties of sexual experience, supernumerary genders, hetero-/bi-/homo-sexualities, gender politics and social change, and the intersection of gender, race and class. Fulfills requirement for the Gender Studies minor.

Pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

Every Fall

HUM 104 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion and reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge?

This course will examine, and attempt to provide answers to these and other questions regarding

gender and different types of knowledge. This course examines theories about the relationship of women to knowledge and rationality and examines feminist critiques of traditional views of knowledge. *The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.*

Credits: 3

Cross-Listings: HUM 104, PHI 208

Every Spring

HUM 105 Introduction to Africana Studies

This course introduces the history and culture of African peoples from across the African Diaspora. In this course we will focus mostly on the United States since you are currently studying here; however, we also give a great deal of attention to Africa, the Caribbean, and South America. The course is roughly divided into three units. During the first half of the semester, we will explore historical concerns that have shaped who we are today. Topics include Slavery, Colonialism and the Civil Rights Movement. After setting that foundation, we will then determine how African cultural and intellectual expression has been developed out of various formations and how it continues to thrive in our contemporary setting. Finally, we delve into social dynamics and forces that touch our everyday lives from religion to education, health issues, and gender construction. By the time you complete this semester's work, you should have a greater appreciation for the manner in which black people across the Diaspora have not only been fashioned by modernity but have, in turn, had a great hand in determining humanity's future. In the words of Lani Guinier, black people are often like the "canary in the mine," mapping the dangers and free space for all that lie just ahead. Assignments include a field trip, interview, leading class discussion, midterm and final exam, informal assignments, and community outreach. Required texts are *A Turbulent Voyage*, third ed., Floyd Hayes, ed.; *Africana Studies*, third ed., Mario Azevedo, ed.; *The Wretched of the Earth*, Frantz Fanon; and handouts.

Credits: 3

Every Fall and Spring

HUM 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology - physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations.

The pre-requisites of ENG 16 and COS 50 are required.

Credits: 3

Cross-Listings: HUM 117, PSY 117

Every Spring

HUM 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions. *The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.*

Credits: 3

Cross-Listings: ANT 126, HUM 126, SOC 126 Annually

HUM 158 Sex, Sexuality, and Gender Studies

This course examines the social construction of gender and sexuality throughout history and across cultures. From the historical shifts in the organization of marriage and reproduction, social mores about homosexuality and gender variance, and cross-cultural narratives of sex taboos and allowances, we examine theories and examples to understand gender and sexuality. Our coursework will blend historical analysis, current events, and guest speakers on topics such as the history of the gay and lesbian experience in New York City, the policing of domestic violence, gender roles and parenting, the movement for transgender rights, and public health and HIV/AIDS.

Credits: 3

On Occasion

HUM 170 Philosophies of Sex and Love

What does philosophy know of sex, love, and the relation of the two (erotic love)? Can the cold light of logic and philosophical argument illuminate the mysteries of love? Philosophers have always been intrigued by love and sexuality, yet the subjects inhabit a domain that remains difficult to describe and analyze - much like that of art and beauty. This course proceeds in four stages: First, a survey of historically influential philosophical (and poetic) writings about sex and love by such authors as Plato, Sappho, Ovid, Heloise and Abelard, Shakespeare, Milton, Rousseau, Nietzsche, Freud, Jung, D.H. Lawrence, Emma Goldman, Sartre, and de Beauvoir. Next, a consideration of some recent attempts to reconceptualize love and sexuality using evolutionary biology and psychology (sexual selection as a mechanism of evolution, pair bonding and cooperative child rearing as reproductive strategies, etc.). Third, an examination of several recent essays in analytical philosophy that attempt to define and analyze love and its relation to sex, by such authors as Martha Nussbaum, Robert Nozick, Annette Baier, Ronald de Sousa and Robert C. Solomon. Finally a consideration of some important contemporary ethical questions surrounding the expression of love and sexuality: the moral status of prostitution and pornography, rights and duties of marriage (whether heterosexual or same-sex), sex education,

and the "sexualization" of children and adolescents in modern capitalistic advertising. Students who participate actively and study carefully should enrich their philosophical understanding of their own and others' capacities for sexual expression and loving devotion, as well as improve their analytical and argumentative writing skills.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 170, PHI 170

On Occasion

HUM 180 Existence in Black: Black Existentialism in American Literature and Philosophy

Black existentialism is a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism that culminates in the works of Jean Paul Sartre and Simone de Beauvoir; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon, who first documented the historical constitution of black defiance to black devaluation as a madness or social deviance; finally and importantly black American social thought as represented in the poems, plays, essays and narratives of Frederick Douglass, Alain Locke, W. E. B. DuBois, James Baldwin, Richard Wright, Ralph Ellison, James Weldon Johnson, Ann Petry, Gwendolyn Brooks, Malcolm X and other prominent black writers. A new generation of black American authors has recently stepped forth to synthesize these forces explicitly into a coherent and exciting philosophy of human existence, addressed to thoughtful people everywhere. In this course a professor of literature and a professor of philosophy will collaborate in guiding students on an adventure of reflection, a study of the existential dilemmas that have always confronted black thinkers and writers simply in virtue of their being black. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves.

The pre-requisites of ENG 16 and PHI 61 or PHI 62 or HHP 21 or HHP 22 are required; or permission of the Instructor.

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

HUM 197 Independent Study

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic

in the humanities to a member of the Humanities faculty, and get the approval of the faculty member, Division Coordinator, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a long research paper submitted at the end of the semester.

Credits: 1 to 3

On Demand

HUM 198 Independent Study

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a member of the Humanities faculty, and get the approval of the faculty member, Division Coordinator, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a long research paper submitted at the end of the semester.

Credits: 3

On Demand

HUM 203 Starting From Paumanok

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Since this annual event was inaugurated by the English Department in 1983, it has featured such scholars and writers as Ed Bullins, Ann Douglas, Vivian Gornick, Alfred Kazin, Ha Jin, Elizabeth Hardwick, Irving Howe, Nellie McKay, Walter Mosley, Lynn Nottage, Edward Said, Colson Whitehead, and Alison Bechdel. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Credits: 1

Cross-Listings: ENG 203, HUM 203

Annually

HUM 230 Environmental Philosophy

What is Nature? How is the natural distinct from the artificial, the man-made the unnatural and the supernatural? Why is nature often portrayed using feminine metaphors like "Mother Nature"? Do human beings have moral obligations to natural objects like rivers, prairies, and forests? How is it, if at all, possible that someone "owns" natural objects like mountains, trees, and rivers? What is an environment? Are humans obligated to protect the environment for future humans or nonhuman animals? What are the ethical implications of new technologies like genetic engineering? What are environmental justice and racism? This course will

examine these questions and the answers to them that have been given by environmental philosophers. Readings include the work of Peter Singer, Vandana Shiva, Carolyn Merchang, Slavoj Zizek, Paul Taylor, Aldo Leopold among others.

Credits: 3

Cross-Listings: HUM 230, PHI 230

On Occasion

DEPARTMENT OF PHILOSOPHY

Professors: Filonowicz (Chair), Cuonzo
Adjunct Faculty: 9

Philosophy is an ongoing pursuit of intellectual refinement, challenge and discovery, rooted in our natural human curiosity and our wish to exercise good judgment in all that we believe and do.

Philosophy familiarizes students with the basic concepts at work in every area of intellectual inquiry and provides skills in constructing and evaluating arguments—whatever their subject matter may be. As a critical approach to all academic disciplines, philosophy helps us avoid overspecialization while enabling us to see the discoveries of every other field in a coherent perspective. Philosophy asks “big” questions, concerning the nature of reality, whether God exists, how the mind works, or what makes something beautiful. It expands our intellects and enlarges our feelings in exciting and rewarding ways.

A minor in philosophy provides not only a thorough grounding in the humanities and liberal arts, but also training in the close reasoning and orderly presentation of ideas required by such professions as law, diplomacy, teaching, public administration, economics, business and the health professions. By minoring in philosophy, students learn to reason effectively, view problems from multiple perspectives, and argue persuasively in their speech and writing. Richard L. Conolly College does not offer a major in Philosophy at this time.

Particular strengths of the department include Applied Ethics, the History of Ideas, Social and Political Philosophy, Philosophy of Feminism, and Philosophy of Law, Religion, Art, Language, and Science. Our department offers Health Care Ethics every semester, as well as innovative electives such as Philosophy of Sex and Love, Black Existentialism, Ethics and Non-Human Animals, and Philosophy through Film. Many of our courses are cross-listed with other majors and minors, such as Gender Studies, Africana Studies, Asian Studies and Humanities. Our faculty teach every semester in the university Honors Program, and we welcome Honors students to become philosophy minors.

MINORS

Minor in Philosophy

To minor in Philosophy, you must complete 12 credits of elective philosophy courses (four elective courses)

Credit and GPA Requirements

Minimum Total Credits: 12
Minimum Minor GPA: 2.0

Philosophy Courses

PHI 61 Philosophical Explorations I

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life. Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

Credits: 3
Every Fall, Spring and Summer

PHI 62 Philosophical Explorations II

These courses constitute a yearlong integrated core sequence which investigates logic, ethics, theory of knowledge, and philosophy of art, religion, and science and their importance for understanding and coping with the challenges of modern life. Objectives include the following: to become familiar with the basic concepts and methods of elementary logic and philosophical inquiry while developing intellectual skills useful in every area of life; to become acquainted with the leading traditions of ethical thought and the central problems of contemporary moral philosophy; to share, examine, sharpen and refine our own ethical sensibilities and values; and to gain a sense of the general history of ideas. PHI 61 emphasizes the development of critical reading, writing and discussion skills by means of exercises in informal logic and close study of classic philosophical and religious texts of the ancient world and Middle Ages. PHI 62 continues, with emphasis on understanding the distinctive features of Renaissance, early modern and contemporary scientific, religious and philosophical thought, and the value of humanistic learning.

Credits: 3
Every Fall, Spring and Summer

PHI 102 Theories of Feminism

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from

Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others. Fulfills requirements for Gender Studies minor.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
Cross-Listings: HUM 102, PHI 102
Every Spring

PHI 103 Formal Logic

Formal symbolic logic studies the most basic principles of logical reasoning. This course introduces students to the uses of translating natural language arguments into a formal language for logical analysis. Students will learn to use truth tables, truth trees, and give logical proofs to assess the validity of arguments in both sentential and predicate logic.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 105 Health Care Ethics

This seminar explores ethical dimensions of the health care professions, including nursing, medicine, pharmacy, occupational therapy, physical therapy, and others. Students learn to identify problems in the health care system, to analyze these problems from multiple perspectives, and to propose ways of resolving the ethical conflicts encountered. This course emphasizes active learning, small group discussions, peer review and in-class writing.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
Every Fall and Spring

PHI 110 Belief, Knowledge, and Reality

A study of the nature and limits of human knowledge. Special emphasis is given to the conditions for knowledge: truth, belief, and justification, as well as the relationship of theories of knowledge to metaphysical theories. Topics include: skepticism, relativism, rationalism, empiricism, the debate between internalism and externalism, Gettier problems, theories of justification and truth. Readings selected from Plato, Descartes, Hume, Kant, Quine, Goodman, Putnam, Davidson, Goldman among others.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 119 Language, Speech and Thought

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others.

Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
Cross-Listings: PHI 119, SPE 119
On Occasion

PHI 126 Philosophy of Science

What is the nature of scientific investigation and scientific discovery? In this course we shall explore the origins of modern scientific method and experimental technique, as well as several issues in contemporary philosophy of science: How is scientific knowledge validated? Are scientific theories literally true descriptions of reality, or are they only instrumentally valid, correct only insofar as they allow us to predict the results of experiments and control events in the natural world? What is the nature of scientific revolutions? Students will become familiar with key works in science and the philosophy of science, and be encouraged to reflect on science's role in contemporary society and its relation to problems of human values.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 163 Philosophy of Art

A study of how different philosophical traditions have answered such perennial questions as: What is beauty? What is art? How is art to be judged? Can judgments of artistic merit be shown to be true or false? How do works of art themselves achieve philosophical importance by conveying distinctive visions of reality?

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3
On Occasion

PHI 169 Philosophy of Religion

A course with these objectives: to consider the nature of religious belief and the concepts of truth and meaning in religion; to examine reasons for and against some crucial religious beliefs, such as the existence of God, immortality and freedom of the will; to understand key elements in the major world religions, such as ritual, symbol, myth, conversion, revelation and faith; and to encourage the student to become more thoughtful and articulate about his or her views regarding the meaning of religion for human life. Classical and contemporary works in philosophy and religion are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 170 Philosophies of Sex and Love

What does philosophy know of sex, love, and the relation of the two (erotic love)? Can the cold light of logic and philosophical argument illuminate the mysteries of love? Philosophers have always been intrigued by love and sexuality, yet the subjects inhabit a domain that remains difficult to describe and analyze - much like that of art and beauty. This course proceeds in four stages: First, a survey of historically influential philosophical (and poetic) writings about sex and love by such authors as Plato, Sappho, Ovid, Heloise and Abelard, Shakespeare, Milton, Rousseau, Nietzsche, Freud, Jung, D.H. Lawrence, Emma Goldman, Sartre, and de Beauvoir. Next, a consideration of some recent attempts to reconceptualize love and sexuality using evolutionary biology and psychology (sexual selection as a mechanism of evolution, pair bonding and cooperative child rearing as reproductive strategies, etc.). Third, an examination of several recent essays in analytical philosophy that attempt to define and analyze love and its relation to sex, by such authors as Martha Nussbaum, Robert Nozick, Annette Baier, Ronald de Sousa and Robert C. Solomon. Finally a consideration of some important contemporary ethical questions surrounding the expression of love and sexuality: the moral status of prostitution and pornography, rights and duties of marriage (whether heterosexual or same-sex), sex education, and the "sexualization" of children and adolescents in modern capitalistic advertising. Students who participate actively and study carefully should enrich their philosophical understanding of their own and others' capacities for sexual expression and loving devotion, as well as improve their analytical and argumentative writing skills.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 170, PHI 170

On Occasion

PHI 171 Philosophy of Law

An examination of the structures and functions of legal systems. Topics include the nature and limits of law, the distinction between positive and natural law, liberty, responsibility, rights, interests, justice, the social contract, property, sovereignty, and crime and punishment. Readings selected from traditional and contemporary sources, with special attention to the history of American civil rights legislation and judicial interpretation.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 179 Social and Political Philosophy

A study of the moral aspects of political and social theory and a careful discussion of such classic philosophical topics as freedom, coercion,

authority, rights, responsibility and justice.

Readings selected from Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Marx, Dewey, Arendt, Rawls and others. Contemporary economic, social and political problems are considered.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 180 Existence in Black: Black Existentialism in American Literature and Philosophy

Black existentialism is a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism that culminates in the works of Jean Paul Sartre and Simone de Beauvoir; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon, who first documented the historical constitution of black defiance to black devaluation as a madness or social deviance; finally and importantly black American social thought as represented in the poems, plays, essays and narratives of Frederick Douglass, Alain Locke, W. E. B. DuBois, James Baldwin, Richard Wright, Ralph Ellison, James Weldon Johnson, Ann Petry, Gwendolyn Brooks, Malcolm X and other prominent black writers. A new generation of black American authors has recently stepped forth to synthesize these forces explicitly into a coherent and exciting philosophy of human existence, addressed to thoughtful people everywhere. In this course a professor of literature and a professor of philosophy will collaborate in guiding students on an adventure of reflection, a study of the existential dilemmas that have always confronted black thinkers and writers simply in virtue of their being black. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves.

The pre-requisites of ENG 16 and PHI 61 or PHI 62 or HHP 21 or HHP 22 are required; or permission of the Instructor.

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

PHI 190 Special Seminar

An intensive study of one or two great philosophers or of a single complex issue in contemporary philosophy. Authors and problems selected vary from year to year. May be repeated in subsequent semesters if subject matter is different.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 197 Independent Study

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 198 Independent Study

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the

Dean. A total of six credits of Independent Study is allowed.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Demand

PHI 208 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the gender that he or she is? What is the relationship between emotion and reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge?

This course will examine, and attempt to provide answers to these and other questions regarding gender and different types of knowledge. This course examines theories about the relationship of women to knowledge and rationality and examines feminist critiques of traditional views of knowledge.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: HUM 104, PHI 208

Every Spring

PHI 210 The Meaning of Life

In this course we will explore an ancient and fascinating issue: What is the meaning, or purpose, of our lives? (Philosophers will of course want to question whether this question is itself meaningful, or can be made to be so.) A survey of what major historical and contemporary philosophers, literary figures and religious thinkers have offered on the subject will provide students with the necessary intellectual background to think critically and systematically for themselves about the nature of the human situation and what possibilities it offers for leading rich, purposeful lives. Must men and women have religious faith in order to live meaningfully, or can they live purposefully and without absurdity without believing in God? What is the relation of meaningfulness and happiness? Is it necessary to be moral in order to live meaningfully? These and related questions will be explored cooperatively and creatively through individual writing and respectful discussion. Our text will be *The Meaning of Life*, edited by E. D. Klemke and Steven M. Kahn (Cambridge University Press, third edition).

The pre-requisite of PHI 61, 62, HHP 21, or HHP 22 is required, or permission of the Instructor.

Credits: 3

On Occasion

PHI 211 Ethics and Nonhuman Animals

Why do people normally place far greater moral significance on what happens to human beings than on what happens to nonhuman animals? Is it justifiable to give ethical preference to some beings simply because they belong to the species Homo

sapiens, or is this a prejudice just as indefensible as racism or sexism? Do nonhuman animals have rights, such as the right not to live in miserable conditions or not to be experimented on by humans for their own purposes? Why should all and only human animals be protected by rights, seeing that many nonhuman animals are superior in intellectual capacity and emotional life to some human beings? Should animals be eaten as food, when this isn't necessary to human health and survival? What should be the role of concern for nonhuman animals in an environmental ethics of the future? These and many related issues will be carefully examined through the works of moral philosophers and advocates for more ethical treatment of nonhuman animals.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

On Occasion

PHI 230 Environmental Philosophy

What is Nature? How is the natural distinct from the artificial, the man-made the unnatural and the supernatural? Why is nature often portrayed using feminine metaphors like "Mother Nature"? Do human beings have moral obligations to natural objects like rivers, prairies, and forests? How is it, if at all, possible that someone "owns" natural objects like mountains, trees, and rivers? What is an environment? Are humans obligated to protect the environment for future humans or nonhuman animals? What are the ethical implications of new technologies like genetic engineering? What are environmental justice and racism? This course will examine these questions and the answers to them that have been given by environmental philosophers. Readings include the work of Peter Singer, Vandana Shiva, Carolyn Merchant, Slavoj Zizek, Paul Taylor, Aldo Leopold among others.

Credits: 3

Cross-Listings: HUM 230, PHI 230

On Occasion

Science (Division II)

The Science Division offers majors in biochemistry, biology, chemistry and physics. Classes are also offered in mathematics. The biology major offers a concentration in molecular biology. Students in chemistry and biochemistry may have their degrees certified by the American Chemical Society.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 120 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF BIOLOGY

Professors: Chung, D. Cohen, DePass, Griffiths, Morin (Chair),
 Professors Emeriti: Hammerman, Polak, Smith
 Associate Professors: Kovac, Kwak, Kwon, Leslie, Tello, Vogelstein
 Associate Professor Emeriti: McKenna
 Instructor: Peckham
 Adjunct Faculty: 28

The Biology Department offers the Bachelor of Science with a concentration in Molecular Biology at the undergraduate level. At the graduate level, the M.S. in Biology offers concentrations in General Biology, Molecular/Cellular Biology, Microbiology and Medical Microbiology. Our core of 13 full-time faculty members augmented by over 20 adjuncts offers students an unrivaled expertise in a wide variety of subjects including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology and marine biology. The goal of the department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences. Biology majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Molecular Biology

Students majoring in Biology can opt to specialize in Molecular Biology. Those considering the Molecular Biology concentration should have a high school average of at least 90 and combined Scholastic Aptitude Test (SAT) scores of 1200 on the reading and math portions. The Molecular Biology program gives students a basic knowledge of biochemical principles and practical training in cell and molecular biological laboratory techniques. Emphasis is given to developing experimental skills used in biological research, including current recombinant DNA technologies. In their senior year, students undertake 11 credits of independent research and submit a written thesis for graduation.

B.S. in Biology**B.S., Biology**

[Program Code: 06885]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|--|-----------|
| History | 6 credits |
| Social Sciences (ANT, ECO, POL, PSY, SOC) | 6 credits |

Science and Mathematics

| | |
|--|----------------|
| Mathematics | 8 credits |
| Science (included in Ancillary, Distribution and Major) | Not Applicable |

Communication, Visual & Performing Arts

| | |
|--|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Ancillary Requirement

The following courses must be fulfilled:

| | | |
|--------|---------------------------------|------|
| CHM 3 | General and Inorganic Chemistry | 4.00 |
| CHM 4 | General and Inorganic Chemistry | 4.00 |
| MTH 30 | Pre-Calculus Mathematics | 4.00 |
| MTH 40 | Calculus I | 4.00 |
| PHY 31 | General Physics | 4.00 |
| PHY 32 | General Physics | 4.00 |

Distribution Requirement

The following courses must be fulfilled:

| | | |
|---------|-------------------|------|
| CHM 121 | Organic Chemistry | 4.00 |
| CHM 122 | Organic Chemistry | 4.00 |

Major Requirements

The following courses must be fulfilled:

| | | |
|-------|-----------------|------|
| BIO 1 | General Biology | 4.00 |
| BIO 2 | General Biology | 4.00 |

In addition, a total of 22 credits of advanced biology credits (numbered >100 and not including BIO 101, 131, 132, 137, 138) are required.

Molecular Biology

The following courses must be fulfilled:

| | | |
|---------|---------------------------------------|------|
| BIO 126 | Principles of Genetics | 4.00 |
| BIO 160 | Molecular Biology | 2.00 |
| BIO 161 | Introductory Molecular Biology | 3.00 |
| BIO 193 | Honors Research | 5.00 |
| BIO 194 | Honors Research | 6.00 |
| BIO 550 | Molecular and Cell Biology | 2.00 |
| BIO 551 | Molecular and Cell Biology Laboratory | 2.00 |

| | | |
|---------|----------------------|------|
| CHM 135 | Physical Chemistry I | 4.00 |
| BIC 153 | Biochemistry | 4.00 |
| BIC 154 | Biochemistry | 4.00 |

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS**Minor in Biology**

Students who wish to minor in a science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a Science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than six transfer credits may be applied to the 12 credit total.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Biology Courses

BIO 1 General Biology

First semester of a two-semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science and Pharmacy majors and University Honors Students.

In order to register for this course students must be in either Biochemistry, Biology, Medical Technology, Nuclear Medicine Technology or Pharmacy Professional major.

Credits: 4

Every Fall and Spring

BIO 2 General Biology

Second semester of a two-semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the study of cellular and subcellular structure and the function of plant and animal tissues, including bioenergetics, physiology, heredity, and development and evolution of living systems. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science and Pharmacy Majors and University Honors Students.

In order to register for this course students must be in either Biochemistry, Biology, Medical Technology, Nuclear Medicine Technology or Pharmacy Professional major.

Credits: 4

Every Fall and Spring

BIO 3 Life: Its Origin, Maintenance and Future

First semester of a two-semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans

Credits: 4

Every Fall, Spring and Summer

BIO 4 Life: Its Origin, Maintenance and Future

Second semester of a two-semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special

emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

This course is not open to students in the Biology, Cytotechnology, Nuclear Medicine Technology, Medical Technology Plans. The pre-requisite of BIO 3 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 22 Biology and Modern Technology

An examination of the fundamental processes that sustain life. Major topics include cell structure and cell function, cell division, how genes work, the structure and function of the major organ systems of the human body, and the action and biochemistry of drugs (such as contraceptives, antibiotics, protease inhibitors, anabolic steroids and psychoactive drugs) on the human body. Two hours of lecture and two laboratory hours per week. Not open to Science majors. Prerequisites: PHY 20, CHE 21.

The pre-requisites of PHY 20 and CHM 21 are required. Course not open to science majors.

Credits: 3

Every Fall, Spring and Summer

BIO 101 Microbiology

An examination of the prevention and control of disease and the basic principles of microbiology, immunology and epidemiology as applied to personal and community health. Two hours of lectures and one two-hour laboratory period per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 102 Marine Biology

An examination of the physical attributes of sea water and its organisms, extending from the invertebrates, including corals, to fish and other vertebrates. The major approach is ecological, with the physical and biotic factors of different habitats. Laboratory sessions include dissections. Some field trips are included for observation and sample collections. Two hours of lecture and two two-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Fall

BIO 103 Comparative Anatomy and Evolution of Vertebrates

A study of the fundamentals of taxonomy, evolution, paleobiology and comparative morphology of the vertebrates. Two hours of lecture and one four-hour laboratory period per week plus museum study.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 104 Human Functional Anatomy

A regional approach to the major musculoskeletal, sensory and physiologic systems of the body, emphasizing the anatomical basis of normal human activity such as breathing, seeing, eating, walking, speaking and hearing. Relevant examples of congenital and other abnormalities, as well as commonly sustained injuries, are used to underscore the significance of anatomical relationships. Two three-hour combined lecture laboratory periods per week.

The pre-requisite of BIO 2 or BIO 4 is required, or permission of the Instructor.

Credits: 4

Every Fall

BIO 105 Invertebrate Zoology

A study of the morphology, physiology, evolution and ecological relationships of representatives of selected invertebrate phyla. Two hours of lecture and two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Alternate Fall

BIO 106 Ecology

An examination of the place of humanity in the web of nature - its relationship to the environment and the need for rational coexistence with the earth. The fundamentals of the science, such as population dynamics, the ecosystem and biogeochemical cycles are stressed. Recitation includes field trips, projects, seminars, reports and literature reviews. Two hours of lecture, one hour recitation and one three-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 107 Parasitology

A study of the life cycles and control of animal parasites, with particular reference to those of humanity and domesticated animals. Two hours of lecture, one hour of recitation and one three-hour laboratory period per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 108 Molecular Biology of Plants

This course is designed to provide students with knowledge about the principles of plant biology and its applications at the level of genes and molecules. Students will learn current topics in plant biology: how plants grow, develop, respond to hormones, light, stress and assimilate carbohydrates. During lectures, we will discuss the following topics: how genes regulate physiological processes, how those genes have been found, and how the expression of those genes is regulated. Scientific papers and experiment data will be discussed as well. Secondly, students will learn about the concept, techniques

and applications of plant genomics, bioinformatics and systems biology by experiencing Arabidopsis thaliana research. Students will learn how to use representative Arabidopsis biological information resources, and mutant libraries that are available on-line. Using this information and knowledge, students will perform small research projects. After taking this course, students will learn current questions of plant molecular biology and up-to-date techniques of plant genomics. By performing research, students will have the opportunity to be trained as future molecular biology researchers or agricultural scientists in academia and industry. Two hours of lecture and two, two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Fall

BIO 109 Bacteriology

An introduction to the biology of bacteria, yeast and molds, with consideration of the principles and practices of bacteriological techniques. Host-parasite relationships and the immune response are also studied. Two hours of lecture and two two-hour laboratory periods per week.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Every Fall

BIO 111 Virology

An exploration of the nature of viruses, viral genetics, structure, infectivity, and transmission. Designed to acquaint students with all aspects of virology, the course examines viral transcription, classification/nomenclature of viruses, the origin/evolution of viruses, and prions. Detailed analyses are conducted in emerging viruses, the role of viruses in cancer progression and vaccine development. Laboratory exercises explore several techniques in virology including the isolation, purification and growth of bacteriophage. Detection and analysis of viral nucleic acid with PCR, RT-PCR, and gel electrophoresis as diagnostic tools is also incorporated into the laboratory exercises. Readings include selected texts with heavy reliance on the primary literature. Student presentations on anti-viral targeting techniques will augment laboratory material. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

The pre-requisite of BIO 2 or 4 is required.

Credits: 4

Every Spring

BIO 112 Immunobiology

A study of cellular and humoral immunology. Topics covered include antigen and antibody structure, the genetic control of antibody formation, cell-cell interactions, hypersensitivity, histocompatibility immunogenetics, transplantation, tumor immunology, autoimmune disorders and immune deficiency disorders. Two

hours of lecture and two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 114 Herpetology

A study of the anatomy and physiology of amphibians and reptiles and their roles in different world ecosystems. Lectures place the topics in evolutionary and ecological contexts. Laboratory sessions include the study of behavior and examination of specimens, including dissections. Two hours of lecture and two, two-hour laboratory periods per week plus one visit to the American Museum of Natural History and one into the field.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 115 Histology

This course examines the microscopic anatomy of mammalian cells, tissues and organs with emphasis on the correlation between structural adaptations and function. The course includes lectures, class discussions, and laboratory sessions which will enable students to develop not only a theoretical understanding of the microscopic anatomy, but also to develop practical abilities. The laboratory portion of Bio 115 will give students the opportunity to examine the microscopic structure of stained and mounted sections of mammalian tissues as well as images and web content. The laboratory work will focus on developing observational skills while getting experience in the effective use of the microscope as a scientific tool. Students will be also be expected to grasp the terminology and basic concepts of specialized histotechniques used in the preparation of specimens. The ultimate goal is to provide students with a working knowledge of microscopic anatomy and prepare students for subsequent courses and solve real-life issues. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 117 Animal Development

This course is designed to introduce the fundamental questions and answers of developmental biology to advanced undergraduate students. The entire course will be dedicated to answer the big question of developmental biology: how single-celled zygotes develop into multicellular organisms that are made of numerous types of cells in a highly ordered way. The lectures will focus on cell-cell interactions, cell fate determination, pattern formation, organ development and evolutionary development. Students will learn how those developmental processes are regulated in the level of molecules and genes. The later part of the course will be dedicated to studying plant development. In

the laboratory class, students will study prepared slides of the starfish, frog, chick embryo and living material of the sea urchin and Arabidopsis plants. Modern molecular and genetic techniques that are used in developmental biology will be discussed as well. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 118 Biology of Animal Behavior

This course will provide a rigorous scientific framework in which to understand behavior from mechanistic, ecological and evolutionary perspectives by examining topics including the genetic, physiological, neural and developmental bases of behavior, animal learning, foraging, habitat selection, predator-prey interaction, communication, reproduction and mating systems, parental care and social behavior. Two hours of lecture and two hours of recitation per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 3

On Occasion

BIO 119 Principles of Evolution

The goal of this course is to provide a comprehensive introduction to modern evolutionary biology, an exciting, dynamic and important field of scientific investigation that constitutes the central theme unifying all of biology. The course begins with an introduction to evolutionary thinking followed by the study of the pattern of evolution and the mechanisms that cause evolutionary change. Then it continues with the fundamental concepts of evolutionary genetics, natural selection, and adaptation. Additional topics include molecular evolution and systematics, the origins of biological diversity, paleobiology and macroevolution. The primary emphasis will be on concepts. However, a major goal will be to impart some understanding of the methods used in evolutionary investigations: the kinds of observations and experiments that are used, the facts that are observed and inferred, and the kinds of reasoning used to develop and test hypotheses. Students are expected to critically examine and evaluate biological phenomena in light of the evolutionary processes that shaped them.

Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Two hours of lecture, one hour of recitation and three hours of laboratory per week plus term paper.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Occasion

BIO 121 Ornithology

A study of the anatomy, physiology, ecology, behavior and evolution of birds. The major goal is to integrate information from other biology courses to gain a better understanding of biology as a

whole. A second goal is to gain an appreciation of the diversity of the natural world through an intense survey of birds. Laboratory topics include anatomical studies of bird anatomy and feather structure and computer sessions examining bird song and bird evolution. Two hours of lecture and one four hour laboratory period or field trip per week. Field trips include visits to the Ornithology Department of the American Museum of Natural History, the Bronx Zoo, the Jamaica Bay Wildlife Refuge, and Floyd Bennett Field (Gateway National Recreation Area).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

BIO 124 Mammalian Anatomy

A study of the functional anatomy and adaptive evolution of mammals designed for the student of biology and for students planning to enter the medical and dental professions. The cat, as a representative mammal, is the subject of a detailed laboratory study. Two hours of lecture and one four-hour laboratory period per week plus museum and zoo studies, collateral reading and reports.

Pre-requisite of BIO 103 is required.

Credits: 4

On Occasion

BIO 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Cross-Listings: BIC 125, BIO 125

Every Fall

BIO 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 126, BIO 126

Every Fall

BIO 127 Cell Signaling

This course will consist of a lecture series focusing primarily on the characteristics of signal transduction pathways. It will outline the necessity of cell signaling in prokaryotes, the cellular slime mold, dictyostelium, and metazoan development and homeostasis. The course will end in cell signaling's relevance in the development of novel drugs. In addition, there will be a laboratory session which will focus on experiments in cell signaling. It is designed as a precursor to laboratory research.

Students will be exposed to various techniques in protein chemistry. They will then be encouraged to design their own experiments in cell signaling using techniques and equipment seen throughout the course. Two hours of lecture and two two-hour laboratory periods per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 4

Every Spring

BIO 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week. (Same as BIO 128).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 128, BIO 128

Every Fall

BIO 129 The Biological Basis of Human Variation

This course explores the biological foundations of human variability and attempts to clarify the relationship between biological and racial perspectives of human populations. There are two broad themes: first, what does science say about the way we frame discussions of human differences, and second, what are the implications of human biological variation for addressing a wide range of medical and socio-political issues? We begin with a basic overview of the Biology of Classification and then proceed to examine various traits of inheritance as well as the origin, characteristics, and distribution of major living human groups. Some specific genetically-based diseases offer insight into the pros and cons of so-called "race-based" medicine and provide a springboard for considering medical practice tailored to population and/or individual genetic profiles. In addition, we must take into account scientists' ultimate ability to alter our basic biology. Are "designer babies" on the horizon for our species and if so, how will technological advances affect the range and distribution of human variability? We will also examine criteria for establishing census categories and immigration policies within the context of biological differences. Throughout the course, our inquiries will take place against the backdrop of historical considerations, with students asked to review and critique earlier scientific work based on a current understanding of human biological variation. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Fall

BIO 131 Human Anatomy

A study of the anatomy of the human body. The

recitation and laboratory include demonstration and study of human models and dissection of selected mammals. Histologic and embryological studies are combined with a detailed organ system study of the anatomy of man. Two three-hour laboratory periods per week. Not open to Biology, Medical Technology, Cytotechnology and Nuclear Medicine Technology majors.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Demand

BIO 136 Biological Techniques

A study of fundamental techniques employed in the biological sciences, including the uses of radioisotopes. One hour of lecture and two three-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

On Demand

BIO 137 Anatomy and Physiology I

This is the first part of a two semester sequence on human anatomy and physiology. Body structure and function will be studied using a systemic approach. The course includes lectures, class discussions, and laboratory sessions. Laboratory work will focus on microscopic and macroscopic anatomy of selected tissues and organs and on physiology exercises. The students will be expected to grasp the terminology, dissecting techniques, laboratory skills and an in depth understanding of the anatomy and physiology of the cell, tissues, skeletal, muscular and nervous systems.

The pre-requisites of BIO 2 or BIO 4; and CHM 3 and CHM 4 or CHM 3X; are required.

Credits: 4

Every Fall, Spring and Summer

BIO 138 Anatomy and Physiology II

This is the second part of a two-semester sequence on human anatomy and physiology. Body structure and function will be studied using a systemic approach. The course includes lectures, class discussions and laboratory sessions. Laboratory work will focus on microscopic and macroscopic anatomy of selected tissues and organs and on physiology exercises. The students will be expected to grasp the terminology, dissecting techniques, laboratory skills and an in depth understanding of the anatomy and physiology of the cardiovascular, respiratory, digestive, urinary, lymphatic, reproductive and endocrine systems, as well as development, metabolism, electrolytes and acid based balance.

Pre-requisite of BIO 2 or 4 and BIO 137 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 140 Biology and Gender

This course will investigate the biologic basis for development of sex and gender, as well as the roles that sex and gender play in biologic research.

Current issues in biology and gender are covered,

including differences in anatomy and physiology, response to medication, immunity, and brain function. Controversies such as those in prenatal genetic diagnosis, inclusion of both sexes in clinical trials, effects of environmental endocrine disruptors, and male/female differences in the practice of science will be covered. Course requirements include exams, papers, and participation. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Spring

BIO 150 Applications in Biotechnology

This course is designed to teach undergraduate students how to read and comprehend the primary scientific literature. Students will read current scientific papers dealing primarily with techniques/technology and then discuss the methodology, data presented, the validity of the results, and alternate conclusions to the data presented. The methodology employed in the paper will then be related to industrial, medical and/or research based applications. Three hours of lecture per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Every Summer

BIO 152 Foundations of Biochemistry

A study of the chemical structure and metabolism of carbohydrates, lipids, proteins and nucleic acids. Quantitative aspects of enzyme function and bioenergetics are also covered. This course provides the necessary background for Biology majors and preprofessional students. Three hours of lecture per week.

Pre-requisite of CHM 122 and BIO 2 or 4 is required.

Credits: 3

Every Spring

BIO 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Prerequisites: CHE 4, BIO 161 or BIO 126 recommended.

Pre-Requisite of CHM 4 is required.

Credits: 2

Cross-Listings: BIC 160, BIO 160

Every Spring

BIO 161 Introductory Molecular Biology

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Cross-Listings: BIC 161, BIO 161

Every Spring

BIO 193 Honors Research

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. Open to science majors who have completed BIO 160 and have the permission of the instructor. Ten hours of laboratory per week.

The pre-requisite of BIO 160 is required.

Credits: 5

Every Fall

BIO 194 Honors Research

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. This course is also open to science majors who have completed BIO 160 and have the permission of the instructor. Twelve hours of laboratory per week.

The pre-requisite of BIO 160 is required.

Credits: 6

Every Spring

BIO 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.25 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students are required to have had an advanced Biology elective with the faculty member teaching the class. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall and Summer

BIO 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.25 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students are required to have had an advanced Biology elective with the faculty member teaching the class. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Spring and Summer

BIO 197 Independent Study

Prerequisite: Student must have had at least one upper-level course in the area of interest as well as permission of the Chair of the Department and the

Dean.

Credits: 1 to 4

Every Fall and Summer

BIO 198 Independent Study

Prerequisite: Student must have had at least one upper-level course in the area of interest as well as permission of the Chair of the Department and the Dean.

Credits: 1 to 4

Every Spring and Summer

BIO 199 Biology Internship

During their senior year, Biology majors can undertake one internship within the area of biology/clinical research. Consultation with the Chairperson and approval of the Department is required.

A minimum of 64 credits must be completed prior to registering for this course and Departmental approval.

Credits: 1 to 3

On Demand

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Senior Professor: Zavitsas

Professors: Bensalem, Chung, Lawrence, Matsunaga, Siegel, Shedrinsky, Vasanathan, Watson (Chair)

Professors Emeriti: Ferraro, Hirschberg, Huang, Loscalzo, Reidlinger, Rogers, Chawla

Associate Professors: Bhattacharjee, Donahue, Luján-Upton, Schnatter

Assistant Professors: Lu

Adjunct Faculty: 10

Chemistry

The 120-credit B.S in Chemistry has been designed to provide a balanced education for those students who plan to pursue professional careers in chemistry or in allied areas either immediately after attainment of degree, or after further graduate training. Students completing the curriculum recommended by the American Chemical Society may have their degrees certified by that organization. Students preparing to teach in the field of chemistry on the secondary level should consult the Teaching and Learning section of the School of Education Web site for additional requirements.

Chemistry majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Developments and discoveries in the fields of chemistry have had an enormous impact on our society. Majoring in chemistry prepares one for a number of challenging and rewarding career opportunities in areas such as: the pharmaceutical industry, medicine, agriculture, manufacturing, forensic science, environmental science, metallurgy, plastics, engineering, electronics and biotechnology.

Biochemistry

The undergraduate program leading to the degree of Bachelor of Science in Biochemistry connects the ever-growing important interface between biology and chemistry. Training emphasizing advanced experimental and theoretical principles is provided in both the biological and chemical sciences, as a foundation for a variety of career paths, including further training in biology, chemistry or biochemistry; molecular biology; and medical or dental school. Students successfully completing the biochemistry curriculum may have their degrees certified by the American Chemical Society. Biochemistry majors are urged to consult with advisers from both the Biology Department and the Chemistry and Biochemistry Department to formulate appropriate programs of study and to explore the numerous

career paths available.

B.S. in Biochemistry

B.S., Biochemistry

[Program Code: 22696]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 8 credits
(MTH 30 & 40)

Science (included in Distribution) Not Applicable

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirements

The following courses are required:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

CHM 3 General Chemistry I 4.00

CHM 4 General Chemistry II 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

Ancillary Requirements

The following courses are required:

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

MTH 101 Calculus II 4.00

Major Requirements

The following courses are required:

BIC 128 The Basis of Cell Function 4.00

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

BIC 160 Molecular Biology 2.00

BIC 161 Introductory Molecular Biology 3.00

BIC 186 Senior Research 3.00

BIO 128 The Basis of Cell Function 4.00

BIO 160 Molecular Biology 2.00

BIO 161 Introductory Molecular Biology 3.00

CHM 136 Physical Chemistry II 4.00

CHM 153 Biochemistry 4.00

CHM 154 Biochemistry 4.00

Choose two (2) out of the following:

BIC 125 Physiology 4.00

BIC 126 Principles of Genetics 4.00

BIC 187 Senior Research 3.00

BIO 125 Physiology 4.00

BIO 126 Principles of Genetics 4.00

Credit and GPA Requirements

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 36

Minimum Credits in Courses >100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Chemistry

B.S., Chemistry

[Program Code: 06941]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 8 credits
(MTH 30 & 40)

Science (CHM 3 & 4) 8 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirement

The following courses must be fulfilled:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

Distribution Requirement

The following courses must be fulfilled:

MTH 101 Calculus II 4.00

Major Requirements

The following courses must be fulfilled:

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

CHM 136 Physical Chemistry II 4.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 64

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Chemistry

Students who wish to minor in a science area are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered 100 or above in a science department or discipline other than their major. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Biochemistry Courses

BIC 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Prerequisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

Cross-Listings: BIC 125, BIO 125

Every Fall

BIC 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 126, BIO 126

Every Fall

BIC 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week. (Same as BIO 128).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Cross-Listings: BIC 128, BIO 128

Every Fall

BIC 153 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. (Same as BIO 153.) This course has an additional fee.

The pre-requisite of CHM 122 and the pre- or co-requisite of CHM 135 are required.

Credits: 4

Cross-Listings: BIC 153, CHM 153

Every Fall

BIC 154 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The

laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Same as BIO 154.

The pre-requisite of BIC 153 is required.

Credits: 4

Cross-Listings: BIC 154, CHM 154

Every Spring

BIC 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA fragments. Two two-hour laboratory periods per week. Prerequisites: CHE 4. BIO 161 or BIO 126 recommended.

Pre-Requisite of CHM 4 is required.

Credits: 2

Cross-Listings: BIC 160, BIO 160

Every Spring

BIC 161 Introductory Molecular Biology

A study of advanced molecular genetics emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and processing, protein synthesis, and the mechanisms that regulate gene expression are reviewed. Three lecture hours per week.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Cross-Listings: BIC 161, BIO 161

Every Spring

BIC 186 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

BIC 187 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.

Credits: 3

Every Semester

BIC 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have

successfully completed Biochemistry 186, 187.

BIC 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.

Credits: 3

Every Semester

Chemistry Courses

CHM 1 Chemistry for Health Science I

An examination of the fundamental theories of chemistry, with a general application to everyday living. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Credits: 4

Every Semester

CHM 2 Introduction to Organic and Biochemistry

A review of the general application of organic chemistry and biochemistry to everyday living. Fulfills science requirements for non-science majors. Two lecture hours, one recitation period, three laboratory periods. Not open to Division II majors.

Pre-requisite of CHM 1 is required.

Credits: 4

Every Semester

CHM 3 General Chemistry I

A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, and thermodynamics. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

The co-requisite or pre-requisite of Math 30 is required. Students in the PHR3 and PHR6 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 4 General Chemistry II

A modern course in general chemistry, stressing the fundamental principles chemical equilibria, rates of reactions, nuclear chemistry, coordination compounds, thermodynamics and electrochemistry. This course also emphasizes descriptive inorganic chemistry, the theory and practice of semi-micro qualitative analysis and an introduction to organic chemistry. Laboratory experiments supplement the

lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.

Pre-requisite of CHM 3 is required. Students in the PHR3 and PHR6 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 21 Chemistry and Modern Technology

An introduction to fundamental chemical principles, such as classification of compounds and chemical reactions, which are applied to topics in human biology such as metabolism and digestion. The role of chemistry in society is also addressed through the study of chemical processes in industry and the environment. This course is not open to Science Majors.

Pre-requisite of PHY 20 is required. Course not open to science majors.

Credits: 3

Every Semester

CHM 113 Quantitative Analysis

A survey of the theories and techniques of traditional volumetric and gravimetric analysis, plus treatment of instrumental techniques, i.e., spectrophotometry and chromatography. Designed for Chemistry, Biochemistry and Biology majors who may continue their studies either in graduate programs or in professional schools. Two lecture hours, one recitation period, one three-hour laboratory period.

Pre-requisite of CHM 4 is required.

Credits: 4

Every Fall

CHM 121 Organic Chemistry I

The purpose of this introductory course is to expose students to the foundations of chemical reactivity and reaction mechanisms. The students will review chemical bonding, study functional groups, and also naming organic compounds. This will be followed by the study of alcohols, alkyl halides and alkenes. Introduction to substitution and elimination reactions, radical reactions and additions to alkenes. Two lecture hours, one quiz period and a three-hour laboratory period.

The pre-requisite of CHM 4 is required. Students in the PHR3 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 122 Organic Chemistry II

Overview of the main spectroscopic methods used in the identification of organic compounds with a particular emphasis on the study of nuclear magnetic resonance and infrared spectroscopy. Introduction to organometallic chemistry. Alcohol functional groups, synthesis of alcohols by means of reduction reactions and reactivity of alcohols in oxidation reactions. Synthesis and reactivity of the carbonyl group. Reactivity of enols and enolates, study of the reactions of carboxylic acids and their

derivatives, the acid chlorides, anhydrides, esters, amides and nitriles. Study of amines, aryl halides and phenols. Two lecture hours, one quiz period and a three-hour laboratory period.

The pre-requisites of CHM 4 and CHM 121 are required. Students in the PHR3 Student group are not allowed to register for this course.

Credits: 4

Every Semester

CHM 135 Physical Chemistry I

A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair.

The pre-requisites of CHM 113, CHM 122, PHY 32 and MTH 40 are all required.

Credits: 4

Every Fall

CHM 136 Physical Chemistry II

A study of the physical changes of states, statistical thermodynamics, elementary quantum mechanics, atomic and molecular structure, spectroscopy, and the solid state. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair.

The pre-requisites of CHM 135 and MTH 101 are required.

Credits: 4

Every Spring

CHM 153 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. (Same as BIO 153.) This course has an additional fee.

The pre-requisite of CHM 122 and the pre- or co-requisite of CHM 135 are required.

Credits: 4

Cross-Listings: BIC 153, CHM 153

Every Fall

CHM 154 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Same as BIO 154.

The pre-requisite of BIC 153 is required.

Credits: 4

Cross-Listings: BIC 154, CHM 154

Every Spring

CHM 186 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser or advisers. Prerequisite: CHM 136. Offered every semester.

Credits: 3

Every Semester

CHM 187 Senior Research

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

Credits: 3

Every Semester

CHM 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

Pre-requisite of CHM 136 is required.

Credits: 3

Every Semester

CHM 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

Pre-requisite of CHM 136 is required.

Credits: 3

Every Semester

DEPARTMENT OF MATHEMATICS

Professors: Myers, Park, Zuckerberg

Professors Emeriti: Posmentier, Stanley,
Zuckerman

Associate Professors: Bednarchak (Chair), Su

Associate Professors: Emeriti Farber, Tucker

Adjunct Faculty: 14

Richard L. Conolly College does not offer a
degree program in mathematics at this time.

MINORS

Minor in Mathematics

Students who wish to minor in mathematics are required to successfully complete, with a grade of C or higher, a minimum of 12 credits in courses numbered above 100. Courses taken as a graduation requirement for a major may not be applied to the minor. No more than 6 transfer credits may be applied to the 12 credit total.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Mathematics Courses

MTH 10 Basic Mathematics

College algebra. Algebraic operations; quadratic, exponential and logarithmic functions; basic geometric topics; right triangle trigonometry.

In order to register for MTH 10 one of the following requirements must be satisfied: DSM 09 or MW 9 is required or the placement exam; or a score of 460 or higher in the Math SAT exam; ; or a score of 22 or higher on the ACT Assessment exam.

Credits: 3

All Sessions

MTH 11Y Elementary Mathematics with Applications I

Review of elementary algebra, linear functions, graphs, slopes, straight lines, inequalities, applications, matrices, linear systems, determinants, systems of linear inequalities, linear programming, the graphical method, quadratic functions, parabolas, applications, exponential and logarithmic functions. Business mathematics topics are also covered such as: compound interest, discounts, annuities, depreciation, amortization and sinking funds.

Pre-requisite of MTH 10 is required.

Credits: 3

On Demand

MTH 11Z Fundamentals of Modern Mathematics

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics.

Pre-requisite of MTH 10 is required.

Credits: 3

Every Fall

MTH 12Y Elementary Mathematics with Applications II

Linear programming: the simplex method. Additional topics on matrices. Differential and integral calculus through the transcendental functions, with various applications.

Pre-requisite of MAT 11Y is required.

Credits: 3

On Demand

MTH 12Z Fundamentals of Modern Mathematics

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics. Offered as a tutorial with permission of the Department.

Pre-requisite of MTH 11Z is required.

Credits: 3

On Occasion

MTH 15 Mathematical Tools and Their Use

Inductive reasoning, proportions, elementary set theory and its applications; integers, rational numbers, irrational numbers and real numbers; rules of exponents and scientific notation; linear equations and inequalities; quadratic functions and their graphs; consumer mathematics; basic probability; selected topics in statistics. Calculator use is emphasized. Students are required to use a calculator specified by the instructor. Students who have taken MAT 16 or 11y are exempt from MAT 15.

In order to register for MTH 15 one of the following requirements must be satisfied: DSM 09 is required or the placement exam; or a score of 460 or higher in the Math SAT exam; ; or a score of 22 or higher on the ACT Assessment exam.

Credits: 4

All Sessions

MTH 16 Finite Mathematics

Selected topics from matrix algebra, linear programming, consumer mathematics, probability, theory of games, graphs, and trees. Students who have taken MAT 15 or 11Y are exempt from MAT 16.

In order to register for MTH 16 one of the following requirements must be satisfied: DSM 09 or MW 9 is required or the placement exam; or a score of 460 or higher in the Math SAT exam; ; or a score of 22 or higher on the ACT Assessment exam.

Credits: 3

All Sessions

MTH 30 Pre-Calculus Mathematics

Fundamental concepts of sets and the real and complex number systems; algebraic and trigonometric functions and relations; inequalities.

In order to register for MTH 30 one of the following requirements must be satisfied: MTH 10 or the placement exam; or a score of 530 or higher in the Math SAT exam; or a score of 25 or higher on the ACT Assessment exam.

Credits: 4

All Sessions

MTH 40 Calculus I

Limits and continuity; analytic geometry; theorems on derivatives and definite integrals; and various applications of such theorems involving exponential, logarithmic, trigonometric and hyperbolic functions.

Pre-requisite of MTH 30 is required.

Credits: 4

All Sessions

MTH 100 Introductory Statistics

Sampling techniques, measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Not

open for credit to mathematics majors and minors. *Pre-requisites of MTH 10 or MTH 15 or MTH 16 are required.*

Credits: 3

All Sessions

MTH 101 Calculus II

Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series.

Pre-requisite of MTH 40 is required.

Credits: 4

Every Fall

MTH 102 Calculus III

Partial differentiation; multiple integration; center of mass, moments of inertia; vectors, solid analytic geometry, line integrals and Green's Theorem; elementary differential equations.

Pre-requisite of MTH 101 is required.

Credits: 4

Every Spring

MTH 104 Differential Equations

Linear equations with constant coefficients, applications, undetermined coefficients, variation of parameters, differential operators, Laplace transforms, systems of equations, equations of first order by higher degree, special equations of second order, power series solutions, methods of Frobenius, elementary partial differential equations, Fourier series, introduction into boundary value problems, existence and uniqueness of solutions.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 105 Applied Mathematics

Ordinary linear differential equations, including existence and uniqueness of solutions; series solution of differential equations, including Legendre polynomials and Bessel functions; Laplace transforms; matrices, determinants, eigenvalues and eigenvectors with application to linear systems.

Pre-requisite of MTH 102 is required.

Credits: 4

On Occasion

MTH 106 Applied Mathematics

Vector analysis, including vector algebra, vector differential calculus, line and surface integrals and the theorems of Gauss, Green and Stokes; Fourier series and integrals; partial differential equations, including boundary value problems; beta, gamma and error functions; asymptotic expansions.

Pre-requisite of MTH 105 is required.

Credits: 4

On Occasion

MTH 107 Advanced Calculus I

The real number system, limits and continuity, differentiation and integration of elementary functions and functions of several variables, curves and surfaces, partial differentiation.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 108 Advanced Calculus II

Multiple integration; infinite and power series; uniform convergence and limits; improper, line, and surface integrals; Fourier series; differential geometry.

Pre-requisite of MTH 107 is required.

Credits: 3

On Occasion

MTH 111 Complex Variables

Complex numbers; analytic function, Cauchy-Riemann equations, harmonic functions; elementary functions, mappings; the Cauchy-Goursat and Morera theorems; Cauchy integral formula, power-series: Laurent series; uniform convergence; residues and poles; conformal mapping.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 121 Introduction to Modern Algebra

A survey of the concepts of modern abstract algebra, including investigation of groups, fields and rings, with special attention to group theory.

Pre-requisite of MTH 40 is required.

Credits: 3

On Occasion

MTH 122 Linear Algebra

Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations.

Pre-requisite of MTH 40 is required.

Credits: 3

On Occasion

MTH 124 Introduction to Number Theory

Properties of integers, including divisibility and factorization; Euler and other number theoretic functions; theorems of Fermat, Euler and Wilson; primitive roots, quadratic reciprocity.

Pre-requisites of MTH 40 and MTH 12Y or MTH 12Z are required, or with approval of the Department.

Credits: 3

On Occasion

MTH 136 Numerical Analysis

Approximating polynomials, numerical solutions to algebraic and transcendental equations, numerical differentiation and integration, numerical solutions to differential equations.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 141 Elements of Probability

Combinatorial problems, discrete and continuous random variables, moments and generating functions, some probability distributions, the law of large numbers and the central limit theorem,

stochastic processes.

Pre-requisite of MTH 102 is required.

Credits: 3

On Occasion

MTH 142 Statistical Inference

Sampling and sampling distributions, particularly the t and F distributions; point and maximum likelihood estimation; confidence intervals; significance tests; testing hypotheses. Prerequisite: MAT 141.

Credits: 3

On Occasion

MTH 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MTH 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MTH 197 Independent Study

Independent study is designed to give students an opportunity to do independent work in mathematics under the guidance of a member of the faculty. Requires permission of the Department Chair and the Dean.

Credits: 1 to 3

On Demand

DEPARTMENT OF PHYSICS

Professors Arons (Chair), Achuthan
 Professors Emeriti Glickman, Kleinman, Clark
 Associate Professor Kavic
 Assistant Professor Lippert
 Adjunct Faculty: 5

The Department of Physics at LIU Brooklyn offers a 120-credit Bachelors of Science in Physics. In addition to the standard Physics B.S. program the department also offers a 120-credit Bachelors of Science in Physics with a career concentration in either Health Science or Quantitative Finance. The standard Physics B.S. program is appropriate for students who want a broad understanding of physics and are considering graduate study in the field. However, the study of physics is the first step down a diverse number of career paths. Many medical and financial professionals began their careers in physics. The analytical skills developed in physics are applicable to any setting in which problem solving is required. The career concentrations are designed to serve students with professional aspirations in the medical and financial fields. Both concentrations share a group of common courses. These cover topics in mechanics, thermodynamics/statistical physics, electricity and magnetism, quantum mechanics and modern physics. Courses beyond this common group were crafted to provide a concentration in quantitative finance or health science.

Physics, B.S

B.S., Physics

[Program Code: 06939]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 8 credits

Science (included in Ancillary, Not Applicable
 Distribution and Major)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Major Requirements

Both of the following are required:

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

The following courses are required:

PHY 113 Thermodynamics 3.00

PHY 124 Mechanics 3.00

PHY 125 Electricity and Magnetism I 3.00

PHY 126 Electricity and Magnetism II 3.00

PHY 145 Modern Physics 3.00

PHY 146 Quantum Mechanics I 3.00

PHY 149 Quantum Mechanics II 3.00

The following courses are required:

MTH 40 Calculus I 4.00

MTH 101 Calculus II 4.00

or PHY 144 Theoretical Methods 3.00

PHY or MTH (100 or above) 3.00-4.00
 advanced

General Physics Concentration Requirements

Two science courses (not MTH or PHY) 6-8 credits

Two additional courses of advanced MTH or PHY (100 or above) 6-8 credits

Health Science Concentration Requirements

All of the following courses are required:

BIO 1 General Biology or BIO 3 4.00
 Life: Its Origin,
 Maintenance and Future

BIO 2 General Biology or BIO 4 4.00
 Life: Its Origin,
 Maintenance and Future

CHM 3 General Chemistry I 4.00

CHM 4 General Chemistry II 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 153 Biochemistry or BIO 152 3.00-4.00
 Foundations of
 Biochemistry

MTH 100 Introductory Statistics 3.00

Quantitative Finance Concentration Requirements

All of the following courses are required:

BUS 228 Business Statistics I or MTH100 Introductory Statistics 3.00

CS 101 Fundamentals of Computer Science and Information Sciences 3.00

CS 102 Programming I 4.00

CS 117 Programming II 4.00

FIN 201 Financial Markets and Institutions 3.00

FIN 202 Introduction to Corporate Finance 3.00

FIN 403 Security Analysis 3.00

PHY 160 Econophysics 4.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

Physics Courses

PHY 20 The Physical Universe

An introduction to the fundamental principles that govern the physical universe, including the behavior of particles smaller than an atom and objects larger than the sun. The basic laws of nature, various forces, and different forms of energy are explored. Examples are drawn from the physical, biological and chemical sciences and from applied technology. Three lecture hours, two laboratory hours.

The pre-requisite of DSM 09, or Math 15, or Math 16, or Math 30 or Math 40 is required. Course not open to science majors.

Credits: 4

All Sessions

PHY 27 Physics for Pharmacy

An introductory non-calculus-based physics course for freshman and sophomore Pharmacy majors. Selected topics in mechanics, fluid mechanics, electricity, magnetism, optics, modern physics and quantum mechanics are investigated. Two lecture hours, one two-hour recitation period, one two-hour laboratory period. (Note: Students interested in premedical and pre-dental programs or in BIO, CHE or PT are required to take PHY 31-32.)

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 31 General Physics

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students. First semester: mechanics, properties of matter, special theory of relativity, fluid mechanics, thermal physics, vibrations, waves and sound. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 32 General Physics

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students: electricity, magnetism, optics, relativity, atomic and nuclear physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

The pre-requisites of PHY 31 and MAT 30 are required.

Credits: 4

Every Fall and Spring

PHY 113 Thermodynamics

An introduction to the concepts and laws of thermodynamics and their statistical basis, including temperature, heat, thermal equilibrium, reversible and irreversible processes, entropy, and free energy. Applications to ideal gases, Einstein solids, spin systems, heat engines, refrigerators, and phase transitions. Three lecture hours.

The pre-requisites of PHY 32 and MTH 40 are

required.

Credits: 3

Rotating Basis

PHY 124 Mechanics

The basic ideas and techniques of analytical mechanics, including the use of generalized coordinates, Lagrange's equations and Hamilton's canonical equations. Applications to oscillations, rotations, central force motion, and chaos. Three lecture hours.

The pre-requisites of PHY 32 and MTH 40 are required.

Credits: 3

Rotating Basis

PHY 125 Electricity and Magnetism I

Introduction to vector calculus; Electrostatics; Special techniques for differential equations; Electric fields in matter; Magnetostatics. Three lecture hours.

The pre-requisites of PHY 32 and MTH 40 are required.

Credits: 3

Rotating Basis

PHY 126 Electricity and Magnetism II

Magnetic fields in matter; Electrodynamics; Conservation laws; Electromagnetic waves; Electromagnetic potentials and Fields; Radiation; Electrodynamics and relativity. Three lecture hours.

The pre-requisite of PHY 125 is required.

Credits: 3

Rotating Basis

PHY 144 Theoretical Methods

A survey of quantitative methods applicable to physics. Topics to include multivariable calculus, linear algebra, complex variables, vector calculus, group theory, and differential equations. Three lecture hours.

The pre-requisites of PHY 32 and MTH 40 are required.

Credits: 3

Rotating Basis

PHY 145 Modern Physics

An introduction to selected topics in modern physics, including waves, special relativity, quantum mechanics, particle physics, astrophysics and cosmology. Three lecture hours.

The pre-requisites of PHY 32 and MTH 40 are required.

Credits: 3

Rotating Basis

PHY 146 Modern Physics

Quantum mechanics treated in sufficient detail to obtain the usual solution of the one-electron atom. Nuclear phenomena, including radioactivity, nuclear reactions, nuclear fission, nuclear devices, cosmic radiation, mesons, and the standard model. Three lecture hours.

The pre-requisites of PHY 32 and MTH 40 are required.

Credits: 3

Rotating Basis

PHY 149 Quantum Mechanics

A brief introduction to the mechanics of operators, followed by a discussion of the postulates of quantum mechanics. Various physical systems, including the hydrogen atom, are treated by the Schrodinger method. The Principle of Uncertainty and Complementarity. Three lecture hours. Pre-requisite PHY 146

The pre-requisites of PHY 32 and MTH 40 are required.

Credits: 3

Rotating Basis

PHY 160 Econophysics

Physics has a long and storied tradition of applying statistical methods to understand complex systems. Financial markets are complex systems and are amenable to similar treatments. Econophysics is the application of ideas from statistical physics to the financial markets. In this course, we will introduce the dynamics of markets from a physics perspective. We will introduce the statistical methods needed to model financial markets: classes of Brownian motion, probability distributions and limit theorems. Comparison with other physical systems will be used to develop intuitions for these methods. Stochastic models for price dynamics will be introduced. Their applicability and limitations will be discussed. We will develop time-dependent models for equity valuations, such as the Black-Scholes equation which is used in options pricing. Real world markets such as equity stock markets, fixed income markets, and commodities markets will be considered. Two lectures hours, one two-hour recitation period, and one two-hour laboratory. Four credits

Pre-requisites of PHY 145, FIN 202, CS 102 are required

Credits: 4

Rotating Basis

PHY 197 Independent Study

Designed to fit individual interests and skills of the student

Credits: 3

Rotating Basis

PHY 198 Independent Study II

Second Semester of Independent Study in the Physics department.

Credits: 3

Rotating Basis

Social Science (Division III)

The Social Science Division offers majors in history, political science, and psychology. Courses are also offered in economics and anthropology/sociology. Each major provides the theoretical and practical background for entry into many private and government enterprises. An interdisciplinary social science major, with concentrations in any two divisional disciplines, including economics and anthropology/sociology is also available. Students can also minor in every Social Science Division subject area, in addition to Latin American and Caribbean studies, Asian studies, criminal justice, political geography and urban studies. Graduate study on the master's level is offered in most undergraduate majors (M.A., M.S.), and the Ph.D. is offered in clinical psychology.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 120 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF ECONOMICS

Associate Professor: G. Rodriguez (Chair)

Assistant Professor: M. Sami

Professors Emeriti: Lombardi, Varma

Adjunct Faculty: 4

Economics offers a unique combination of theory and practical applications, preparing students to think analytically about real world economic problems.

Aside from the introductory economics sequence (Economics I and II), the department offers a variety of more advanced elective courses, including Money and Banking, Economic Development, Industrial Organization, Government Regulation, Public Finance, Urban Economics, International Economics and other subjects. The underlying goal is to train students in the use of formal analysis and empirical observation to examine varied socioeconomic issues, developing several valuable skills in the process, including the ability to apply logical and quantitative methods to economic problems, the ability to draw inferences from data, and the ability to present economic ideas in compelling writing and speech.

Richard L. Conolly College does not offer an undergraduate degree program in economics at this time, however, students interested in majoring in the interdisciplinary social science degree (see Social Science section), may concentrate in economics. This route, or an economics minor constitute an especially attractive alternative for liberal arts and sciences students who contemplate a future career in business, and for business students interested in expanding their academic options.

MINORS

Minor in Economics

A Minor in Economics requires 12 ECO credits at or above the 100 level, in addition to a core ECO 1 or 2 class. Since both ECO 1 and ECO 2 are recommended pre-requisites to many of the advanced economics courses, it is strongly recommended that students take both courses.

Credit and G.P.A. Requirements

Minimum Total Credits: 12 Credits

Minimum G.P.A.: 2.0

Economics Courses

ECO 1 Introduction to Economics

After an elementary introduction to the role of markets in allocating economic resources, this course focuses on the factors that determine aggregate income, employment and price level from a macroeconomic perspective. It examines the interaction of markets for aggregate output, labor and money, addressing the role of the government in short-run stabilization and the factors that determine long-run economic growth.

Credits: 3

Every Fall, Spring and Summer

ECO 2 Introduction to Economics

This course provides an introduction to microeconomics, focusing on the role of markets in allocating economic resources. In some idealized perfectly competitive markets, the behavior of firms and consumers, which can be represented in terms of supply and demand curves, leads to "socially efficient" equilibrium outcomes. However, market outcomes may not necessarily be efficient in many realistic economic environments, justifying a role for the government in promoting economic efficiency. The course also examines the government's role in promoting "equity" through taxation, stressing the possibility of a trade-off between efficiency and equity.

Credits: 3

Every Fall, Spring and Summer

ECO 101 Microeconomic Analysis

This course provides a detailed analysis of rational consumer and firm behavior, examining the relationship between such behavior and the efficient allocation of resources in the economy under different market structures.

The pre-requisite of ECO 2 is required.

Credits: 3

Rotating Basis

ECO 102 Macroeconomic Analysis

This course examines the factors that influence the level of national income and the unemployment rate, focusing on the role of aggregate real and financial markets in determining the overall performance of the economy. The course also examines the government's role in mitigating the effect of supply and demand shocks, and in promoting long run economic growth.

The pre-requisite of ECO 1 is required.

Credits: 3

Rotating Basis

ECO 105 Money and Banking

This course provides a systematic study of the monetary and financial institutions of a modern economy. Emphasis is placed on how various monetary factors affect real economic activity, and on the government's role in conducting monetary policy and regulating the financial system.

Pre-Requisite of ECO 1 or permission of Instructor

is required.

Credits: 3

Rotating Basis

ECO 113 Labor Economics

This course provides an introduction to the economic analysis of labor markets, exploring the role of technological progress and international trade patterns as well as human capital, labor unions and employment discrimination in explaining employment and wage patterns.

The pre-requisite of ECO 2 is required or permission of the Instructor.

Credits: 3

On Occasion

ECO 114 Game Theory and Economic Applications

Because social outcomes result from the interaction among multiple individuals, in order to understand them we need to study how the choices made by individual agents interact in multi-agent settings, an environment commonly known as a strategic game. This course provides an introduction to game theory, exploring the analysis of static and dynamic interactions under a variety of informational assumptions. The course will focus on selected applications of game theory to economics, including topics in Bargaining and Bidding Procedures, Industrial Organization and Regulation, and the Internal Organization of the Firm, as well as some problems that arise in Law, Political Science, Military Strategy and Parlor Games.

Credits: 3

On Occasion

ECO 115 Industrial Economics

This course provides an introduction to Industrial Organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. The standard models of perfect and imperfect competition are examined, emphasizing the strategic behavior of the firms.

Topics include pricing models and other strategic aspects of business practice, including entry deterrence, patent races and collusion.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 116 Government Regulation of Business

This course provides an introduction to industrial regulation, a field that focuses on how government policy can improve market performance. The role of economic and social regulation is examined, focusing on environments that exhibit market failure due to economies of scale, externalities and imperfect information. Topics include multi-product monopoly pricing and price discrimination, incentive regulation in presence of informational asymmetries and imperfect commitment, regulatory reform and deregulation, environmental regulation and regulation of the

financial sector.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 117 History of Economic Thought

This course surveys the principal currents of economic thought in their historical perspective, emphasizing the role of the leading economic schools. The contributions of such thinkers as Adam Smith, David Ricardo, Karl Marx, Leon Walras, Alfred Marshall and John Maynard Keynes receive particular attention, as well as the role of information, incentives and dynamics in modern economic theory.

Credits: 3

On Occasion

ECO 120 Financial Economics

This course provides an introduction to modern financial economics, relying on foundational decision theoretic and equilibrium methods to examine some of the central themes in modern finance, including inter-temporal investment decision making under uncertainty, the capital asset pricing model, arbitrage pricing theory, the valuation of bonds, equities, and derivative securities, and the firm's financial structure. The course attempts to bridge the gap between the more descriptive-institutional focus of introductory business-finance courses and the more technical focus of econophysics courses.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 123 Economics Statistics I

This course provides an introduction to statistics, surveying several concepts of particular interest in economic applications. After a brief review of descriptive statistics and elementary probability concepts, the foundations of sampling, estimation and hypothesis testing are examined. Linear regression methods and statistical decision theory, which play a central role in econometrics and economic theory, are introduced.

The pre-requisites of ECO 1 and 2 are required or permission of the Instructor.

Credits: 3

On Occasion

ECO 124 Economics Statistics II

This course provides an introduction to econometrics, which consists in the application of statistical techniques to economics. Topics include statistical inference using bivariate and multivariate regression, extensions to problems involving heteroskedasticity and misspecification, and applications to the analysis of time series.

The pre-requisite of ECO 123 is required.

ECO 125 International Economics

This course provides an introduction to

international trade, an area of economics that focuses on the causes and consequences of the presence of trade among nations. It examines such fundamental topics as the concept of comparative advantage in the context of the Ricardian model, the connection between factor mobility and income distribution, the role of trade policy and protectionism in industrialized and developing economies, the presence of imperfect competition in international markets, and the globalization debate (same as International Business 125).

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Cross-Listings: ECO 125, IBU 125

Rotating Basis

ECO 126 International Finance

This course provides an introduction to open-economy macroeconomics, focusing on the flow of capital across international financial markets and the effects of exchange rate and monetary policy on those flows. It surveys a variety of topics, including purchasing power parity and exchange rate determination in foreign exchange markets, the Mundell-Fleming model of output and exchange rate determination under fixed and flexible exchange rates, speculative attacks and the causes and consequences of international financial crises. The course will also discuss various recent policy debates, the role of global imbalances in the recent financial crisis, and several recent proposals to reform the international financial system.

The pre-requisite of ECO 1 is required or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 129 Problems of the Modern American Economy

This course examines current problems of the American economy, including rising income inequality, the role of trade and automation in the loss of manufacturing jobs, the long-term financing of social insurance programs, the management of financial instability and climate change, the recovery from the great recession and the risk of secular stagnation.

Credits: 3

On Occasion

ECO 132 Comparative Economic Systems

This course provides a comparative analysis of a variety of capitalist and non-capitalist systems, paying special attention to the economy of the United States, the transition of former Communist countries of Eastern Europe to market economies, the mixed economies of Western Europe and Japan and the fast growing economy of Communist China. The comparison among economic systems relies on the observation that different ways of organizing economic activity amount to different information transmission protocols and incentives for the economic agents, which explains different

economic performance.

Credits: 3

On Occasion

ECO 133 Public Finance and Fiscal Policy

This course provides an introduction to the microeconomic analysis of the public sector. It examines the government's role in a market economy, focusing on the regulation of externalities, the provision of public goods and social insurance, and the redistribution of income. In particular, it examines the major expenditure programs, including Social Security, Medicare, Education and Defense, as well as the generation of government revenues through taxation and deficit financing, addressing efficiency and equity considerations.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Rotating Basis

ECO 138 Economic Development

This course examines some of the economic challenges that emerge in connection to the development of poor areas. Discussion centers around the principles of economic growth, population problems, land reform, methods of capital accumulation and techniques of planning.

Credits: 3

On Occasion

ECO 140 Urban Economics

An analysis of economic problems arising in modern urban centers. Topics discussed include past and present economic functions of cities; location theory, urban labor and migration problems; and the economics of urban services, such as transportation, education, health and welfare. The impact of race, poverty and the urban ghetto are studied in the light of a central concern with the political economy of a highly urbanized society.

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

On Occasion

ECO 170 Current International Economic Problems

This course examines some of the central international economic problems, including the consequences of globalization, instability in the Eurozone, fast growth in China and other emerging economies, poverty and the challenges of economic development, the management of climate change, and the effects of technological innovation on the international division of labor.

Credits: 3

On Occasion

ECO 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the

faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ECO 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ECO 197 Independent Study

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

ECO 198 Independent Study

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

DEPARTMENT OF HISTORY

Professors Dorinson, Warmund (Chair), Wilson, Xia
 Professors Emeriti Gabel, Lane, Necheles-Jansyn
 Associate Professors Jones, Horstmann Gatti, Agrait
 Associate Professor Emeritus Reilly
 Adjunct Faculty: 6

Studying history offers both personal rewards and practical advantages. Guided by a faculty of accomplished historians, students explore historical events through various lenses, analyzing political, social, cultural, and economic developments around the world in different time periods; this approach provides students with a global perspective on how the individuals, ideas, and conflicts of the past have shaped the world in which we live and how they may eventually help to guide our future. Through courses in American, European, African, Eurasian, Latin American, social and comparative history, students improve their analytical, research, writing, and communication skills that open doors to a broad range of challenging and better-paying careers.

The **120-credit B.A. in History** provides students with the knowledge and intellectual power that allow them to pursue multiple career paths. For example, this program can lead to fulfilling and successful careers in elementary, secondary and college teaching; law; journalism; archival and museum work; public and business history; and local and national history. History majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Faculty mentors will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Students preparing to teach on the secondary school level should consult the Teaching and Learning section for additional requirements.

B.A. in History

B.A., History

[Program Code: 06957]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirement

To satisfy this requirement, students must complete two courses numbered 100 or above in one of the following subjects: economics, political science, psychology, sociology, anthropology.

Major Requirements

The following courses are required.

HIS 100 The American Experience 3.00

HIS 108 The United States in the Twentieth Century 3.00

Two courses from the following are required.

HIS 120 The Middle Ages 3.00

HIS 124 The Beginnings of the Modern World 3.00

HIS 125 The Western Impact on the World 1789-1914 3.00

HIS 126 European Civilization in the Twentieth Century 3.00

Two courses from the following are required.

HIS 141 The Ancient World 3.00

HIS 144 East Asia: The Modern Period 3.00

HIS 157 History of Latin America 3.00

HIS 159 History of the Contemporary World 3.00

- Four (4) additional advanced (above 100 level) History courses are required.
- One (1) course from the Social Science 223, 224 series is required.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: (including HIS core) 36

Minimum Credits in Courses >100 Level: 48

Distribution Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in History

A history minor requires a total of 15 credits of history courses numbered 100 or above including HIS 100 or HIS 108.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

History Courses

HIS 1 History of Civilizations to 1500

The evolution of civilization in Africa, the Americas, Asia, the Middle East and Europe until the voyages of discovery. Emphasis is placed on the growth of independent cultural traditions and diffusion of ideas, institutions and peoples.

Credits: 3

All Sessions

HIS 2 History of Civilizations Since 1500

The evolution of civilizations from the voyages of discovery through the scientific, political and industrial revolutions to the present. Emphasis is placed on the interaction of the Western and non-Western worlds.

Credits: 3

All Sessions

HIS 100 American Civilization I

A survey of the growth and development of the United States from the establishment of the British colonies in North America through the Civil War. This course will examine the evolution of American political, economic and social institutions and values, as they were created, challenged and changed throughout this period of history and will analyze the varying perspectives of people of different races, classes, religions, genders and regions.

This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Bi-annually

HIS 103 The Colonial Period in American History

An examination of cultural and institutional developments in Colonial America, tracing roots in Europe and Africa, from Colonial times to causes, conduct and consequences of the Revolution.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 107 The Gilded Age and the Progressive Era in America

An examination of America's transition from an agricultural, rural and relatively homogeneous nation to one that is industrialized, urban and ethnically diverse. Topics covered include the processes of industrialization and urbanization; the role of immigration, race, class, ethnicity and gender; the impact of politics, corruption and reform movements.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 108 American Civilization II

A survey of the history of the United States from the end of the Civil War to the present. This course will examine the evolution of American political, economic and social institutions and values, as they were created, challenged and changed throughout this period of history and will analyze the varying perspectives of people of different races, classes, religions, genders and regions. This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 109 Depression and Wartime America as Reflected in the Hollywood Film

Political, economic and social developments during the Great Depression in America and the course taken by the United States from neutrality to reluctant belligerency and, finally, to war. Lectures supplemented by Hollywood films.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 116 African-American History

The history of the black people of America from their African origins to the present, stressing themes of accommodation, protest and self-determination.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 117 The United States in the 1960s

The tumultuous decade of the 1960s in the United States: the Civil Rights struggle, the women's liberation movement, the New Left, the counterculture, and the largest youth rebellion in American history.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 120 The Middle Ages

Europe from the last centuries of the Roman Empire through the fourteenth century. The origin and development of attitudes and institutions characteristic of the Medieval period, including feudalism and the emergence of centralized government, the organization and spiritual mission of the church, commerce and the guild system, the place of women and children in society, and art and architecture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 124 The Beginnings of the Modern World

A survey of European history from the Thirty Years War to the French Revolution, stressing forces promoting political, social and intellectual change in Europe itself while consolidating a system of colonial control and forced labor abroad.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 125 The Western Impact on the World 1789-1914

A study of the impact of the influence of the French and Industrial revolutions on European politics and society, with special emphasis on new ideologies and new class relationships, and the accompanying impact of European commercial dominance and imperial control of Asia and Africa.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 126 European Civilization in the Twentieth Century

A brief survey of the period of the two world wars and the rise of fascism and communism followed by a closer look at European society since 1945: the politics of the Cold War, economic recovery and evolution of the European Economic Community in the West, economic stagnation and political repression in the East, and the collapse of communism and the breakup of the Soviet Union.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 141 The Ancient World

A survey of the history of the Ancient World from the earliest civilizations of Egypt and Mesopotamia to the decline of the Roman Empire, with particular reference to the emergence of government and society, the spread of commerce, the place of art and architecture in public and private life, and the various roles of women.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 144 East Asia: The Modern Period

Traces the history of China, Japan and Korea from the period of extended Western contact from 1650 to the present. Includes such topics as the rise of nationalism and communism, the entry of East Asia into the family of nations, and the transformation of the traditional social structures that has accompanied the process of modernization.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Bi-annually

HIS 157 History of Latin America

A survey of the history of Latin America, including both the colonial and the national periods.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 158 American Foreign Relations: Since 1789

A survey of U.S. diplomatic history from 1789 to the present - the rise of the United States from thirteen Atlantic states into a transcontinental nation and global super power. Topics include the Revolutionary War; continental expansion; the Mexican War; late nineteenth-century imperialism; the Spanish- American-Cuba-Filipino War; Woodrow Wilson and World War I; 1920s unilateralism; FDR and World War II; the Cold War; Third World nationalism and U.S. interventions; the Vietnam War; and the Middle Eastern crisis.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 159 History of the Contemporary World

Survey of the contours and patterns of an emerging global civilization: World War II and the eclipse of Europe; the collapse of the colonial empires and the emergence of the Third World; ideology, politics and social forces in the new states of Asia and Africa; the strategies and failures of the superpowers; the growing tensions between the industrialized and non-industrialized sectors of the world.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 164 Women in History

The roles of women in the development of Western and non-Western societies from ancient times to the present, focusing on political participation, cultural creativity and discrimination.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 175 The Social History of Sports: A Search for Heroes

A study of the way in which Americans and others have played over time; an analysis of how athletes have mirrored the values and reflected the fantasies of their times.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

Rotating Basis

HIS 180 Culture and Society in Humor

An examination of humor as a key to understanding the conflict and controls inherent in

all cultures, inviting analysis, synthesis, and creation of comedy as a means of cracking the codes of American culture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 190 Colloquium

Reading and group discussion of specially selected books of major historical importance. Emphasis on new interpretations. May be repeated for credit if subject matter differs. Offered as a tutorial with department approval.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 195/196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

HIS 197/198 Independent Study

Independent study enrollment requires Chair and Dean approval.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Demand

DEPARTMENT OF POLITICAL SCIENCE

Senior Professor Ehrenberg (Chair)
Professors Stevens Haynes, Sánchez
Professors Emeriti DiMaio, Werner, McSherry
Associate Professor Fahmy, Sheppard
Adjunct Faculty: 6

The American Political Science Association has developed a broad description of the discipline. "Political Science," it says, "is the study of governments, public policies and political processes, systems, and political behavior." The profession's subfields include American politics, political philosophy, comparative politics, international relations and a host of related fields such as policy studies, political geography, political economy, and studies of particular countries or geographic areas. Political scientists use a variety of approaches to examine the process, systems and political dynamics of all countries and regions of the world.

Students majoring in political science must complete a 30-credit course of study. Several required courses introduce students to the discipline's traditional subfields and to different methods of analysis. There is also considerable room for student choice within the major, and the department offers ample opportunities for independent study, honors theses and internships. Students also may earn a minor in the discipline with 15 credits.

Students with expertise in the study of politics are always in great demand. Government, law, politics, business, journalism, non-profit organizations and education are broad areas of employment for political science students. Political science is a favorite major for prospective lawyers, and it leads to careers in teaching, journalism and government service. Large corporations are always looking for employees with expertise in the analysis of public affairs, and organizations as different as charities, foundations, the armed forces, non-profits and police departments are eager to hire political science majors. A major in political science also can lead to careers as lobbyists, pollsters and commentators, college professors, activists and consultants. Students eligible to graduate as political science majors with honors must be accepted into the Senior Honors Thesis Program (Political Science 190-191).

B.A. in Political Science

B.A., Political Science

[Program Code: 06958]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined

in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirement

To satisfy this requirement, majors must complete two courses numbered 100 or above in one of the following subjects: Economics, History, Psychology, Sociology, Anthropology.

Major Requirements - 30 credits

The following one (1) course is required:

POL 11 Power and Politics 3.00

One (1) Course from the following:

POL 150 World Politics 3.00

POL 151 American Foreign Policy 3.00

One (1) Course from the following:

POL 170 Classical Political Theory 3.00

POL 171 Modern Political Theory 3.00

The following one (1) course is required:

POL 185 Seminar: Political Inquiry 3.00

Additional Requirements:

- One (1) course required from American Institutions and Political Practices: POL 129-149
- One (1) course required from International Relations-Foreign Policy: POL 152-159
- One (1) course required from Foreign Political Systems Comparative Politics: POL 160-169
- Students are encouraged to take additional theory courses from POL 170 -179
- One (1) course from the Social Science (SSC) 223, 224 Capstone Series is required in the Senior year.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 30

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Political Science

A political science minor requires 15 POL credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Political Geography

The political geography minor is a fifteen-credit interdisciplinary program with a flexible curriculum that emphasizes the significance of the role geography has played in shaping political debates historically and contemporaneously.

Political geography has always been about conflict and compromises over boundaries in international relations and national development, international organizations, diplomacy, internal divisions, and voting. It has evolved to incorporate today's new challenges in defining technological, economic, cultural, and religious boundaries. Boundary transgressions occur every day as the traditionally understood parameters of state sovereignty collapse under the pressure of transnational social and economic networks. This often means the difference between life or death as well as development or decay for social orders forced into a perpetual scramble to create, define, and protect physical and virtual boundaries to separate themselves from others, or to project their own identities at the expense of others. This minor empowers students with the technical and conceptual tools necessary for analyzing the political geography of our times and its relevance for the future.

The minor in political geography offers perspectives from numerous courses offered at LIU Brooklyn that focus on the interrelationship between geography and history, culture, economics, politics, and the arts.

The minor in political geography will be especially useful for students pursuing careers in business, computer science, marketing, art, design, media, urban studies, political science, sociology, health sciences, environment, communications, and public administration. Students will train on ESRI ArcGIS software, the industry standard. Only general computer skills are required.

The Political Geography minor requires fifteen credits in approved courses. These include:

POL 166 Politics of Development 3.00

POL 159 Geopolitics 3.00

POL 141 Future Politics 3.00

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|-----|-----|---|------|
| POL | 582 | Geopolitics | 3.00 |
| POL | 667 | Future Politics | 3.00 |
| ECO | 140 | Urban Economics | 3.00 |
| ECO | 138 | Economic Development | 3.00 |
| SOC | 107 | Migration | 3.00 |
| SOC | 125 | Globalization | 3.00 |
| SOC | 113 | Urban Anthropology/Sociology | 3.00 |
| URB | 506 | Geography of the City of New York | 3.00 |
| URB | 550 | The Ghetto from Venice to Harlem | 3.00 |
| URB | 605 | Computer Technology | 3.00 |
| MKT | 345 | Telecommunications: Marketing in the Information Age (Prerequisite: MKT 201) | 3.00 |
| MKT | 338 | International Marketing (Prerequisite: MKT 201) | 3.00 |

There is no required course in the minor, but all students will arrange their individual course of study in consultation with the directors of the political geography minor program. Courses outside of those listed will be considered on a case-by-case basis. To participate in the political geography minor, please contact Professor Jose Sanchez at Jose.Sanchez@liu.edu, or Professor Si Sheppard at Simon.Sheppard@liu.edu.

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Minor in Urban Studies

A 15 credit Urban Studies minor is available for students seeking the conceptual and analytical tools necessary to understand a wide range of environmental, economic, social, spatial, and political challenges that are critical to the welfare of the billions of people living in cities around the world. The minor focuses on the three academic themes of urban geography, public policy, as well as political and social justice. The fourth emphasis is geographic methods. The urban environment has become increasingly more complex. Cities are the major engines of economic and technological growth for most advanced societies. Cities have also become increasingly interconnected through the global economy. Cities are the most important factor determining the welfare of societies as well as of individuals. In addition, students will have the opportunity to develop skills in geographic information systems (GIS), policy analysis and writing, as well as critical thinking about urban processes. All of these are highly valued by employers.

The growth in GIS jobs, in particular, is above average and the jobs are well paid. Opportunities

range from corporations, non-profits, and government. While this one course, by itself, will not make a student into a GIS professional, it will prepare them for the large and increasing number of employers with need for people who understand and can do rudimentary GIS techniques. Students interested in learning more about the Urban Studies minor should contact the director of the program, Professor Kimberly Jones, 718 488-1197 (kimberly.jones@liu.edu.)

Potential courses for 15 total credits (3 Required courses in **bold**):

POL 143 - Urban Politics

URB 506 - Geography of the City of New York

URB 605 - Computer Technology – GIS

- POL 166 - Politics of Development
- POL 582 - Geopolitics
- HIST 166 - The City in Modern History
- ECO 140 - Urban Economics
- ECO 138 - Economic Development
- SOC 107 - Migration
- SOC 113 - Urban Anthropology/Sociology
- SOC 125 - Globalization
- URB 504 - History of the American Metropolis
- URB 583 - History of the City of New York
- URB 550 - The Ghetto From Venice to Harlem
- MKT 345 - Telecommunications: Marketing in the Information Age. Prereq: MKT 201
- MKT 338 - International Marketing. Prereq: MKT 201

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.0

Political Science Courses

POL 11 Power and Politics

An introduction to the world of politics and power, from the workplace to the United States Supreme Court. Topics include the family, the community, the evolution of the nation-state, forms of political organization, state and federal governments, the Constitution, Congress, the presidency, and other political institutions and formations.

Credits: 3

Every Fall and Spring

POL 120 Power in America

What is the nature of power in American society? How is it distributed? How is it used? An examination of the different theories of social, economic and political power; the interrelationships among those types of power; the role of race and culture; and the effective use of power.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 121 The Legislative Process

An analysis of lawmaking at city, state and national levels. The impact of interests and constituents upon legislators is considered. Selected laws are evaluated through all stages.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 122 Presidential Elections

This course will study American presidential elections to investigate the applicability of electoral realignment theory. At the end of each session we will attempt to arrive at a consensus as to whether the election in question best represented the theoretical criteria of critical election; deviating, maintaining or realigning election; or component of secular realignment.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 123 Political Parties and Political Behavior

A study of the role of political parties in American government, including problems with respect to organization, finance, campaigns, issues and candidates; their relationship to the citizen-voter; and trends in recent studies on political leadership, election research and political behavior.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 124 The Media and American Politics

An evaluation of the role of the media in American

political life. Emphasis is on the effect of the media on leading domestic and foreign policy issues, including racism, McCarthyism, the Civil Rights Movement, Vietnam and Watergate. Media personalities who helped shape the national conscience are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 125 The American Presidency

A study of executive powers and decision making; leadership and the electoral process; and the relationship of the President to pressure groups, political parties and the states.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 127 Women in 20th Century American Politics

An analysis of the emergence and development of women as a force in contemporary American politics. Political participation, voting behavior and other areas will be considered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

POL 130 The American Judicial System

A study of the function, structure and decision-making process in federal and state courts.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 145 Ethnic Politics

A survey of the role of ethnic groups in the American political system. Among the topics for analysis are ethnic roles in party organization; ethnic politicians; ethnic voting; conventional and militant ethnic organizations; ethnic issues in housing, education and employment; inter- and intra-ethnic conflict; the ethnic press; and other selected topics.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 146 The Politics of the Civil Rights Movement

An examination of the politics of democratic leadership, with emphasis on the evolution of the American Civil Rights Movement. Special emphasis is placed on the relationship between Martin Luther King and the movement he led.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 147 The Dynamics of Political Leadership

An exploration of the broad range of political leadership in communities, countries and the world, with a particular eye to identifying critical elements in the relationship between leaders and followers.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 148 Political Leaders and Community: A Practicum

The application of the theory of group leader process to real group and leadership experiences in the community. Students use participant observation, focus group meetings and other methods to probe the group-leader dynamic in formal and informal settings. Includes participation in community organizations and interviews or meetings with community residents or leaders who take action on particular policy concerns.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 150 World Politics

Introduction to the systematic study of international relations. The nature of state behavior in the international system - its parameters, major actors, forces and patterns of conflict and cooperation - are reviewed. The major theories of international relations are examined. Cycles of "hegemonic" leadership and the origins, scope and future direction of the international system are considered.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 151 American Foreign Policy

An introduction to the sources, processes, policies, goals and debates in American foreign policy since World War II. The focus is on the globalization of American foreign policy, the development of the Cold War, and American foreign policy in the Third World.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 153 International Political Economy

An introduction to the study of political economy: the interrelationships between politics and economics demonstrated by an examination of current issues, including development in the global South, economic restructuring in formerly Communist countries, foreign aid, the roles of transnational corporations, the International Monetary Fund and the World Bank, and the

question of the link between democracy and free markets. A review is conducted of major theoretical approaches and methodologies.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 154 Human Rights in International Politics

A study of the role of human rights in international politics and the impact of human rights considerations on foreign and domestic policies of states; the study of conceptual and historical issues, including the struggle between human rights claims and state sovereignty, the Cold War and the politicization of human rights, the significance of grassroots human rights movements in the world; and the role of the United Nations and non-governmental organizations. An analysis is made of case studies of human rights abuses and reactions of the international community.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 159 Geopolitics

This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 161 Concepts and Theories in Comparative Politics

A review of the basic theoretical frameworks, concepts, approaches and methodologies in comparative politics. The study of major authors, key texts and theories, including modernization, political culture, corporatism, dependency, bureaucratic authoritarianism, rational choice, democratic transition theory and others is conducted. Comparative analysis is made of distinctive political systems and their development.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 166 The Politics of Development

A study of the process of modernization and development, with examples from Latin America, Africa and Asia. The relationship between politics and economics, socialism and capitalism, and

peasant, intellectual and bureaucracy are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 167 Revolutionary Theory and Governments

An examination of the various approaches and theories of revolution developed to explain the major political and social revolutions and upheavals of our time. Revolutions can be studied for what they reveal about the political process, the breakdown of that process, the role of the state, international and domestic factors, the function of ideology and socio-political change.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 170 Classical Political Theory

An analysis of political thought from Socrates through the Middle Ages. Special focus is on the position of the individual, authority of the state, citizenship, liberty and order.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 171 Modern Political Theory

An exploration of political thought from Machiavelli through Marx. Questions of liberty, authority, obligation, the individual and the state are examined.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 173 American Political Thought

An examination of American political thought with respect to constitution-making, rights, the federal union, and trends in liberalism and conservatism.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 174 Contemporary Political Theory

An examination of the major trends in twentieth century political theory. Focus is on democratic thought, postmodernism, feminism, theories of justice, communitarianism, and liberal individualism, among others.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 175 Comparative Democratic Theory

A contextual and theoretical study of the development and maturation of modern democratic theory. Focus is on the development and critique of rights-based democratic theory and

the problems associated with theories of justice, communitarianism, feminism and others.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 176 Marxism

A historical and theoretical introduction to the work of Karl Marx and Frederick Engels. The course examines the economic, political and ideological environment in which Marxism developed; considers Marx's and Engels' work in philosophy, economic history, politics, and ideology; and evaluates the content of their activities.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 181 Contemporary Islamic Movements

An examination of the origin, nature, influence and future of contemporary Islamic political movements.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 182 The Iraq War

This course is designed to help students understand and interpret the U.S. invasion and occupation of Iraq. The course examines a range of issues surrounding the war, including neoconservative ideology, the invasion from the perspective of Iraqis as well as other governments, the U.S. use of torture, and the impact of the war on civil liberties at home.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 185 Seminar: Political Inquiry

An analysis of the different ways political scientists ask questions and study politics. Emphasis is on understanding the major theoretical frameworks in the study of politics and the application of those theories to an important research problem in politics. Open to juniors and seniors only.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 190 Senior Honors Thesis

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department.

Required for students wishing to graduate with

honors as a Political Science major. Political Science 190 and 191 must be completed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

POL 191 Senior Honors Thesis

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

All Sessions

POL 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 197 Independent Study/Internship

Research associated with working assignments closely related to the student's specific courses. Students may develop internships. Requires approval of the Departmental Chair and the Dean.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Fall

POL 198 Independent Study/Internship

Research associated with working assignments

closely related to the student's specific courses.

Students may develop internships. Requires approval of the Departmental Chair and the Dean.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Every Spring

POL 200 Series Select Topics in Political Science

An opportunity to explore selected critical issues, problems and frontiers in political science. Topics vary from year to year.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

All Sessions

POL 201 International Organizations

An examination of the United Nations and associated international institutions.

Credits: 3

Every Fall and Spring

DEPARTMENT OF PSYCHOLOGY

Professors Duncan, Kose (Director, M.A. Program), Papouchis, Penn, Ramirez, Samstag, Schuman, Wong (Director, Ph.D. Program)
Professor Emeriti Allen, Fudin, Hurvich, Magai, McGuire, Ritzler
Associate Professors Cain, Haden, Kudadjie-Gyamfi (Chair), Meehan, Pardo, (Director, LIU Psychological Services), Saunders
Adjunct Faculty: 14

B.A. in Psychology

Many of today's most pressing social problems relate directly to problems in behavior. Violence (at home or on the street), drug addiction and poor interpersonal relationships are just some examples of the types of issues explored in the field of psychology. Psychologists strive first to describe, understand and explain behavioral problems and also to contribute solutions to such problems, through careful collection of data, analysis of data, and development of intervention strategies.

The **120-credit B.A. in Psychology** provides students with a broad understanding of the principles that explain human behavior and interaction. In addition to learning the latest science and theory regarding human and nonhuman animal behavior, students in the program gain the vital skills and experience employers seek. These skills include research and writing skills, problem solving skills, and, well-developed, higher-level thinking ability as evidenced in analyzing, synthesizing and evaluating information.

In addition to working directly in psychology-related fields such as counseling and teaching, our students and graduates find jobs in such varied areas as public affairs, education, business, sales, service industries, health, the biological sciences. They also work as employment counselors, correction counselor trainees, interviewers, personnel analysts and probation officers.

About the Field of Psychology

Psychology is a broad discipline, encompassing subjects that range from biology to sociology. Biology studies the structures and functions of living organisms. Sociology examines how groups function in society. Psychologists study the intersection of two critical relationships in these fields; particularly, the relationships between brain function and behavior and between the environment and behavior. Psychologists employ scientific methods, including careful observation, experimentation and analysis, to develop and test theories through research.

Psychology has many subfields, including clinical, counseling, cognitive and perceptual, developmental, educational, experimental, evolutionary, and engineering psychology. Other

subfields include forensic psychology, neuropsychology, industrial/organizational psychology, quantitative and measurement analysis, rehabilitation and social psychology.

Learn more about psychology and its many subfields and career opportunities by visiting the website for the American Psychological Association at apa.org.

B.A. in Psychology

B.A., Psychology

[Program Code: 06946]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Psychology 3 credits

Social Sciences 3 credits

(ANT, ECO, POL, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 8 - 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Distribution Requirement

- Six credits or two courses of upper-level Biology (BIO) or
- Six credits or two courses of upper-level Philosophy (PHI) or
- Six credits or two courses of upper-level Sociology (SOC) or
- Six credits or two courses of upper-level Teaching & Learning (TAL)

Major Requirements

The following four (4) courses are required,

| | | | |
|-----|-----|------------------------------|------|
| PSY | 101 | Research Methods | 3.00 |
| PSY | 102 | Lab in Psychological Science | 1.00 |
| PSY | 149 | Writing in Psychology | 3.00 |
| PSY | 150 | Statistics in Psychology | 3.00 |

A minimum of six (6) upper-level Psychology courses totaling eighteen (18) credits are required

Social Science Capstone Requirement

Choose One of the Following Two Courses:

SSC 223 Capstone Seminar in the Social Sciences 3.00

SSC 224 Capstone Seminar in Social Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 33

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Psychology

A psychology minor requires 12 PSY credits at or above the 100 level, in addition to the core PSY 3 class.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Psychology Courses

PSY 3 Introduction to Psychology

An introduction to the basic concepts and empirical data in the scientific study of human behavior, including a study of the biosocial basis of behavior and personality development, the measurement of individual differences, processes of learning, sensorimotor functions, social interaction, and emotional conflict and adjustment.

Credits: 3

Every Semester

PSY 101 Research Methods

A survey of the methods used in psychological research. Students learn about the various methods that psychologists use to address research questions. Discussions include such issues as the use of the methods appropriate to the kind of question raised and the way research methods influence the kind of information obtained. This course, together with PSY 102, replaces PSY 151.

A pre requisite of PSY 3 and a co requisite of PSY 102 is required.

Credits: 3

Every Semester

PSY 102 Lab in Psychological Sciences

this course is a co-requisite with PSY 101 and provides hands-on experience with conducting research. The steps involved in conducting research, from research question generation to reporting findings will be experienced hands-on. A brief report to document each step of the process will be generated. This course, together with PSY 101, replaces PSY 151.

A pre requisite of PSY 3 and a co requisite of PSY 101 is required.

Credits: 1

Every Semester

PSY 107 Developmental Psychology I

An examination of human development from birth through the adolescent years. Topics covered include social-emotional development and changes in intellectual functioning. Also considered are special issues such as infant care, schooling and the effects of the community on development. Not open to students who have completed Teaching and Learning 250.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 108 Developmental Psychology II

A lifespan approach to human development and an examination of development from puberty through adulthood to old age. Topics discussed focus on crucial issues throughout that period, such as the establishment of a career, the influence of family and community, retirement, and the impact of conception and death. This course should be taken in the semester immediately following the semester in which Psychology 107 was completed.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 109 Personality

A study of the dynamics of personality adjustment, with an analysis of constitutional and environmental interaction in personal development, with some attention to different theoretical viewpoints.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 110 Abnormal Psychology

A study of how clinical psychologists think about behavior that might be considered "abnormal" or "pathological" in modern life. Concepts related to defining and diagnosing disorders will be discussed, and these concepts will be applied to a variety of specific diagnoses such as mood, anxiety and personality disorders. Individual cases will be discussed that illustrate principles related to causation, diagnosis, treatment, and prevention of a range of disorders. Prerequisite: Psychology 109.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 113 Social Psychology

A study of human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. The theoretical and methodological bases of applications of behavioral science to social problems are examined.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 115 Group Dynamics

A review of principles and research findings on interpersonal relationships and social interests in small groups as well as social institutions and culture and their applications to education, community action, and political life.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Spring

PSY 116 Introduction to Clinical Practice

A survey of the mental health professions; past, present, and future roles of the clinical psychologist; assessment and treatment; and major research issues. Concurrent practicum experience may be required. Designed primarily for psychology majors who plan to do graduate work in one of the mental health professions, particularly clinical psychology.

Pre-requisite of PSY 3, PSY 109 and PSY 110 are required.

Credits: 3

On Occasion

PSY 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology - physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations. Same as HUM 117.

The pre-requisite of PSY 3 or HPS 21 is required.

PSY 118 Brain and Behavior

This course will introduce key concepts in the relationship between brain and behavior. The basic structures and functions of the brain will be reviewed as they relate to how we think, feel, and act. Various brain-based systems will be reviewed in terms of their implications for emotional experiences, learning, remembering and forgetting, sleep and attention, and language. Research and clinical methods for evaluating brain structures and functions will be discussed, as well as their implications for various mental disorders.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 119 Psychology of Art

An exploration of the psychological aspects of both the creation and interpretation of art, focusing mainly, but not exclusively, on modern and postmodern visual art and its relation to modern life. Topics include basic concepts and problems in the psychology and philosophy of art, the role of modern art in contemporary society, and the relationship of the artistic imagination to other forms of creativity. In addition, opportunities are provided to view, experience and comment on art exhibits in the New York City area.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 120 Psychology of Perception

A review of selected theories of perception as well as certain philosophical questions that bear upon such theories and experimental findings. The development of perceptual processes and personality aspects involved in perceptual processes (e.g., cognitive styles) are also covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 121 Learning and Memory

An examination of historical and current theories and research in learning and memory. Behavioral, cognitive and psychoanalytic perspectives are included, and influences of culture, pathology and development on learning and memory are discussed - all leading to an examination of how such information can be used in education, treatment and everyday life.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall

PSY 124 Cross-Cultural Issues in Psychology

An introduction to issues of particular significance to different cultural groups in the United States and elsewhere. Cultural differences related to the psychology of the individual and family, norms, and mental health issues, as well as dominant and minority group membership issues are discussed.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall

PSY 125 Contemporary Systems of Psychology

A review in depth of the philosophic roots as well as the major contemporary schools of thought in psychology, such as behaviorism, psychoanalysis, existentialism, gestalt, and biosocial theory. Comparisons are made of the various schools, and appraisals of specific contemporary issues, with special attention to the leading proponents of each school, are conducted.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 126 Psychology and the Law

An examination of the various ways in which psychology and criminal and civil law interact. Topics include the insanity defense and competence to stand trial, the legal rights of mentally ill persons (e.g., involuntary hospitalization), predicting potential violence, the death penalty, sex crimes and offenders, eyewitness identification, hypnosis and polygraph testing, jury selection and jury law.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Spring

PSY 127 Cognition

A survey of the history, theories and methods of cognitive psychology. An examination is made of such topics as attention, thinking, problem solving and memory. Applications to computer systems theory are covered.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Fall

PSY 128 Fieldwork in Psychology

Students perform eight hours of supervised volunteer work per week in applied psychology in an approved community/social service agency - for example a daycare center, a drug abuse center, a program for pregnant teenagers. In conjunction with the supervised experience, students meet as a group once a week to integrate what they are doing with the more traditional theoretical/academic work. Students must find their own placements. Prerequisite: At least 15 credits in advanced Psychology.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 149 Writing in Psychology

Every discipline has specific styles of writing associated with it. These styles reflect conventions that members of the discipline have agreed upon.

In psychology, the conventions follow rules for making scientific arguments. This course therefore teaches students the fundamentals of scientific writing, including literature reviews, research reports and book reviews.

The pre-requisite of PSY 3 is required.

Credits: 3

Every Semester

PSY 150 Statistics in Psychology

A study of statistical concepts and techniques employed by the psychologist, including measures of central tendency, variability, relative position and association; concepts of probability and sampling; and techniques of estimation and hypothesis-testing. Prerequisite for Experimental Psychology; a grade of C or better is needed in this course in order to take Experimental Psychology.

The pre-requisite of MTH 15 or MTH 16 is required.

Credits: 3

Every Semester

PSY 189 Biofeedback and Self-Regulation

Biofeedback is a psychotherapeutic modality which provides individuals with information about certain aspects of their physiological functioning as an aid in treating a variety of conditions including stress, anxiety, ADHD, headache, Reynaud's disease, etc.

This course provides an introduction to biofeedback principles and practice, and fulfills the knowledge domain requirement recommendations set forth by the Biofeedback Certification Institute of America for biofeedback technicians.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 190 Senior Seminar for Psychology Majors

Extensive readings and discussions of special topics with one or more members of the Psychology Department. Limited to psychology majors with a quality-point ratio of 3.0 or better and no more than 20 students.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

On Occasion

PSY 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the

maximum allowed.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of PSY 3 or HPS 21 is required, and a cumulative GPA of 3.0 or greater.

Credits: 3

On Occasion

PSY 197 Independent Study

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

PSY 198 Independent Study

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 197 and PSY 198) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

The pre-requisite of PSY 3 or HPS 21 is required.

Credits: 3

Every Semester

DEPARTMENT OF SOCIOLOGY- ANTHROPOLOGY

Professors Emeriti Carden, Hittman, Rosenberg
Professor Ali

Associate Professors Hendrickson (Chair), Kim,
Barton, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood
Assistant Professor Emeritus Sherar

Adjunct Faculty: 2

Sociology and anthropology are allied social science fields dedicated to exploring the ways our ideas of identity are shaped by our relationships with others. These disciplines help us to understand ourselves, the people around us and those whose ways of living are different from our own.

Central to the interests of sociologists are: inequality; race; gender and ethnic relations; criminal justice; poverty; globalization; and social institutions like the family, religion, government and business. Anthropologists address many of the same issues, but with a cross-cultural approach and a stronger focus on ritual, language and symbolism. Anthropologists also bring prehistory and the place of human beings as primates into our understanding of what it means to be human. Sociologists and anthropologists produce research that influences local, national and international policy-making.

Richard L. Conolly College does not offer an undergraduate degree program in sociology-anthropology at this time, however, students interested in majoring in the interdisciplinary social science degree (see Social Science section), may concentrate in sociology-anthropology. The department also offers a 15-credit minor in Sociology-Anthropology, and a 15-credit minor in Criminal Justice that allows students to undertake specialized study of crime, crime control, the law and legal institutions in the US and elsewhere.

Students interested in studying Sociology-Anthropology or Criminal Justice can speak with any Soc-Anthro faculty member or contact us at 718-780-4077. All of the department's full-time faculty members hold Ph.D.s and have conducted field research in various regions around the world, bringing a global awareness to everything they teach. They are active scholars who publish and do research in addition to teaching and contributing to campus and university life.

MINORS

Minor in Sociology-Anthropology

A Sociology-Anthropology minor requires five courses above 100 with either ANT 5 or SOC 3

serving as a prerequisite.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Criminal Justice

The Criminal Justice Minor Program at LIU Brooklyn is a 15-credit minor housed in the Department of Sociology and Anthropology. The course of study encompasses three required courses and two elective courses chosen from an approved list.

The mission of the criminal justice minor is to instill in the student a respect for the rights of all individuals who come into contact with criminal justice systems. At LIU Brooklyn, we view crime as a social issue and we seek to develop in our students the capacity to analyze and assess ways in which these social issues can be mitigated. We desire, to imbue in our students a commitment to an ethical and just society. The emphasis of the minor is to develop our students' analytical skills, ethical reasoning, and capacity for solving problems. The program incorporates an interdisciplinary approach to the study of law and legal institutions, their impact on society, and society's impact on them. It addresses the nature and causes of crime at the local and international level and the mechanisms for its prevention and control. This program provides an ideal foundation for those students interested in pursuing careers or advanced degrees in law, business and marketing, the health professions, higher education, journalism, social services, politics, government and criminal justice.

Students interested in this minor program should contact:

Hildi Hendrickson

Chair, Department of Sociology/Anthropology

Hildi.Hendrickson@liu.edu

Tel. 718-780-4077 / 718-488-1058

Haesook Kim

Director, Criminal Justice Minor Program

Haesook.Kim@liu.edu

Tel. 718-780-4077 / 718-488-1058

Requirements for Criminal Justice Minor 15 Credits: 2 Required Courses & 3 Electives

A. Required Courses

1. Soc/Ant 128 Criminology
2. Soc/Ant 129 Crime and Social Justice

B. Elective Courses - select three courses from the following (note that these courses may require prerequisites):

- Soc/Ant 127 Deviant Behavior
- Soc/Ant 144 Drugs and Drug Policy
- CS 158 Privacy and Internet Security
- Phi 171 Philosophy of Law
- Pol 120 Power in America
- Pol 130 American Judicial System
- Pol 154 Human Rights in International Politics
- Pol 173 American Political Thought

- Psy 109 Abnormal Psychology
- Psy 126 Psychology and the Law

Anthropology Courses

ANT 4 Physical Anthropology

The most recent findings of primate ethology are combined with fossil discoveries by physical anthropologists and archaeologists for a comprehensive survey of human origins in Africa and human prehistoric development from six million years ago to the rise of civilization.

Credits: 3

On Occasion

ANT 5 Cultural Anthropology

An introduction to the anthropological concept of culture as species-specific behavior: the invention and use of symbols; cultural processes such as innovation, diffusion, tradition and boundary-maintaining identity mechanisms; the use of the comparative method in examining cross-cultural commonalities and differences; the problem of cultural relativism. Case studies are drawn from a variety of cultures worldwide. Selected topics include witchcraft, magic; mana and taboo; marriage and funeral ritual; art, music and dance.

Credits: 3

Every Semester

ANT 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand their origin and why religion is found in every society, how people define and explore the supernatural, how they employ religion in their everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 105, SOC 105

On Occasion

ANT 106 Communication in Mass Society

An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world - with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 106, SOC 106

On Occasion

ANT 107 Migration

An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people

leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 109 Social Movements

Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 109, SOC 109

On Occasion

ANT 112 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 112, SOC 112

Annually

ANT 113 Urban Anthropology/Sociology

This course explores: the defining elements of cities from sociological and anthropological perspectives; the rise and fall of cities; the special benefits and challenges of urban life; analytical frameworks for studying cities; the ways that being an urbanite shapes one's experience; New York City in all its fantastic detail.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 113, SOC 113

On Occasion

ANT 117 Anthropological Theory

A survey of the leading schools of cultural anthropological theory, with emphasis on their representatives and contemporary developments in the field. (Offered to students with an Anthropology concentration.)

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 119 Marriage and the Family

A consideration of ideas about family and kinship in the US and in cultures across the world. Topics for discussion may include: the linkages between marriage and divorce patterns, gender roles and changing economic realities; the residential group as the setting for socialization, ritual, the contestation of authority and potential violence and abuse; the politicization of family models in public life and the media; national, cultural, ethnic and generational differences in ideas of family; family tensions in the context of migration and transnational living; the effects of changes in family life on vulnerable groups such as children, the disabled and the elderly.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 119, SOC 119

Annually

ANT 121 Body/Dress/Culture

This course addresses the ways that dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. We look at ritual costumes, subculture uniforms and fashion in a global perspective. We explore the myriad ties between dress and gender, the relation between clothing, political identities and religious belief, the ways that dress has been historically shaped by body movement and cloth/clothing as a local, historical and global commodity. Readings draw from the extensive literature on these subjects within anthropology, sociology, cultural studies and fashion and art history.

Credits: 3

Cross-Listings: ANT 121, SOC 121

On Occasion

ANT 125 Globalization

The course takes a multicultural approach to analyzing the global impact of nationalism, capitalism, communism, technology, and world religions on societies and cultures of varying scale.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 125, SOC 125

On Occasion

ANT 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 126, HUM 126, SOC 126

Annually

ANT 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 128, SOC 128

On Occasion

ANT 130 Socialization: The Self and Society

An analysis of the processes by which individuals become socialized - that is, acquire the cultural knowledge they need to be functioning members of their society. Sociological and anthropological perspectives are offered on selected topics such as: the social self, role theory, symbolic interaction systems, ritual, popular culture and social media. The tensions between individualism and collectivism are explored.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 130, SOC 130

On Occasion

ANT 132 Anthropology/Sociology of the Bible

A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 132, SOC 132

On Occasion

ANT 133 African Cultures and Societies

An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 133, SOC 133

Annually

ANT 137 Ethnography

An in-depth look at the methods, theory and data involved in the production of ethnographic texts by cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy, social organization, political structure, gender relations and similar topics, discussion focuses on

the anthropologist's role as collector, translator and interpreter and the ways in which social scientific research reflects both the politics of its time and the ethics of doing fieldwork. Required course for all Sociology-Anthropology majors.

Of the following courses only one (1) pre-requisite is required: SOC 3, ANT 5, HSS 21, or HSS 22.

Credits: 3

Annually

ANT 141 Archaeology: An Introduction

An analysis of the methods and techniques employed by archeologists to discover, reconstruct and date prehistoric and historic cultures and to link human life with its recent and remote past.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 149 Shamanism and Witchcraft

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 149, SOC 149

Annually

ANT 152 Folklore

A survey of folktales, myths, legends, ballads, folk songs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral literature around the world are examined.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 152, SOC 152

On Occasion

ANT 153 Islamic Societies

The central aim of this course is to introduce students to basic issues surrounding the lived experiences of Muslims in different social settings around the world. We start with the notion that the meaning of being Muslim is variable over time and place, dependent on the particular context in which Muslims live. We will examine in detail variations in religious and cultural practices, patterns of gender inequality, and critiques of the structuration of Muslim social realities by other Muslims.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 153, SOC 153

On Occasion

ANT 160 Popular Culture

An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 160, SOC 160

Annually

ANT 161 Sociology/Anthropology of Sport

An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live. *The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.*

ANT 165 Art, Culture and Society

An investigation into the relationship between art and the cultures and societies that produce it. The course explores the meaning of art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists. The course will make use of the many venues for viewing art in New York City.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 165, SOC 165

On Occasion

ANT 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 171, MA 171, SOC 171

On Occasion

ANT 173 African Civilizations

This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been seen as one of the major indicators of an emerging civilization. Recent

archaeological research suggests that several areas of Africa experienced this kind of transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development.

Further, the course will examine the influence that African civilization has had on other cultures worldwide

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 173, SOC 173

Bi-annually

ANT 181 Africa Forum Event

The annual Africa Forum is a one-day conference that brings special speakers and events to LIU Brooklyn. Its goal is to enable students to learn more about the African continent, its people and its role in world affairs. Information about event scheduling as well as assignments required by the associated one-credit course can be obtained in advance from the Department of Sociology/Anthropology.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 181, SOC 181

Every Fall

ANT 188 Meditation Workshop

This course will take a secular and experiential approach to learning about meditation practices used in different cultures around the world. After completing preparatory reading assignments, students will attend two day-long workshops on campus to practice specific meditation techniques. They will complete other reading, writing and practice assignments at home. This work will result in a final essay paper. Information about the one-credit course must be obtained in advance from the Department of Sociology-Anthropology. Please note: students MUST ATTEND both workshops to be considered enrolled in the course.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 188, SOC 188

Every Spring

ANT 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major, and the permission of the Chair of the Department and of the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 197 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

ANT 198 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 1 to 4

On Demand

Sociology Courses

SOC 1 Professional Development

An integrative seminar that introduces students who are in or have completed an internship or fieldwork experience to 21st century workplace culture, dynamics and issues, and provides them with an analytical framework within which to relate the practical world of professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in the cross-disciplinary exploration of experience-enriched education.

Credits: 3

Cross-Listings: COOP 2, SOC 1

On Occasion

SOC 3 Introduction to Sociology

This course provides us with the language to understand what we experience in our lives and how we are connected to others. Students will be introduced to key concepts, theories and methods involved in what is called "the sociological imagination." They will put these ideas to work investigating contemporary social trends and current events. Important topics include: social change; social structures; culture; city life; economy and technology; deviance and social conflict; inequality; the social causes and consequences of human behavior in local and global terms.

Credits: 3

Every Fall, Spring and Summer

SOC 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as Christianity and Buddhism, with an attempt to understand their origin and why religion is found in every society, how people define and explore the supernatural, how they employ religion in their

everyday lives, how religion relates to other aspects of society, and who the major theorists of religion are.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 105, SOC 105

On Occasion

SOC 106 Communication in Mass Society

An overview of the interrelationships of communications and society, including an examination of the growth and change of mass media throughout the world - with special emphasis on public opinion and its effect on American society and politics. Media ethics and various attempts to make the media socially responsible are also covered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 106, SOC 106

On Occasion

SOC 107 Migration

An introduction to basic issues surrounding the phenomenon of international migration, examining how immigrants adjust economically and socially to their new homes, what factors lead to people leaving their homes, and how migrants maintain ties with home even after settling abroad. Special attention is paid to gender issues, looking at how migration affects women differently than men.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

SOC 109 Social Movements

Analysis of cults and messianic and revolutionary movements inspired by prophets and leaders; the nature of charisma and prophesy; social circumstances giving rise to social movements, as well as their success or failure.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 109, SOC 109

On Occasion

SOC 111 Social Research

A general introduction to the methods used in designing, carrying out and analyzing social science research. The goal is to enable students to conduct small-scale studies and to be intelligent consumers of research. A broad range of qualitative and quantitative approaches are discussed. Required course for all Sociology-Anthropology majors.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Annually

SOC 112 Race and Ethnicity

An exploration of the variety of meanings of race

and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions. Students are required to complete a field research project.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 112, SOC 112

Annually

SOC 113 Urban Anthropology/Sociology

This course explores: the defining elements of cities from sociological and anthropological perspectives; the rise and fall of cities; the special benefits and challenges of urban life; analytical frameworks for studying cities; the ways that being an urbanite shapes one's experience; New York City in all its fantastic detail.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 113, SOC 113

On Occasion

SOC 116 Sociological Theory

A review of the contributions of major sociological theorists to the analysis of social change (social classes, economics/technology, ideas); social order (collective agreements, force); the relationship between the individual and society (nature, nurture, social responsibility, free will). Required for all majors in Sociology-Anthropology except those concentrating in Anthropology. Recommended for Anthropology concentrators.

Of the following courses only one (1) pre-requisite is required: SOC 3, ANT 5, HSS 21 or HSS 22.

Credits: 3

Annually

SOC 119 Marriage and the Family

A consideration of ideas about family and kinship in the US and in cultures across the world. Topics for discussion may include: the linkages between marriage and divorce patterns, gender roles and changing economic realities; the residential group as the setting for socialization, ritual, the contestation of authority and potential violence and abuse; the politicization of family models in public life and the media; national, cultural, ethnic and generational differences in ideas of family; family tensions in the context of migration and transnational living; the effects of changes in family life on vulnerable groups such as children, the disabled and the elderly.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 119, SOC 119
Annually

SOC 121 Body/Dress/Culture

This course addresses the ways that dressing the body differ cross-culturally and historically, shaping and being shaped by critical aspects of social and cultural identity. We look at ritual costumes, subculture uniforms and fashion in a global perspective. We explore the myriad ties between dress and gender, the relation between clothing, political identities and religious belief, the ways that dress has been historically shaped by body movement and cloth/clothing as a local, historical and global commodity. Readings draw from the extensive literature on these subjects within anthropology, sociology, cultural studies and fashion and art history.

Credits: 3

Cross-Listings: ANT 121, SOC 121

On Occasion

SOC 125 Globalization

The course takes a multicultural approach to analyzing the global impact of nationalism, capitalism, communism, technology, and world religions on societies and cultures of varying scale. *The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.*

Credits: 3

Cross-Listings: ANT 125, SOC 125

On Occasion

SOC 127 Deviant Behavior

Answers the following questions: How do certain behaviors come to be defined as deviant? What are the political implications of defining deviance? What are the social processes by which individuals come to engage in deviant acts? How are social control mechanisms used to promote conformity? Topics may include sexual behavior, drug use, alcoholism, suicide and mental illness.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 127, SOC 127

On Occasion

SOC 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 126, HUM 126, SOC 126

Annually

SOC 128 Criminology

An examination of crime in modern society: the

extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 128, SOC 128

On Occasion

SOC 130 Socialization: The Self and Society

An analysis of the processes by which individuals become socialized - that is, acquire the cultural knowledge they need to be functioning members of their society. Sociological and anthropological perspectives are offered on selected topics such as: the social self, role theory, symbolic interaction systems, ritual, popular culture and social media.

The tensions between individualism and collectivism are explored.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 130, SOC 130

On Occasion

SOC 132 Anthropology/Sociology of the Bible

A study of Hebraic-Christian roots in Sumeria and Egypt; the rise of the Israelite Sacral League of Yahwists in Canaan and its transformation into the Davidic monarchy; prophets; apocalyptic Messianic beliefs; the origins of Christianity. An archeological, historical and linguistic examination is made of the peoples of the Hebrew and Christian Bibles, employing sociological and anthropological models and theories.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 132, SOC 132

On Occasion

SOC 133 African Cultures and Societies

An analysis of the diverse forms of socio-political groupings in Africa, the nature and effects of European colonialism on smaller-scale African societies and cultures, and the emergence of independent nation-states on the continent.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 133, SOC 133

Annually

SOC 149 Shamanism and Witchcraft

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance

for marginalized and oppressed people.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 149, SOC 149

Annually

SOC 152 Folklore

A survey of folktales, myths, legends, ballads, folk songs, jokes, riddles, the blues, rapping and so on. Diverse forms, functions and interpretations of oral literature around the world are examined.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 152, SOC 152

On Occasion

SOC 153 Islamic Societies

The central aim of this course is to introduce students to basic issues surrounding the lived experiences of Muslims in different social settings around the world. We start with the notion that the meaning of being Muslim is variable over time and place, dependent on the particular context in which Muslims live. We will examine in detail variations in religious and cultural practices, patterns of gender inequality, and critiques of the structuration of Muslim social realities by other Muslims.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 153, SOC 153

On Occasion

SOC 160 Popular Culture

An introductory survey of the study of popular culture. Drawing on recent work in contemporary cultural anthropology, the course examines race, sex and class dynamics and their intersection with issues in popular culture on a variety of topics and in different world regions, with special attention to music, dance, and film in the U.S. and the Caribbean.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 160, SOC 160

Annually

SOC 161 Sociology of Sport

An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 161, SOC 161

Annually

SOC 165 Art, Culture and Society

An investigation into the relationship between art and the cultures and societies that produce it. The course explores the meaning of art in different social and cultural contexts, the use and production of art in daily and ritual life, and the political and performative potential of artistic forms. Music and dance, masks and pottery, cloth and carvings, altars and architecture, for example, are explored in their social and cultural settings. The particular traditions/genres studied will vary with the expertise of occasional guest teachers/artists. The course will make use of the many venues for viewing art in New York City.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 165, SOC 165

On Occasion

SOC 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 171, MA 171, SOC 171

On Occasion

SOC 173 African Civilizations

This course examines African civilizations from the earliest period to the age of the Atlantic Slave trade. The abandonment of a hunting and gathering way of life and the introduction of agriculture and metallurgy has been seen as one of the major indicators of an emerging civilization. Recent archaeological research suggests that several areas of Africa experienced this kind of transformation independently. This course will explore the nature of that transformation and how it affected Africa's economic, political, and social development. Further, the course will examine the influence that African civilization has had on other cultures worldwide.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 173, SOC 173

Bi-annually

SOC 175 Jubilee: Gifts & Debts

As the annual consumer frenzy of the holiday season comes to an end in early January, and the bills pile up, millions of Christians in the U.S. recite the Lord's Prayer using "forgive us our debts, as we forgive our debtors," while some denominations use the language of transgressions, trespasses and wrongdoings to denote the earnest desire to wipe the slate clean for everyone and start over fresh. Regardless of what term is used, there is something powerful about the role of debt, not just in economic institutions, but also in spiritual life and everyday interactions. When, if ever, is debt

forgiveness (the historical meaning of "jubilee") on the agenda in American life? This course will examine what is culturally specific about Americans' relationship to debt and explore the tensions between freedom and indebtedness that were forged at the heart of American democracy since its inception. The groundbreaking works of anthropologist David Graeber will be discussed, particularly his cultural history of debt, building on Marcel Mauss' notion of reciprocity and the central role of gift economics in social life. The growing "Jubilee" movement (partly inspired by his work) to forgive student loan debt will also be examined.

Credits: 3

Not Set

SOC 181 Africa Forum Event

The annual Africa Forum is a one-day conference that brings special speakers and events to LIU Brooklyn. Its goal is to enable students to learn more about the African continent, its people and its role in world affairs. Information about event scheduling as well as assignments required by the associated one-credit course can be obtained in advance from the Department of Sociology/Anthropology.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 181, SOC 181

Every Fall

SOC 188 Meditation Workshop

This course will take a secular and experiential approach to learning about meditation practices used in different cultures around the world. After completing preparatory reading assignments, students will attend two day-long workshops on campus to practice specific meditation techniques. They will complete other reading, writing and practice assignments at home. This work will result in a final essay paper. Information about the one-credit course must be obtained in advance from the Department of Sociology-Anthropology. Please note: students MUST ATTEND both workshops to be considered enrolled in the course.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1

Cross-Listings: ANT 188, SOC 188

Every Spring

SOC 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major, and the permission of the Chair of the Department and of the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOC 197 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 1 to 4

On Demand

SOC 198 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

On Demand

SOCIAL SCIENCE

The Division of Social Science, with the approval of the Director of the Division, offers an A.A. degree in Social Science, and interdisciplinary Bachelor of Arts and Bachelor of Science degrees in Social Science.

A.A. in Social Science

A.A., Social Science

[Program Code: 06951]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

Students who intend to continue on to a bachelor's degree must reapply for admission. Students interested in an associate degree should contact the Richard L. Conolly College Dean's Office.

To qualify for the Associate in Applied Science or in Arts, students must complete at least 64 credits in the liberal arts and sciences with a minimum 2.0 grade-point average and satisfy all requirements:

Electives

To be determined by proficiency requirements.

Credit and GPA Requirements

Minimum Total Credits: 60

Minimum Overall GPA: 2.0

B.A. in Social Science

B.A., Social Science

[Program Code: 78843]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria outlined

in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

The Division of Social Science offers an interdisciplinary major leading to a B.A. in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the director of the division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

Program Model

- Proficiency courses and core curriculum
- Area of Concentration - 30 credits
- 3-6 credits of lower-division courses in concentration
- 15 credits of upper-division courses in concentration
- 9-12 credits of upper-division courses in other departments of the Division of Social Science

Social Science

- One course from Social Science 223, 224 capstone series - 3 credits
- Electives (to be determined by proficiency)

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 30

Minimum Credits in Courses > 100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. in Social Science

B.S., Social Science

[Program Code: 78844]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Major Requirements

The Division of Social Science offers an interdisciplinary major leading to a B.S. in Social Science. This flexible program is intended to serve students who are already established in careers or whose professional goals and personal interests require an interdisciplinary course of study.

Students are permitted into the program only with the approval of the director of the division and, subsequently, must be closely counseled by a faculty member in their department of concentration in order to develop a coherent and well-integrated program.

Program Model

- Proficiency courses and core curriculum
- Area of Concentration - 30 credits
- 3-6 credits of lower-division courses in concentration
- 15 credits of upper-division courses in concentration
- 9-12 credits of upper-division courses in other departments of the Division of Social Science

Social Science

- One course from Social Science 223, 224 capstone series - 3 credits
- Electives (to be determined by proficiency)

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 30

Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Asian Studies

The Asian Studies minor is an interdisciplinary program with a flexible curriculum that emphasizes the development of knowledge and analytical approaches needed to understand the emergence of Asia in the twenty-first century. This twelve-credit minor program draws from numerous courses offered at LIU Brooklyn that focus on the history, cultures, societies, economics, politics, arts and contemporary issues pertaining to the Asian continent. Cross-listed courses for the Asian Studies Minor Program have included those from sociology-anthropology, history, art, dance, media arts, music, philosophy and economics.

The Asian Studies Minor certificate offers the student an addition to your diploma that many in the business community and world of higher education will find attractive in this age where the ascendance of Asia is a major driving force in a globalized economy. Led by China and India, the countries of the Asian continent will continue to play a greater role in the world as their economies surge throughout the foreseeable future. LIU students who want to be a part of this ascendance would be well advised to use this opportunity to add Asia to their list of interests.

Requirements for Asian Studies Minor

The Asian Studies minor requires twelve credits in courses approved for the minor related to Asia. These courses include:

- Asian Cinema
- Asian Cultures and Societies
- Asian Music Seminar
- Asian Philosophy
- Current International Economic Problems
- East Asia: the Modern Period
- Ethnic Entrepreneurship
- Hatha Yoga
- International Economics
- Islamic Societies
- Non-Western Calligraphy
- Religion and Society: Buddhism
- World since 1945
- 20th Century East Asia-U.S. Relations

Students are encouraged to take "Asian Cultures and Societies" and/or "East Asia: the Modern Period."

An additional requirement is that each student enrolled in the Asian Studies Minor attends at least one Asia Forum, a lecture or performance given each semester by a distinguished scholar or artist on a broad range of subjects having to do with issues affecting Asia or Asian peoples.

There is no required course in the minor but all students will arrange their individual course of study in consultation with the director of the Asian Studies Minor program. Courses outside of those

listed will be considered on a case-by-case basis.

To participate in the Asian Studies Minor, please contact Professor Yafeng Xia, Director of Asian Studies Program at yafeng.xia@liu.edu. H-Building 847.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Latin American and Caribbean Studies

Students in any school or department may pursue an academic minor in Latin American and Caribbean Studies, an interdisciplinary field that provides students with a broad understanding of the politics, history, economics, cultures, literature and languages of an important and diverse region of the world. A cross-cultural understanding of the Latin American-Caribbean region is a valuable asset, opening a window into foreign histories and perspectives outside the U. S. experience that broaden horizons and increase marketable capabilities.

Some of the issues addressed by the program include Latin American and Caribbean politics, cultures and societies; dependency theory (which originated in the region), modernization and corporatism; class, race, gender and ethnicity; nationalism; religion (liberation theology); political and social movements, popular revolutions and socialist experiments, military coups and regimes, and human rights concepts and movements; contributions of the region to the arts (magical realism, poetry, murals, dance, music, theatre) and international law; and languages and literature.

The LACS minor requires 12 credits in courses approved for the minor related to Latin American and Caribbean themes. Six credits must be in the Social Sciences and six in the Arts and Humanities. At least one course must be an upper-division language course (Spanish or French). Courses taken outside the Richard L. Conolly College of Arts & Sciences are considered on a case-by-case basis. Students are strongly encouraged to take either Latin American Politics, Latin American History, or Peoples and Cultures of the Caribbean and Latin America.

Courses taken in fulfillment of the LACS minor may come from permanent offerings or may be special topics courses. Independent studies are arranged when necessary or appropriate. Any course taken in fulfillment of the LACS minor must devote more than half its focus to Latin American and/or Caribbean themes. Here is the listing of LACS courses:

Social Science

| | | | |
|-------------------|-----|---|---|
| ANT | 135 | Peoples and Cultures of Latin American and the Caribbean | 3 |
| ANT | 512 | Race in the Americas | 3 |
| HIS | 565 | Latin America in World History | 3 |
| POL | 154 | Human Rights in International Politics | 3 |
| POL | 163 | Music and Popular Struggle in Chile | 3 |
| POL | 164 | Latin American Politics | 3 |
| POL | 167 | Revolutionary Theory and Governments | 3 |
| Humanities | | | |
| ENG | 64 | Non-Western Literature: Caribbean and Latin American | 3 |
| ENG | 169 | Non-Western Postcolonial Literature: Caribbean and Latin American | 3 |
| SPA | 105 | The Hispanic World | 3 |
| SPA | 133 | Readings in Spanish-American Literature | 3 |
| SPA | 137 | Contemporary Puerto Rican Literature | 3 |
| SPA | 138 | The Contemporary Latin American Novel | 3 |
| SPA | 139 | Outstanding Women Writers of the Spanish-Speaking World | 3 |
| SPA | 140 | Literature of Social Protest and Revolution | 3 |

For advising and further information, please contact Professor Carole Maccotta, Room H-415; (718) 780-4331.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Social Science Courses

SSC 190 Research Seminar

Designed to encourage and assist students interested in graduate-level study in the social sciences (anthropology, economics, history, political science, psychology, sociology and urban studies). Students are required to do research in their discipline/academic major or field of graduate interest. Interaction with professors and peers exposes students to academic subjects and research techniques. Emphasis is on strengthening research and writing skills and on guidance toward the completion of a graduate-level research paper. Prerequisite: Approval of appropriate Social Science Chair.

Credits: 3
Annually

SSC 223 Capstone Seminar in the Social Sciences

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team-taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Allow Junior and Senior Level enrollment only
Credits: 3
Every Fall and Spring

SSC 224 Capstone Seminar in Social Seminar

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science majors in their senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. Normally team taught, the seminar promotes experimentation and provides a culminating academic focus for social science majors. Course topics and themes vary from year to year.

Credits: 3
Every Fall and Spring

SSC 228 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written

assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2
Cross-Listings: DNC 1111, SSC 228
Every Fall and Spring

SSC 229 Hatha Yoga 2

A continuation of Dance 1111 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. Prerequisite: DNC 1111. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.
Credits: 2
Cross-Listings: DNC 1112, SSC 229
Every Fall and Spring

SSC 231 Honors Advanced Elective Seminar

An interdisciplinary seminar that engages students in explorations of unique topics proposed by faculty from departments and programs across the university and occasionally from members of the professional world. Seminar topics are first reviewed and approved by members of the Honors College and the Honors Advisory Board. Faculty teaching Honors Advanced Elective Seminars are encouraged to integrate experimental and non-traditional pedagogies into their courses, including field trips, workshops, and student organized exercises. Topics change each semester.

Student must be part of the Brooklyn Honors Student Group in order to register for the course.
Credits: 3
Cross-Listings: HHE 139, SSC 231
Every Semester

SSC 233 Contemporary Puerto Rican Literature

Study of twentieth century fiction, poetry and theatre from 1930 to the present. Conducted in Spanish.

Credits: 3
Cross-Listings: SPA 137, SSC 233
On Demand

SSC 234 Non-Western or Post-Colonial Literature

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World. *Of the following pre-requisites two courses are required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22.*

Credits: 3
Annually

SSC 235 Latin American and Caribbean Cultures and Societies

A comparative survey of indigenous, diaspora,

colonial and postcolonial cultures in Latin America and the Caribbean. Special topics may include: creole, literacy and other language issues; migration and transnational identities; gender; poverty and socioeconomic development; African identities in the New World; and ritual and performance.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.
Credits: 3
Cross-Listings: ANT 135, SOC 135, SSC 235
Annually

SSC 239 East Asian Cultures and Societies

An examination of the major social institutions and cultural patterns of Asian people. Special emphasis is placed on China, Japan, Korea and Vietnam. *The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.*

Credits: 3
Cross-Listings: ANT 134, SOC 134, SSC 239
On Occasion

School of Arts and Communication

The School of Arts and Communication offers majors in dance, journalism, media arts, and visual arts. Courses are also offered in communication studies, music, and theatre. Master of Arts and Master of Fine Arts graduate programs are offered in media arts.

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 120 credits required for graduation, at least 48 must be earned in courses numbered above 100.

DEPARTMENT OF JOURNALISM AND COMMUNICATION STUDIES

Senior Professor: Engelman
Professors: Bird (Chair), Parisi, Rauch
Professor Emeritus: Freeman
Associate Professors: Del Collins, Greaves-Venzen
Adjunct Faculty: 20

The study of communications is vital for our public life as a nation, our individual professional careers and our inter-personal relations. The Department of Journalism and Communication Studies enables students to master a broad range of theories and skills through a news-editorial and production program leading to a **B.A. in Journalism**. The journalism program prepares students for exciting careers in print, broadcast, digital media and multi-media, as well as public relations, corporate communications, advertising and the legal profession.

Journalism

The Bachelor of Arts in Journalism capitalizes on LIU's location in the media capital of the world as it prepares students for a wide variety of media careers. We offer concentrations in print, broadcast, digital journalism and multi-media reporting. Students may also specialize in sports or international journalism as well as public relations or pre-law studies. Students apply their skills at the campus newspaper and radio and TV stations. They also receive invaluable experience as interns for news organizations like NY1, The New York Times, Vibe, CNN, MTV News, People Magazine, NBC Universal and CBS Sports. Journalism majors have also acquired foreign journalism internships in Russia, South Africa, England and India funded by the department's Kruglak Fellowship.

B.A. in Journalism

B.A., Journalism

[Program Code: 06901]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

Choose one (1) course from the following:

MA 106 Video Workshop 3.00

MA 111 Photo Journalism 3.00

MA 115 Introduction to
Photography 3.00

MA 118 Digital Photo 3.00

MA 124 Computer Graphics I 3.00

MA 125 Digital Publishing I 3.00

Major Requirements

Must Complete All Courses In This Requirement

JOU 100 History of the Press 3.00

JOU 101 The Law of
Communications 3.00

JOU 119 News Writing 3.00

JOU 120 Introduction to Mass
Communication 3.00

JOU 135 News Reporting I 3.00

JOU 136 News Reporting II 3.00

JOU 160 Cooperative Training 1.00

12 Additional Credits in Journalism Courses

Numbered Above 100

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 31

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Journalism

A Journalism minor equips students with the insight, knowledge and tools to understand, critically analyze and use mass and social communications in today's rapidly changing world. Highly recommended are JOU 119/ENG 126 News Writing and JOU 101 The Law of Communications plus two other three-credit journalism courses--although any 12 credits in Journalism is sufficient for a minor.

A journalism minor requires 12 credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Speech

A wide range of courses provides students with the hands-on skills, savvy, and wherewithal to effectively communicate in "real time" with real human beings. In a world where cultures and communities are "rubbing elbows" through social media, face-to-face communication and collaboration are more than ever before vital for enhancing careers, developing personal and professional relationships, solving complex problems, and fostering leadership roles in a global community. A Communication Studies minor consists of twelve credits of SPE courses (normally four courses) over 100.

Minor in Speech Requirements

One of the following options:

Four SPE courses above 100 level

OR

Two SPE (speech) courses above 100 level

AND

Two THE (theater) courses above 100 level

Credit and GPA Requirements

Minimum Total Credits: 12 credits

Minimum Minor GPA: 2.25

Journalism Courses

JOU 100 History of the Press

The course provides students with an overview of the development of print journalism in the United States, especially the response of newspapers and magazines to changes in social conditions and communication technologies. Students will examine the role of the press from the American Revolution to the present. Special attention will be given to coverage of military conflict from the Spanish-American War and the two World Wars to Vietnam and Iraq. The course will scrutinize a wide range of mainstream and dissident publications. Concurrently the course will examine the contemporary crisis of print journalism and the convergence of print and electronic journalism on the Internet, including the growing importance of webzines, news aggregators and bloggers.

Credits: 3

Every Spring

JOU 101 The Law of Communications

The course will review the great debate over the meaning of the First Amendment and the protection it affords the press and electronic mass media. Students will examine concepts and landmark cases in such areas as defamation, copyright, privacy, obscenity, protection of news sources, secrecy in government, the regulation of advertising, broadcasting and anti-trust law. Emphasis will be placed on how both social and technological changes require reconsideration of First Amendment protections. Special attention will be given to the legal problems posed by new communication technologies such as cable television, communication satellites, computers and the Internet.

Credits: 3

Every Fall

JOU 102 The Press in a Democratic Society

The role, impact and responsibilities of journalists and mass media in a free society. Recommended for juniors and seniors.

Credits: 3

On Demand

JOU 103 Public Opinion and Advocacy Journalism

The formation, measurement and effects of public opinion relating to mass communications and other forms of collective behavior. An examination of points of view in mainstream and alternative media, public access to mass and interactive media, and techniques of persuasion and propaganda.

Credits: 3

On Demand

JOU 105 Mass Media and Minorities

An overview of minority publications in the United States with attention to prominent figures and issues addressed during critical eras. Consideration of the influence of the ethnic press; ethical

problems encountered in reporting; and issues of prejudice, poverty and race as reported in the mass media. Examination of contemporary social science research and governmental findings on media coverage, violence and race.

Credits: 3

Cross-Listings: HUM 175, JOU 105, MA 166

On Occasion

JOU 107 International Newsgathering Systems

Development, practices and concepts of the foreign press and international communications. Consideration of such structures as social institutions and their role in the press systems of developing countries. History of media in authoritarian systems; existing techniques of control, and political, economic, legal and cultural barriers that inhibit freedom of expression and the dissemination of information. Review of communication channels and interactive media that open or restrict the information flow in our global telecommunications grid.

Credits: 3

On Occasion

JOU 109 Mass Media and Culture

Examination of how mass media portray and are influenced by popular and folk cultures. Students survey historical, theoretical and empirical data concerning the relationships between media and artifacts of mass culture. Various cultural manifestations such as sensationalism in supermarket tabloids, tabloid television, websites and blogs that cater to sensationalism and unofficial forms of expression-such as rumor cycles-are studied to determine how mass and social media both initiate and report the expressions of various regional and social groups.

Credits: 3

On Demand

JOU 110 Case Studies in International Newsgathering Systems

With a variety of systems in a changing world, case studies in international news gathering is designed to focus on specific problems of press freedom under different political systems. One topic, for instance, might be environmental reporting. Press function and censorship in non-Western countries and press/public relations in other systems form the core of the course.

Credits: 3

On Demand

JOU 111 Photojournalism

A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.

Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

Credits: 3

Cross-Listings: JOU 111, MA 111

Every Spring

JOU 118 Media Management

Concentration on the business structure and management of media organizations from large to small, with special attention to various career opportunities in global and local media firms. Focus is on new management concepts and solutions to the complex problems facing media organizations today. Specific areas addressed include administrative services, start-ups, management planning systems, marketing strategy and collective bargaining.

Credits: 3

On Demand

JOU 119 News Writing

Introduction to writing news stories, which are studied for their organization, form, style and effectiveness as expression and communication. Students learn to apply Associated Press style and write leads. In newsroom laboratory sessions, students apply professional standards to frequent assignments. (English majors should register for this course as ENG 126 rather than JOU 119).

Pre-requisite of ENG 16 or MA 150 or equivalent is required.

Credits: 3

Cross-Listings: ENG 126, JOU 119

Every Semester

JOU 120 Introduction to Mass Communication

An introduction to the fields of print, digital, electronic, interactive, and social media. Students are exposed to media theory and to a critical approach of mass communication functions in American society. Students examine the roles of newspapers, magazines and books, as well as film, recording, broadcasting, digital and personal media. The impact of cable TV, personal computers, New Media and other recent communication technologies receive special attention. The course also reviews persuasive uses of mass media in politics, advertising and public relations. Contemporary trends in mass communication are emphasized.

Credits: 3

Every Fall and Spring

JOU 122 Magazine and Blog Writing

Students learn how to develop, write and research feature articles, make subjects come alive, and angle their work toward popular and specialized publications. The class will study the content of leading magazines and blogs and how to pitch story ideas to them.

Pre-requisite of JOU 119 is required.

Credits: 3

Annually

JOU 126 Principles of Advertising

An introduction to advertising with emphasis on effective creative strategies. Students gain insight

into all phases of the business including E-print, radio, television, agency operations and research.

Credits: 3

Cross-Listings: JOU 126, MA 126

Annually

JOU 129 Radio News & Talk Shows

The course introduces the class to radio journalism and the wide range of talk shows on radio and TV. Students develop skills to produce radio news reports and documentaries. In addition, students become acquainted with the different forms of talk programming, from sports radio to opinion shows on cable TV.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 129, MA 129

On Occasion

JOU 130 Television Journalism

A skills course that focuses on writing for television newscasts and on providing technical direction for behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 130, MA 130

On Demand

JOU 131 History of Television and Video

A critical survey of the history of television and video in the U.S. from the beginning of broadcasting to the present. Topics will include the origins of broadcasting, the evolution of the networks and network news, and the impact of cable TV and other non-broadcast forms of television. The class will examine the impact of TV and video on American business, politics and recreation. The course will focus on television as a powerful cultural medium, with emphasis on the full-range of programming from comedy and drama to public affairs and sports.

Credits: 3

Cross-Listings: JOU 131, MA 109

On Occasion

JOU 132 TV News Workshop

A practical application of skills and knowledge obtained in Journalism 130. Students will create video news reports.

Credits: 3

On Demand

JOU 135 News Reporting I

The development of fundamental skills of news reporting. Students learn to research and cover stories in a variety of news beats. The class explores how to cover breaking news stories and introduces students to investigative techniques. In-class

exercises are supplemented by assignments outside the classroom. Students gain insight from professional journalists as guest speakers.

The pre-requisite of JOU 119 / ENG 126 or equivalent is required.

Credits: 3

Every Fall

JOU 136 News Reporting II

Advancement of the skills gained in Journalism 135 with an intensive study of actual newsroom problems and the preparation of longer, more complex interpretative stories. Students develop investigative journalism skills. Includes field assignments that require students to report stories off-campus, as well as in-class writing assignments. Entails the mastering of reporting requirements for different journalism platforms.

Pre-requisite of JOU 135 is required.

Credits: 3

Every Spring

JOU 140 Investigative Journalism

The course provides an introduction to the history and practice of investigative reporting in the United States that goes beyond coverage of day-to-day breaking news. It examines the historical tradition of the press uncovering wrongdoing through in-depth reporting. Students will be introduced to the tools and techniques of gathering and analyzing difficult-to-obtain information from primary and secondary sources, including public records, databases and interviews. Each student will select and complete an investigative project.

The pre-requisite of JOU 119 / ENG 126 is required.

Credits: 3

On Occasion

JOU 141 Online Journalism

An introduction to writing, reporting and editing for news websites, blogs, and more. Topics include media convergence, interactivity, linking, RSS, podcasting and citizen journalism. Provides hands-on instruction in digital content gathering and multimedia presentation. Also addresses issues of social responsibility, credibility, law, and ethics as they relate to Internet journalism.

The pre-requisite of JOU 119/ENG 126 or MA 150 or equivalent is required or permission of the Department.

Credits: 3

On Demand

JOU 143 Magazine Editing & Production

A survey of the magazine publishing industry, focusing on editorial judgement, copy editing, and production principles. Topics include issue planning, manuscript selection, editorial roles, target audiences, and entrepreneurship. Also considers the influence of advertising, circulation, and marketing. Class projects help students develop editing and design skills using page-layout software to produce individual or group projects.

Credits: 3

Annually

JOU 144 Entertainment Journalism

Entertainment Journalism provides a historical overview of the rise of entertainment and celebrity journalism in the United States. The course examines case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class considers the impact of paparazzi and bloggers. Students also will get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 144, MA 144

Rotating Basis

JOU 145 Introduction to Public Relations

Public relations principles and practices with attention to theory, function, audience analysis and related communications skills. This course examines the evolution of public relations, its concepts and functions within organizations, its impact on the public and its role in society. Also, public relations ethics and responsibilities, research, planning, development and important issues and trends are examined. Selected brief case histories and a term project familiarize students with public relations activities of organizations such as corporations, government agencies, medical centers and nonprofit agencies. This course offers a foundation for those who aspire to managerial careers.

Credits: 3

Cross-Listings: JOU 145, MA 1531

Annually

JOU 146 Case Studies in Public Relations

Exploration of the principles of strategic planning and persuasion, media placement, the creation of audiences, and the development of publicity campaigns. Review of various internal and external publications with attention to their design, content and persuasive capabilities. Students scrutinize organizations and learn how various advocacy groups and corporate adversaries plan strategic communications to shape public debate. Time is devoted to practical applications as students enjoy wide latitude in selecting their case studies.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 146, MA 1532

On Demand

JOU 147 Sports Information and Public Relations

Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study the production of sports statistics, press releases, press kits and marketing strategies for print, digital and broadcast media. Sports information professionals meet with students to assist in developing their promotional projects. The class

also considers more broadly the business of sports and the role of sports in American society.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 147, MA 140

Every Fall

JOU 148 Public Relations Writing

Introduction to PR Writing, studied for its organization, form, style and effectiveness as expression and communication. Students will learn to apply Associated Press Style and write leads and stories. Students will apply professional standards to frequent assignments. Students will contrast PR Writing to Objective AP News Writing.

Credits: 3

Cross-Listings: JOU 148, MA 146

Not Set

JOU 151 Sports Reporting

Includes all aspects of sports writing, such as game description, features, columns and fantasy sports. Comparison of print, digital and television coverage of the sporting world. Students develop interviewing and reporting techniques and learn how to cultivate sources. Guest speakers from the world of sports journalism are an integral part of the class.

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 151, MA 151

Annually

JOU 152 Business Reporting

An introduction to the skills and basic knowledge needed to cover business news in various areas: finance (including personal finance), technology, health care, entertainment, communications, international business, politics, and consumer marketing and advertising. Also, the evolving role financial electronic newsletters and webzines play is examined. The primary focus is on developing the ability to report business news for a mainstream audience.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

On Demand

JOU 157 Creative Aspects of Advertising

Copywriting techniques for print media, radio and television and the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession.

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 157, MA 157

On Occasion

JOU 160 Cooperative Training

Journalism majors engage in off-campus media internships and on-the-job study projects under the supervision of the Journalism Department.

Students are required to write about their experience as an intern and to solicit an evaluation from their on-site supervisors. This course may be taken for four semesters. Pass/Fail only.

Credits: 1

Every Fall, Spring and Summer

JOU 161 Campus News Media Internship

Journalism majors work as editors/managers on Seawanhaka and other campus news media, with emphasis on advancing their portfolios. Permission of the Journalism Chair and Supervising Faculty Member is required.

The pre-requisite of JOU 119 / ENG 126 is

required and permission of the Department Chair.

Credits: 3

Every Fall

JOU 162 Campus News Media Internship

Journalism majors work as editors/managers on Seawanhaka and other campus news media with emphasis on advancing their portfolios. Permission of the Journalism Chair and Supervising Faculty Member are required.

The pre-requisite of JOU 119 / ENG 126 is

required and permission of the Department Chair.

Credits: 3

Every Spring

JOU 192 Covering High-Profile Athletes and Sports: Challenges and Pitfalls

The triumphs and tragedies, the agonies and ecstasies of sports have been recorded in many autobiographies, memoirs, and biographies. But how trustworthy are the stories? What is the function of legends and myths in sport history?

The course will explore these questions with special emphasis on American culture and the rise of such larger-than-life heroes as John L Sullivan, Ty Cobb, Babe Ruth, Jack Dempsey, Jim Thorpe, Jackie Robinson, Muhammad Ali, Larry Bird, and Michael Jordan.

Credits: 3

Cross-Listings: JOU 192, SPS 192

Every Fall

JOU 195 Honors Study

Honors Study is designed to allow outstanding students an opportunity to pursue independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

JOU 196 Honors Study

Honors Study is designed to allow outstanding students an opportunity to pursue independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

JOU 197 Independent Study

Research on mass media topics or an intensive professional internship under the supervision of a Journalism faculty member. Prerequisite: Permission of the Department Chair and the Dean.

Credits: 3

On Demand

JOU 198 Independent Study

Research on mass media topics or an intensive professional internship under the supervision of a member of the Journalism faculty. Prerequisite: Permission of the Department Chair and the Dean.

Credits: 3

On Demand

JOU 204 The Globalization of Sports: Origins and Prospects

The course will explore the rising phenomenon of internationalism in sports. Among the themes examined will be the growing popularity of soccer in the United States, the professionalization of the Olympics, and the fact that every major team sport roster - from baseball to basketball to American football to hockey - now includes players from all over the world.

Credits: 3

Cross-Listings: JOU 204, SPS 204

On Occasion

JOU 222 Social Media in Theory & Practice

Examines best practices in social networking from the perspective of writers, journalists and media professionals. Students learn to write, edit and research for blogs and newsfeeds, gaining familiarity with current platforms. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

Credits: 3

Cross-Listings: JOU 222, MA 222, SPE 222

Every Spring

JOU 1561 Video Journalism I

An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 1561)

The pre-requisite JOU 119 / ENG 126 or MA 150 is required.

Credits: 3

Cross-Listings: JOU 1561, MA 1561

On Demand

Speech Courses

SPE 3 Oral Communication

An introduction to communication theory and interpersonal skills. Students develop oral presentation techniques, including public speaking, group discussion and oral readings. Evaluation of individual student speech through analysis of voice and diction is conducted.

Credits: 3

Every Semester

SPE 3X Oral Communication for Nonnative Speakers

A course parallel to Speech 3 for non-native speakers who need special attention in the production of oral English. Satisfies the core.

Credits: 3

Every Fall and Spring

SPE 100 Voice and Diction

Students learn about vocal facility and capacity through exercises and practising the sounds and symbols of the International Phonetic Alphabet (IPA). The goal in this course is to develop intelligent and effective communication for business and professional advancement in our highly competitive society through standard American English. Moreover, students learn to speak clearly and more effectively in their daily lives. Overall, students discover the power of their natural voices by learning to let go of bad habits and freeing their vocal power.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 101 Oral Interpretation: Performance

Aesthetics

A study of the techniques of reading aloud, using the literature of various cultures and emphasizing increased appreciation and better use of vocal and physical communication. Prose literature is used to explore expository, descriptive and narrative genres.

Pre-requisite of SPE 100 is required or permission of the Instructor.

Credits: 3

Every Fall and Spring

SPE 102 Advanced Oral Interpretation: Advanced Performance Aesthetics

A study of advanced techniques and forms in the art of oral expression. Students explore poetry, drama and prose through a variety of interpretative genres, such as the soliloquy and choral speaking.

Pre-requisite of SPE 101 is required or permission of the instructor.

Credits: 3

Every Spring

SPE 105 Public Speaking

The study and practice of public speaking provides students with specific communication principles and skills for effective public presentations in a variety of formal and informal public, social, business and professional settings. Topics include learning techniques for overcoming fears, improving self-image, developing a personal communication style, observing the symbioses between speakers and audience, verbal and non-verbal communication, outlining, and composing and presenting professional speeches.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 107 Political Speech in American Life

Critical analyses and evaluations of selected speeches from American political life from before the Revolution to the present day.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 109 Speech for Business and Organizations

The study of special speaking situations in business helps develop and strengthen effective communication skills. Students will learn how to conduct meetings with authority, and improve their leadership, conflict management and interviewing skills.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 119 Language, Speech and Thought

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others.

Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky.

The pre-requisite of PHI 61, or PHI 62, or HHP 21 or HHP 22 is required.

Credits: 3

Cross-Listings: PHI 119, SPE 119

On Occasion

SPE 123 Non-Verbal Communication

Students will learn how to identify and interpret nonverbal behaviors and to understand the implications of the power that underlies all

nonverbal behavior. Topics for discussion include the meaning of body language; the uses of space; touching, behavior and paralanguage. Through such instruction, students will gain greater awareness of and insight into their own behavior and into the behavior of others.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 127 Group Dynamics

This course will study the techniques and principles of group discussion, leadership, research, organization of materials and supportive practices. Various forms of discussion are explored, including panel, symposium, forum, committee and conference.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Spring

SPE 180 Introduction to Communication Studies

A presentation of the basic knowledge and understanding of communication studies—relationship theories, definitions, and interpretation for the twenty-first century. Examines the infrastructure of human communication. This includes interpersonal, intrapersonal, transcultural, gender roles, conflict management, verbal and non-verbal decoding, research, mass media and public and organizational forms of communication

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall

SPE 181 Introduction to Performance Studies

An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 181, THE 181

On Occasion

SPE 182 Gender and Communication

The influence of socialization on gender roles and gender roles on communication is far reaching. This course examines the communication behaviors of women and men in same sex and gender contexts. It defines the difference between sex and gender identity, and the role of socially structured reality plays in gender apartheid. This course introduces students to current theories on gender

role play and communication, and examines the function of communication in gender role development. Topics may include gender as politics, gender discrimination, gender stereotyping in language usage, thought and action, self perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender across culture, age and ethnicity.

Credits: 3

Cross-Listings: HUM 189, SPE 182

On Occasion

SPE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.

Credits: 3

On Demand

SPE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

The pre-requisites of SPE 3 or HSP 21 or HSP 22, and SPE 194 are required or permission of the Instructor.

Credits: 3

On Demand

SPE 197 Independent Study

Courses designed to give students in their junior or senior year an opportunity to work under the guidance of a member of the communications faculty. There are no regular class meetings. Students may undertake either a production or research paper. Department Chair and the Dean must grant permission.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 198 Independent Study

Courses designed to give students in their junior or senior year an opportunity to work under the guidance of a member of the communications faculty. There are no regular class meetings.

Students may undertake either a production or research paper. Department Chair and the Dean must grant permissions.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Demand

SPE 201 Creative Problem Solving

We can't solve today's problems with the same thinking that caused them in the first place. Solving 21st Century problems requires imagination, self-awareness, inventiveness, and an on-going ability to assess and challenge our assumptions. This course encourages innovative thinking, and uses cutting edge principles to solve real-life communication problems across a wide variety of topics.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Every Fall and Spring

SPE 202 Intercultural Communication

We are currently living in a global village. This course combines theory and practice in considering issues and research problems in communication interactions across cultures and within multicultural settings. Topics include the role of language in tri-cultural communication, verbal and nonverbal communications across cultures, cultural stress, cross-cultural and intercultural communication in the business community, mass media and social settings. This course is designed to increase understanding and tolerance for other cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 203 Interpersonal Communications

This course uses an experiential approach toward developing effective interpersonal communication skills in both private and professional settings. The focus is on heightened self-awareness on how communication is influenced by social conditioning, assumptions, bias, misuse of language and hierarchical social systems. Group dynamics, assigned readings, and simulations are implemented, along with the application of communication techniques used by successful corporate trainers. Students examine why these approaches are successful; and, how individuals can successfully implement these strategies in their own personal and professional relationships.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 210 Intrapersonal Communication

Self-awareness through intrapersonal communication can lay the foundation for communicating successfully with others. This

interactive course explores the determinants that foster or hinder intrapersonal communication, such as culture, ideology, personality, family values, environmental factors, gender identity and emotional and social intelligence.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 222 Social Media in Theory & Practice

Examines best practices in social networking from the perspective of writers, journalists and media professionals. Students learn to write, edit and research for blogs and newsfeeds, gaining familiarity with current platforms. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

Credits: 3

Cross-Listings: JOU 222, MA 222, SPE 222

Every Spring

SPE 224 The Culture and Art of Narration

Culture and ideology are created in part, through oral narratives handed down from one generation to the next. Through examining research, narration and interaction, this course provides historical insights into the wide range of narrative techniques that expand across cultures worldwide.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 1781 Movement and Voice for Actors I

A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture, alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1781, THE 1261

Every Fall

SPE 1782 Movement and Voice for Actors II

A continuation of Speech 178 in which students engage in more intensive work to improve their movement and voice techniques. (Same as THE 126.2.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1782, THE 1262

Every Spring

DEPARTMENT OF MEDIA ARTS

University Professor Steinberg (Director, MFA, Television Writers Studio)
 Professors Fishelson, Lauth, Moghaddam
 Associate Professors Banks (Chair), Goodman (M.A./M.F.A. Program Coordinator), Nappi, Rabkin
 Assistant Professors Beasley, Zaremsky (Director, MFA, Game and App Design and Development)
 Adjunct Faculty: 10

The Department of Media Arts offers a undergraduate Bachelor of Arts degree. At the graduate level the department offers a M.A. and M.F.A. in Media Arts, a M.F.A. in Writing and Producing for Television and a M.F.A. in Game and App Design and Development.

In the B.A. program, all Media Arts majors, beginning as freshmen, have immediate access to equipment and facilities including: digital photography labs, digital editing labs, television studio, computer graphics labs, digital audio suite, cinema screening facilities and digital cameras.

The department also offers a competitive internship program, opportunities to participate in professional productions and exhibitions, as well as in film festivals and special media events.

B.A. in Media Arts

The department offers a comprehensive **Bachelor of Arts** degree that may either follow a specialized area of concentration or an integrated track, depending on the academic, creative and professional goals of the individual student. An area of concentration is a grouping of 24 or more credits in one of the following fields: Computer Graphics, Digital Design, Animation and Interactive Media; Digital Audio Production and Sound Design; Film, Television and Digital Video Production; Media Management; Photography/Digital Photography. An integrated track is a grouping of 24 or more credits selected from across two or more of any of the above areas of concentration. Majors must consult with assigned faculty advisers in their field of interest to design, and be guided through, their particular program of study.

B.A. Media Arts

[Program Code: 79094]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language 6 credits

Social Sciences

History 6 credits
 Social Sciences 6 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits
 Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Ancillary Requirement

Six (6) advanced credits in a single discipline other than Media Arts.

Major Requirements

General Requirements for major in Media Arts:

Foundation Courses (required): 24 credits
Area of Concentration Electives: 12 credits
TOTAL: 36 credits

24 credits of Foundation Courses

MA 100 Media Aesthetics 3.00
 MA 119 Business of Media Arts 3.00
 MA 150 Writing for Visual Media 3.00
 MA 113 Media Arts in 21st Century 3.00

and

Each of the following courses:

MA 124 Computer Graphics I 3.00
 MA 106 Video Workshop I 3.00
 MA 101 Audio Production I 3.00
 MA 118 Digital Photography I 3.00

12 credits from ONE of the following five

Areas of Concentration:

1) Computer Graphics: Digital Design/Animation/Interactive & Special Effects

MA 132 Computer Graphics II 3.00
 MA 135 Motion Graphics I 3.00
 MA 125 Digital Publishing I 3.00
 MA 133 Digital Illustration I 3.00
 MA 1361 World Wide Web Publishing 3.00
 MA 161 Dig. Portfolio/Exhibition 3.00
 MA 1341 3D Computer Graphics I 3.00
 MA 1342 3D Computer Animation 3.00
 MA 207 3D Logo Animation 3.00
 MA 186 Gaming 3.00

MA 239 Survey of Computer Art 3.00

Or

2) Digital Audio: Music/Sound Design & Radio

MA 107 Digital Audio I 3.00
 MA 110 Digital Audio II 3.00
 MA 114.1 Digital Audio III 3.00
 MA 114.2 Digital Audio IV 3.00
 MA 1012 Audio Production II 3.00
 MA 147 Studio Recording for the Music Producer 3.00
 MA 206 Radio Production 3.00

Or

3) Film & Television Production: Shooting/Directing/Editing

MA 190 Film Production I 3.00
 MA 105 Lighting I 3.00
 MA 206 Advanced Editing 3.00
 MA 102 Television Production I 3.00
 MA 103 Television Production II 3.00
 MA 1032 Television Production III 3.00

MA 1581 On-Camera Performance I 3.00

MA 1582 On-Camera Performance II 3.00

MA 1583 On-Camera Performance III 3.00

MA 1591 Acting I 3.00

MA 1592 Acting II 3.00

MA 1585 Voice Over Performance 3.00

MA 178 Fairy Tales: From Disney to J Lo 3.00

MA 187 Film & Television Studies 3.00

MA 188 Film Noir: The Dark Side of America 3.00

MA 227 Action Cinema 3.00

MA 152 Screenplay 3.00

Or

4) Photography: Digital/Fine Art/Creative

MA 115 Introduction to Photography 3.00

MA 118 Digital Photography I 3.00

MA 122 Digital Photography II 3.00

MA 123 Studio Photography 3.00

MA 111 Photo Journalism 3.00

Or

5) Media Management: Business/Marketing

MA 255 Prod Management 3.00

| | | | |
|----|-----|-----------------------------------|------|
| MA | 106 | Video Workshop I | 3.00 |
| MA | 101 | Audio Production I | 3.00 |
| MA | 126 | Advertising I: Principals | 3.00 |
| MA | 157 | Advertising II: Creative | 3.00 |
| MA | 580 | Independent Producer | 3.00 |
| MA | 257 | The Music Business | 3.00 |
| MA | 222 | Social Media Theory & Practice | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 48

Minimum Major GPA: 2.5

Minimum Overall GPA: 2.5

MINORS

Minor in Media Arts

A Media Arts minor requires a total of 12 credits. Students can do a general minor, or specialize in a concentration area. MA 100 is a required course for all minors.

Credit and G.P.A. Requirements

Minimum Total Credits: 12 credits

Minimum Minor G.P.A.: 2.5

Minors in Related Fields

It is recommended that majors in the B.A. in Media Arts use their free electives to take a concentration of courses in another department in order to earn a minor in a related field, such as art, business, computer science, English, journalism, music, or theatre. Students should consult with their advisers to design an appropriate minor outside the department.

Media Arts Courses

MA 10 Introduction to Communication Arts

An introduction to communication arts designed to define the strengths of the individual student and to sharpen analytical, communication and presentation skills. It is aimed at channeling students creative strengths into a product or project in a workshop environment. Students are provided with the tools of presentation and production to help build the analytical and critical skills required to assess their own productivity. Participants engage in the development of a project from idea through refinement, to completed project in print, audio, video, or photographic essay.

Credits: 3

Every Summer

MA 100 Media Aesthetics

This required foundation course introduces students to the fundamentals of media arts and visual literacy - light, color, composition, perspective, time, motion, sound - and discusses how they are applied in the various forms of contemporary media. In a workshop environment, using media objects as texts, students also explore narrative, art history, philosophy of media, spectatorship, theories of perception and their own creativity.

Either the pre-requisite of ENG 16 is required or the pre-requisites of HEG 21 and 22 are required.

Credits: 3

Every Fall and Spring

MA 101 Audio Production I

An introduction to the art and science of audio production. Topics include basic sound theory, audio aesthetics, acoustics, sound reproduction and recording, the sound studio, remote sound recording, editing and mixing, the development of new audio technology, and creating audio for visual media. Students work individually and in teams on a variety of studio and field projects.

Credits: 3

Every Fall and Spring

MA 102 Television Production I

An introduction to the practice and principles of television studio production. The course covers all the basic production techniques, including scripting, lighting, shooting, producing and directing. Technical operation and understanding of all studio equipment, including cameras, switcher, audio board and character generator, are stressed. Students apply their skills in studio production assignments.

Credits: 3

Every Fall and Spring

MA 103 Television Production II

An intermediate level course expanding the techniques and applications of TV studio production covered in Television Production I. Students focus on producing and directing scripted

studio productions such as TV dramas and news programs. Basic lighting techniques and set construction are also covered.

Pre-requisite of MA 102 is required.

Credits: 3

Rotating Basis

MA 105 Lighting I

A production class exploring the principles of lighting design for Photography, Film, Video Production and Animation. An examination is made of the nature of light and the similarities and differences specific to each medium. Topics include lighting ratios, color correction, and studio and location lighting.

Credits: 3

On Occasion

MA 106 Video Workshop I

An introduction to the principles and practice of portable digital video production. Working in crews on field projects, students explore the techniques and aesthetics of single-camera videography, sound recording, location lighting and video editing.

Credits: 3

Every Fall and Spring

MA 107 Digital Audio I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using digital software including Pro Tools and Reason on state-of-the-art hardware. Workshops include computer-based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers. Weekly individual access to studios is provided.

Pre-requisite of MA 101 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 107, MUS 175

Every Fall and Spring

MA 109 History of Television and Video

A critical survey of the history of television and video in the U.S. from the beginning of broadcasting to the present. Topics will include the origins of broadcasting, the evolution of the networks and network news, and the impact of cable TV and other non-broadcast forms of television. The class will examine the impact of TV and video on American business, politics and recreation. The course will focus on television as a powerful cultural medium, with emphasis on the full-range of programming from comedy and drama to public affairs and sports.

Credits: 3

Cross-Listings: JOU 131, MA 109

On Occasion

MA 110 Digital Audio II

An intermediate-level continuation of MA 107 in a workshop environment. Weekly individual access to

studio facilities is provided.

Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 110, MUS 176

Rotating Basis

MA 111 Photojournalism

A production-based class exploring the use of traditional photography and electronic media imaging. Topics include the photo essay, the ethical use of images in media, photo documentary, and the human condition in photography. Students are required to complete weekly photographic and written narrative assignments as well as a final documentary project.

Pre-requisite of MA 115/ART 115 is required or permission of the instructor.

Credits: 3

Cross-Listings: JOU 111, MA 111

Every Spring

MA 113 Media Arts in the Twenty-first Century

This required course is a survey of the histories and developments of a variety of interrelated media, including photography, film and television, digital audio, computer arts and the Internet. Through class lectures, discussions, screenings and readings, students will study these art forms as developed by various individual and institutions within various movements and countries. This is a Writing across the Curriculum (WAC) course and serves to acquaint students with the basic concepts, methods and theories that frame academic inquiry into media arts. Students will be required to write multi-draft papers and to maintain a portfolio of their class essays to be submitted at the end of the semester.

Credits: 3

Every Fall and Spring

MA 115 Introduction to Photography

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3

Cross-Listings: ART 115, MA 115

Every Fall and Spring

MA 117 Intermediate Photography

A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

Cross-Listings: ART 117, MA 117

Rotating Basis

MA 118 Digital Photography I

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art,

using new approaches and techniques. Course requirements include weekly assignments, midterm and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

Credits: 3

Cross-Listings: ART 118, MA 118

Every Fall and Spring

MA 119 Business of Media Arts

A required course which discusses the applications of business skills for the media artist. Topics include professional development, media management principles, art and commerce, writing the business plan, and grant writing. Media professionals are invited as guest lecturers. A minimum of 64 units must be completed prior to registering for this course.

Credits: 3

Every Fall and Spring

MA 120 Creative Photography

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as, Cyanotype, Van Dyke brown, Kallitype and Palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 120, MA 120

Rotating Basis

MA 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Cross-Listings: ART 122, MA 122

Every Spring

MA 123 Studio Photography

An in-depth study of studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, strobes, advanced metering, exposure, portraiture and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 116, MA 123

Rotating Basis

MA 124 Computer Graphics I

An introductory level class in two-dimensional computer graphics using Adobe Photoshop.

Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3

Cross-Listings: ART 124, MA 124

Every Fall and Spring

MA 125 Digital Publishing I

An introduction to the skills and concepts of digital publishing, emphasizing layout and design fundamentals, graphics, typography, and computer-based input and output for print. Also, page layouts and structured drawing programs on the computer are reviewed.

Pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 126 Principles of Advertising

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business including E-print, radio, television, agency operations and research.

Credits: 3

Cross-Listings: JOU 126, MA 126

Annually

MA 127 Fashion Studio Photography

Fashion photography is more than taking pictures of a model wearing the latest styles. This class will cover a range of subjects, that together, become the building blocks of a fashion shoot. These include model casting, makeup and hair artists, stylists, trends in fashion imagery, lighting, camera and lens selection, location selection, and clothing designers. The course will include guest speakers from the fashion industry. Course requirements include weekly shooting assignments, research assignments, and creation of a final fashion portfolio consisting of at least 12 finished prints.

The pre-requisite of MA 115 or MA 118 is required.

Credits: 3

On Occasion

MA 129 Radio News & Talk Shows

The course introduces the class to radio journalism and the wide range of talk shows on radio and TV. Students develop skills to produce radio news reports and documentaries. In addition, students become acquainted with the different forms of talk programming, from sports radio to opinion shows on cable TV.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 129, MA 129

On Occasion

MA 130 Television Journalism

A skills course that focuses on writing for television newscasts and on providing technical direction for behind-the-scenes directors regarding video tapes, sound bites, live shots, timing, and on-screen

graphics. Included are analyses of TV news content, the historic and current impact of television on print journalism, and comparisons of various news media.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 130, MA 130

On Demand

MA 132 Computer Graphics II

An intermediate-level class covering professional studio techniques in the production of computer-based graphics and imaging projects for screen and print. Special emphasis is placed on digital design principles for still imaging.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 125, MA 132

Rotating Basis

MA 133 Digital Illustration I

An intermediate-level class in the design and creation of computer-based illustration using structured drawing programs. Students work on the computer with illustration techniques for logo design, technical drawing and poster design.

The pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 135 Motion Graphics I

An introduction to Motion Graphics using industry standard software. Students will learn and work with time-based graphics design, motion path animation, dynamic media, and special effects for video, film and the Web.

Pre-requisites of MA 124 and MA 132 are required.

Credits: 3

Rotating Basis

MA 140 Sports Information and Public Relations

Students examine the techniques of sports publicity, promotion and marketing for both amateur and professional athletics. Students study the production of sports statistics, press releases, press kits and marketing strategies for print, digital and broadcast media. Sports information professionals meet with students to assist in developing their promotional projects. The class also considers more broadly the business of sports and the role of sports in American society.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 147, MA 140

Every Fall

MA 144 Entertainment Journalism

Entertainment Journalism provides a historical overview of the rise of entertainment and celebrity journalism in the United States. The course examines case studies of celebrity coverage in various fields, from entertainment and sports to politics. The class considers the impact of paparazzi

and bloggers. Students also will get training in reviewing popular culture and preparing for celebrity interviews and reporting.

The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 144, MA 144

Rotating Basis

MA 145 Video Workshop III

A capstone course in digital imaging acquisition, production and editing. This course will put together the skills you have acquired in Video Production I & II. Students work as a team to produce broadcast quality work. Topics include: advanced lighting, cinematography, editing, producing, marketing & distribution. Students work together using HD Workflow to edit a class project, create their own PSA/commercial and a 5-10 min narrative story.

The pre-requisite of MA 1081 is required or permission of the Instructor.

Credits: 3

Rotating Basis

MA 146 Public Relations Writing

Introduction to PR Writing, studied for its organization, form, style and effectiveness as expression and communication. Students will learn to apply Associated Press Style and write leads and stories. Students will apply professional standards to frequent assignments. Students will contrast PR Writing to Objective AP News Writing.

Credits: 3

Cross-Listings: JOU 148, MA 146

Not Set

MA 147 Studio Recording for the Music Producer

Focuses on music production and the fundamentals of studio recording, including the experience of producing and creating music in a state-of-the-art recording studio with live musicians. Topics include an overview of prominent music producers and their techniques, musical form and structure, the basics of sound and hearing, microphone technology and design, the art of microphone placement, audio signal flow, overdubbing, and mixing of multi-track audio. Students learn how to record and work with the sonic characteristics of individual musical instruments as well as listen to previous recordings of different musical genres all in an effort to heighten their listening sensibility. This innovative class creates an interdisciplinary learning environment, which enables students from various musical and engineering backgrounds to come together for the common goal of producing music.

Credits: 3

Rotating Basis

MA 150 Writing for Media

Students in this required foundation class explore the many tools media artists use to get from creative concept to media production; from initial idea to final expression. In a workshop environment

students practice: creative thinking and writing, treatments, project proposals, artist statements.

Students create a portfolio of media writing samples as their final assignment.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.

Credits: 3

Every Fall and Spring

MA 151 Sports Reporting

Includes all aspects of sports writing, such as game description, features, columns and fantasy sports. Comparison of print, digital and television coverage of the sporting world. Students develop interviewing and reporting techniques and learn how to cultivate sources. Guest speakers from the world of sports journalism are an integral part of the class.

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 151, MA 151

Annually

MA 152 Screenplay

This workshop is designed to develop screenwriting skills for film and television. Emphasis is on practicing effective story-telling techniques including: narrative structure, beat sheets, character development, table-readings and directing actors. Working independently or in groups, students complete two short screenplays as their semester-long assignments.

The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.

Credits: 3

Every Fall and Spring

MA 155 Directing The Moving Image

This is an advanced course in single camera style film and television production. We will explore the role of the director in modern digital filmmaking. Students will participate in projects that will develop a language for talking with actors, communicating with the director of photography and production designer. We will look at the importance of casting, script notes and how to create a dynamic shot list and shot diagrams. This class will utilize all that they have learned in previous production classes and develop new skills that will deepen the student's understanding of how to read a script, how to apply visual components to their story and how to transform these blueprints into a powerful film.

Pre-requisites of MA 108 and MA 152 are required.

Credits: 3

Rotating Basis

MA 157 Creative Aspects of Advertising

Copywriting techniques for print media, radio and television and the creation of complete promotion

packages for direct marketing. Students develop practical skills by creating advertising letters, brochures and commercials. For students who may be considering advertising as a profession.

Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.

Credits: 3

Cross-Listings: JOU 157, MA 157

On Occasion

MA 162 Photography Portfolio/Exhibition

This is an advanced level photography class designed for graduating photography students. Students may work in any size, format or media, digital or traditional. Through the review of other photographers' work, completion of class assignments, and participation in critiques, students will be required to plan and execute their final photography exhibition.

Credits: 3

On Occasion

MA 164 History of Photography

A survey of the development of photography from its origins to the present day with emphasis on the daguerreotype, tintype and other early techniques. The course also reviews the role of photojournalism from the Great Depression to the present.

Discussions include the role of the color image and photography as an art medium. This is a Writing Intensive course, and is required for students following a concentration related to the still image.

Credits: 3

Cross-Listings: ART 108, MA 164

On Occasion

MA 171 Asian Cinema

Special topics in the sociological analysis of the production, distribution and consumption of Asian films.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: ANT 171, MA 171, SOC 171

On Occasion

MA 178 Fairy Tales: From Disney to J-Lo

An exploration of how fairy tale motifs are used in movies and how this can affect a female's psyche over time. What 17th century standards and prejudices are being passed down to young viewers sitting in front of their DVDs entranced by Disney? How are fairy tales evolving or being deconstructed in the movies to fit the more feminist-minded p.c. mold today?

Credits: 3

Annually

MA 183 Contemporary American Cinema

A contextual approach to contemporary American cinema, including both fiction and nonfiction films. The emphasis is on the development of styles and techniques and the relationship of film to other arts, media and society. Includes class discussion and the writing of criticism. Occasionally

guest filmmakers are invited to talk about their work.

Credits: 3

On Occasion

MA 186 Gaming: The Art of Play

A universal and timeless activity, humans play games! As children we engage in a chosen mindset in which we may amuse, or role play that we are an imaginary character, in an imaginary context. We may invite our friends to participate in our imaginings, and once agreed, we collaborate in an interplay of mindsets of context and characters. To play as children is thought to sculpt our minds and have transformative cognitive effects. As we age, we begin to play games. Games are structured with rules, challenges and goals, and winners and losers. Plus, they may have cognitive rewards as well. This class considers the structure of play in gaming, from early video games such as Pac Man, to portable commercial games like Nintendo, to contemporary gaming software. What are the similarities, differences, and advancements? Well, we will have to play to find out!

Credits: 3

On Occasion

MA 187 Film and Television Studies

A survey of the history and development of world cinema and television. Through screenings and discussions, students study this twentieth-century art form as developed by various countries, individuals and movements. The development of cinema and television as an industry and a part of the larger economy; as a series of technical innovations, as a history of aesthetic forms, as a social, cultural and political force and as a reflection of the ideas of its society are explored. This is a Writing Intensive course and is required for students following a concentration related to moving image.

Credits: 3

Every Fall and Spring

MA 188 Film Noir: The Dark Side of America

An exploration of the noir tradition from its origins in German expressionism and American gangster films to its classic period after World War II and its current widespread contemporary acceptance. Noir is explored as visual style, as subversive attitude and as an historical series reflecting American anxiety from World War II to the present.

Credits: 3

On Occasion

MA 190 Film Production I

An introduction to the art of 16 mm film production. Topics include film production roles and responsibilities, basic cinematography, directing and film editing. Students work in teams to produce short silent films.

The pre-requisite of MA 106 is required or permission of the Instructor.

Credits: 3

On Occasion

MA 191 Film Production II

An intermediate course expanding on the skills and knowledge gained in MA 190. Students produce synch-sound 16mm film projects and explore advanced lighting, editing, audio field recording and cinematographic techniques. New developments in the field, film to tape transfer, and nonlinear post-production are explored.

Pre-requisite of MA 190 is required.

Credits: 3

On Occasion

MA 192 Prime-Time Television

An introduction to the form, content and ideology of the network television series. An analysis of the series format, including attempts to explain why series are popular, and an examination of such conventions of TV genres as the sitcom and the police series. Students are given an opportunity both to write papers on the development of the TV series and to write a treatment for an episode of a TV series.

Credits: 3

On Occasion

MA 197 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography, graphic design or Audio Production) or a research paper.

Credits: 3

Every Semester

MA 198 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography, graphic design or Audio Production) or a research paper.

Credits: 3

All Sessions

MA 199 Media Arts Internship

During their senior year, Media Arts majors are strongly recommended to undertake one internship with a media industry organization in New York City. Consultation with the Department Internship Coordinator, the Office of Career Services and the approval of the Department is required. May be taken more than once for credit.

Credits: 3

Every Fall, Spring and Summer

MA 200 Media Arts Series

Special Topics

Credits: 3

On Demand

MA 204 Short Form Media Making I

Short Form Media Making emphasizes making, and serves as a weekly creative gym where students get hands on time to develop, create and complete short, fun creative works in various mediums and styles, including commercials, music videos, personal short documentary profiles, Prezies, experimental and found footage works, short animations, and web based artworks. The course includes screenings, media skill sessions, group exercises and individual student projects they choose, create and output. The goals of this class are to give students an opportunity to create something weekly, to try new forms of media making they have not experienced (such as podcasts and vlogs) and apply skills they are learning in other classes into their short project work. The opportunity to create and hone these projects in portfolio enhancing and makes for additional marketable skills.

Pre-requisite of MA 106 is required.

Credits: 3

On Occasion

MA 206 Advanced Editing

A video production class in advanced non-linear video editing, examining the art, form and concept of the "Cut." Students work with Final Cut Pro will learn the art of story-telling through a variety of techniques and styles. Topics include narrative film-style editing, and montage-style editing used in music videos and commercials.

Pre-requisite of MA 106 is required.

Credits: 3

Rotating Basis

MA 212 African-American Film

An examination of African-American images as an intrusion on typical Hollywood mainstream narrative. By concentrating on images both inside and outside dominant film making institutions, the course surveys the implicit transgressive politics of filmmakers from Clarence Brown and Oscar Micheaux, to Melvin Van Peebles, Charles Burnett and Ivan Julien.

Credits: 3

On Occasion

MA 222 Social Media in Theory & Practice

Examines best practices in social networking from the perspective of writers, journalists and media professionals. Students learn to write, edit and research for blogs and newsfeeds, gaining familiarity with current platforms. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

Credits: 3

Cross-Listings: JOU 222, MA 222, SPE 222

Every Spring

MA 233 Music Theory for Producers

A comprehensive knowledge of music composition is extremely beneficial to today's music producer. Music composition topics will be covered such as rhythm, melody, harmony, intervals, chord progressions, structure, and instrumentation. In

addition, students will have the opportunity to improve their music writing skills through hands-on use of software like Apple's Logic Audio and Propellerhead's Reason. This course is suitable for students who want to expand their knowledge of music creation and production.

Credits: 3

On Demand

MA 239 Survey of Computer Art

A New Media theory class in Computer Art, this class will chronologically span the pioneering efforts of the first generation of computer artists to the latest in Internet and computer installations. Class sessions will include lectures, in-class presentations, and on-site gallery and museum exhibitions. Lively theoretical papers and discussions will be required. Fulfill's LIU Brooklyn's Writing Intensive (W.I) requirement.

Credits: 3

Annually

MA 257 The Music Business

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

Credits: 3

Cross-Listings: MA 257, MUS 180

Every Fall and Spring

MA 260 Radio Production

An introduction to the tools and methods of conceiving, writing, recording and producing audio for broadcast: from talk shows to music programs, advertisements to promotional announcements, diaries to documentaries. This course will give students the basics of producing work for commercial and public radio as well as for emergent alternative distribution opportunities such as podcasting. Students will learn to visualize and convey their ideas as sound, to engage listeners' imaginations, and create meaningful content.

Credits: 3

Annually

MA 264 New Art City

Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.

Credits: 3

Cross-Listings: ART 105, MA 264

On Occasion

MA 275 Advanced 3D Modeling Workshop

An advanced class in 3D Modeling using Maya, students learn and work with modeling techniques for screen and print. Topics and techniques covered include architectural modeling and organic modeling using Polygons and Subdivision Surfaces.

The pre-requisite of MA 124 is required.

Credits: 3

Rotating Basis

MA 1012 Audio Production II

Audio Production II is an advanced audio production class dealing with intensive remote sound recording techniques for ENG/EFP video, film, and radio. Workshops will include advanced application and techniques for single-microphone and multi-microphone mixes. Topics will include boom operation, time code, music playback, multi-track recording for narration, dialogue and music, Foley artist, FX recording, stereo recording and sound editing.

The pre-requisite of MA 101 is required.

Credits: 3

On Occasion

MA 1032 Television Production III

An advanced course expanding the techniques and application of TV studio production covered in Television Production II. Students focus on producing and directing scripted studio productions such as TV dramas and news programs.

The pre-requisite of MA 103 is required.

Credits: 3

Rotating Basis

MA 1081 Video Workshop II

This is an intermediate level course that will expand upon the material covered in MA 106, Video Workshop I. This course is designed to assist students in the exploration of more sophisticated video production aesthetics, concepts and technologies, including non-linear editing (Final Cut Pro), lighting, electronic cinematography, sound for video, directing and producing. Class members will practice and refine their production skills by completing a series of creative and challenging projects.

Pre-requisite of MA 106 is required.

Credits: 3

Annually

MA 1141 Digital Audio III

An advanced, project-oriented continuation of MA 110, that integrates the concepts and techniques involved in digital sound with an examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed. Unconventional, interesting and experimental software is examined and used.

The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor.

Credits: 3

Cross-Listings: MA 1141, MUS 177

On Occasion

MA 1142 Advanced Music Production

Advanced Music Production is a project-oriented continuation of MA Digital Audio courses. Integration of the concepts and techniques involved

in digital sound and examination of music manipulation and production is the focus. Mastery of previously studied material is stressed. ProTools and Logic software is used as a tool to further develop students' skills in mixing music. Advanced techniques in the utilization of audio processing devices such as EQ, compression, and reverb among others are covered.

The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor.

Credits: 3

Cross-Listings: MA 1142, MUS 1172

On Occasion

MA 1242 2-D Computer Animation I

An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital Ink & Paint, rotoscoping, and motion path-based techniques for character animation and motion graphics.

The pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1242, MA 1242

On Occasion

MA 1341 3D Computer Graphics I

An introductory level class in 3D Computer Graphics for film, video, games, print and the World Wide Web. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation class (MA 134.2), which is offered in the Spring.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1243, MA 1341

Every Fall

MA 1342 3-D Computer Animation

An introduction to the fundamentals of three-dimensional computer animation for film/television, print, video games and interactive media. Students learn and work with techniques in basic animation, morphing, inverse/forward kinematics, SFX, motion path editing and procedural animation, motion path animation, character animation, inverse and forward kinematics, dynamics, and special effects animation.

Pre-requisites of MA 124 and MA 1341 are required.

Credits: 3

Rotating Basis

MA 1361 World Wide Web Publishing I

An introduction to the basic principles of Web Page design and production. Students work with the most widely used graphics, authoring and HTML editing software packages in the industry. Students conceive and design their own Internet-ready Web site. (Formerly MA 136.)

The pre-requisite of MA 124 is required.

Credits: 3

Annually

MA 1531 Introduction to Public Relations

Public relations principles and practices with attention to theory, function, audience analysis and related communications skills. This course examines the evolution of public relations, its concepts and functions within organizations, its impact on the public and its role in society. Also, public relations ethics and responsibilities, research, planning, development and important issues and trends are examined. Selected brief case histories and a term project familiarize students with public relations activities of organizations such as corporations, government agencies, medical centers and nonprofit agencies. This course offers a foundation for those who aspire to managerial careers.

Credits: 3

Cross-Listings: JOU 145, MA 1531

Annually

MA 1532 Case Studies in Public Relations

Exploration of the principles of strategic planning and persuasion, media placement, the creation of audiences, and the development of publicity campaigns. Review of various internal and external publications with attention to their design, content and persuasive capabilities. Students scrutinize organizations and learn how various advocacy groups and corporate adversaries plan strategic communications to shape public debate. Time is devoted to practical applications as students enjoy wide latitude in selecting their case studies.

The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.

Credits: 3

Cross-Listings: JOU 146, MA 1532

On Demand

MA 1561 Video Journalism I

An intermediate course that trains students to function as video journalists, integrating television production with newswriting skills. Using a digital camcorder and non-linear editing equipment, students learn both the technical and the aesthetic aspects of ENG shooting and how to combine in-class news acquisition principles with field application. (Same as Media Arts 1561)

The pre-requisite JOU 119 / ENG 126 or MA 150 is required.

Credits: 3

Cross-Listings: JOU 1561, MA 1561

On Demand

MA 1581 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences.

Credits: 3

Cross-Listings: MA 1581, THE 1391

Rotating Basis

MA 1582 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis.

The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1582, THE 1392

Rotating Basis

MA 1583 On-Camera Performance III

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 1582. Emphasis is on audition technique and creating monologues.

The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1583, THE 1393

Rotating Basis

MA 1585 Comm/Voice Over Perf

This course is the study and practice of oral performance for radio, TV, theater, and non-broadcast applications. Students study the techniques of master communicators and vocalise; reading aloud, monologues, and public speaking exercises to develop clear diction, proper placement, and confidence. Special sessions in commercial copy writing provide insight into the marketing and production side of creating a commercial or narration. Simulated (recorded) auditions, script analysis, and chats with casting agents and performers prepare students for the real thing.

Credits: 3

Every Fall

MA 1591 Acting I

An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. The body and the voice are trained to prepare for the creation and development of characterization. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters.

Credits: 3

Cross-Listings: MA 1591, THE 1251

Every Fall and Spring

MA 1592 Acting II

A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments.

Pre-requisite of THE 1251/MA 1591 is required.

Credits: 3

Cross-Listings: MA 1592, THE 1252

Every Fall and Spring

MA 1593 Acting III Rehearsal and Performance: Modern Scene Study

An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. Prerequisites: THE 125.1, 125.2.

Pre-requisites of THE 1251 and THE 1252 are required.

Credits: 3

Cross-Listings: MA 1593, THE 1253

Every Fall

DEPARTMENT OF PERFORMING ARTS

Professors Emerita Stuart, Aquino
 Associate Professors Hash-Campbell (Chair), Newsome (Music Program Coordinator), Sannuto (Theatre Program Coordinator)
 Assistant Professor: Uchizono
 Production Director, Administrator: McIntosh
 Adjunct Faculty: 25

The Department of Performing Arts is dedicated to teaching the disciplines of dance, music, and theater in a liberal arts environment. The Department of Performing Arts aims to give undergraduate students a solid technical and artistic foundation enriched with personal understanding as they move into their artistic career after graduation.

The Department of Performing Arts' faculty has years of performance and teaching experience around the world and many are currently active professionals in the New York City area. Undergraduate students explore both the rigorous critical study of their art form and the disciplined aesthetic practice of the technique. This daily practice provides essential tools and analytic understanding of the student's performing arts discipline. The department promotes the integration of both study and practice at every level of our curriculum. Students critically investigate and sustain the ideas, traditions, and practices in which their present art form is rooted. Through a full range of educational experiences students are prepared to create, perform, and prosper within their chosen artistic field.

For more information on the dance program contact Professor Dance Hash-Campbell at 718-488-1051.

For more information on music courses contact Professor Samuel Newsome at 718- 488-1051.

For more information on the theater program contact Professor John Sannuto at 718-488-1252 or john.sannuto@liu.edu for information.

DANCE PROGRAM

The dance program is a modern-based dance program offering rigorous, conservatory-style training for those interested in pursuing careers as professional dancers. The B.F.A. degree program provides a foundation in ballet, modern and post-modern dance techniques. Additionally, our singular dance wellness program required by all dance majors has put the department at the forefront of dance science.

Small class sizes provide majors with individualized attention from professional faculty, drawn from New York's finest dance companies. Students learn and perform historic and contemporary repertory from professional guest artists and faculty.

Due to the conservatory style of the program any major who does not keep a B- in all dance courses, an overall GPA above 2.5, does not approach the work in a professional manner, or maintain proper decorum may be placed on departmental probation. When on departmental probation, students are not allowed to perform, however they are required to crew performances and assist the department. When the student's grades, GPA and professional decorum improve, probation may be lifted. In the case there is no improvement observed by the end of the probationary semester, the student is dismissed as a dance major. All these requirements and protocols are further explained in the dance program handbook.

B.F.A. in Dance

B.F.A., Dance

[Program Code: 91338]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--|---------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 3 credits |
| Philosophy | 3 credits |
| Social Sciences | |
| History | 3 credits |
| Social Sciences (ANT, ECO, POL, PSY, SOC) | 6 credits |
| Science and Mathematics | |
| Mathematics | 3 - 4 credits |
| Science | 8 credits |
| Communication, Visual & Performing Arts | |
| Speech | 3 credits |
| Ancillary Requirement | |
| BIO 137 Human Anatomy | 4.00 |

Major Requirements

Following thirty eight (38) courses required:

| | | |
|---------|------------------------------------|------|
| DNC 100 | Freshman Seminar: Dance Literacy | 2.00 |
| DNC 121 | Improvisation | 2.00 |
| DNC 122 | Choreography 1 | 2.00 |
| DNC 131 | Ballet Level 3.1 (BFA first level) | 3.00 |
| DNC 132 | Ballet Level 3.2 | 3.00 |
| DNC 133 | Ballet Level 4.1 | 3.00 |
| DNC 134 | Ballet Level 4.2 | 3.00 |

| | | |
|----------|---|------|
| DNC 141M | Modern Technique: Level 3.1A (BFA First Level) | 3.00 |
| DNC 142M | Modern Technique: Level 3.2A | 3.00 |
| DNC 143M | Modern Technique: Level 4.1A | 3.00 |
| DNC 144M | Modern Technique Level 4.2A | 3.00 |
| DNC 145 | Modern Technique Level 3.1B | 2.00 |
| DNC 146 | Modern Technique Level 3.2B | 2.00 |
| DNC 147 | Modern Technique Level 4.1B | 2.00 |
| DNC 148 | Modern Technique Level 4.2B | 2.00 |
| DNC 152 | Dance Wellness 1.2 | 1.00 |
| DNC 153 | Dance Wellness Level 2.1 | 1.00 |
| DNC 154 | Dance Wellness Level 2.2 | 1.00 |
| DNC 160 | Music for Dance | 3.00 |
| DNC 170 | Introduction to Design and Production for Dance | 2.00 |
| DNC 206 | Contemporary Dance History and Criticism | 3.00 |
| DNC 215A | Dance Ensemble | 1.00 |
| DNC 215B | Dance Ensemble | 1.00 |
| DNC 221 | Choreography 2 | 2.00 |
| DNC 231 | Ballet Level 5.1 | 2.00 |
| DNC 232 | Ballet Level 5.2 | 2.00 |
| DNC 233 | Ballet Level 6.1 | 2.00 |
| DNC 234 | Ballet Level 6.2 | 2.00 |
| DNC 241M | Modern Technique Level 5.1A | 3.00 |
| DNC 242M | Modern Technique Level 5.2A | 3.00 |
| DNC 243M | Modern Technique Level 6.1A | 3.00 |
| DNC 244M | Modern Technique Level 6.2A | 3.00 |
| DNC 245 | Modern Technique Repertory Level 5.1B | 3.00 |
| DNC 246 | Modern Technique/ Repertory Level 5.2B | 3.00 |
| DNC 247 | Modern Technique/ Repertory Level 6.1B | 3.00 |
| DNC 248 | Modern Technique/ Repertory Level 6.2B | 3.00 |

| | | | |
|---|-----|-----------------------------|------|
| DNC | 251 | Dance Wellness Level 3.1 | 1.00 |
| DNC | 252 | Dance Wellness Level 3.2 | 1.00 |
| Following one (1) course required: | | | |
| SPS | 151 | Kinesiology | 3.00 |
| Following one (1) course required: | | | |
| DNC | 151 | Dance Wellness 1.1 | 1.00 |

Credit and GPA Requirements

Minimum Total Credits: 130

Minimum Liberal Arts and Sciences Credits: 40

Minimum Major Credits: 90

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.75

Minimum Overall GPA: 2.75

MUSIC PROGRAM

The School of Arts and Communication does not offer a degree program in music at this time.

MINORS

Minor in Music

Music – 12 credits at or above the 100 level in consultation with the music coordinator.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

THEATRE PROGRAM

The study of theatre entails intensive training in acting, voice and movement for the development of characterization in preparation for performance. The training provides a foundation for acting on stage, and on camera for film and television. Students also learn about the history of theatre, the visual elements of production, play analysis and participate in production and/or performance work. Students have the opportunity to perform in main stage spring theatre productions and in smaller theatre pieces in the fall semesters. As a result, students gain valuable experience working in a large proscenium theatre as well as a smaller experimental theatre space. Students studying theatre who decide not to pursue an acting career may also go into other fields such as directing, stage managing, producing, theatre tech and teaching. The experience and training that students gain in theatre will serve them in any field they choose to work in. Students interested in pursuing studies in theatre should consult with the theatre program coordinator, Professor John Sannuto 718-246-6405, john.sannuto@liu.edu, and/or the department chair regarding class selection and graduation requirements.

MINORS

Minor in Theatre

A theatre minor requires 12 credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Dance Courses

DNC 1 Introduction to Modern Dance 1

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course.

Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance. Three hours.

(Same as PE 58.)

May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 1, PE 58

Every Fall and Spring

DNC 2 Introduction to Modern Dance 2

A continuation of DNC 1, with an increased emphasis on technique. Three hours.

May be taken twice for credit.

Pre-requisite of DNC 1 is required.

Credits: 3

Every Spring

DNC 13 Beginning Aerobic Dance 1

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact and cross-training techniques to develop and improve cardiovascular fitness.

Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. Three hours. (Same as PE 13.)

Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13, PE 13

Alternate Years

DNC 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. (Same as PE 13A.)

Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13A, PE 13A

Alternate Years

DNC 14A Step Aerobics 2

A continuation of DNC 13A; aerobic conditioning for all levels using steps and music to develop and improve cardio-vascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility, and balance for overall better physical fitness and well-being.

May be taken twice for credit.

The pre-requisite of DNC 13A is required.

Credits: 3

Alternate Years

DNC 61 Dance Through Time

A look at dance in its time and place, with an eye to simultaneous development of corresponding art forms, lifestyles and government involvement in the arts. A survey is offered of the many forms that dance encompasses through an understanding of style, content, and time and place of origin, most lectures will be accompanied by slides, videotapes, studio work or any of the previous combination.

Satisfies the core requirement for Richard L.

Conolly students.

Credits: 3

Every Fall and Spring

DNC 100 Freshman Seminar: Dance Literacy

The freshman seminar in dance introduces dance majors to an all-inclusive view of the world of dance. This includes exposure to the language and aesthetic principles of dance, a historical perspective with particular reference to the twentieth and twenty-first century, and the various kinds of theaters in which dance is performed. The purpose of DNC 100 is to introduce primary materials with which to develop analytical skills of interpretation and inquiry. The course will include attendance at various dance performances. Two hours. Plus additional hours. Required of all dance majors.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Fall

DNC 121 Improvisation

Students are introduced to the principles and practices of dance improvisation. Various structures will be presented to serve students in their exploration of physical, vocal and rhythmic expression. Tasks are presented using a variety of improvisational forms such as Laban/Bartenieff movement analysis, theatrical drills, musical interpretation, to name a few. The focus of the course is to guide the students' discovery of their individual movement language and to expand their movement vocabulary. They are challenged to find new ways of thinking about time, space, effort, and dynamic quality. This course requires individual as well as group problem solving. Emphasis is on the development of skills involving timing, nuances of energy, and the dancers' relationship to the surrounding space and to each other. Three hours, plus lab.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Spring

DNC 122 Choreography 1

While this course continues using improvisation, it emphasizes choreographic forms and structures through studies in compositional theories.

Borrowing from traditional musical structures and

experimenting in contemporary explorations of space and time, students will create complex movement studies, in both abstract and linear forms, concentrating on the solo and small group. Studies include pre-classic and classic forms. Since all art forms are themselves forms of communication, students, through observation, trial and error, develop an understanding of choreographic communication through the exploration of text, music, voice, cinema, props, lighting and costume. Students speak and write about their own work as well as the work of their peers and established choreographers. Required of B.F.A. Dance majors and optional for B.S. Dance majors.

The pre-requisite of DNC 121 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 131 Ballet Level 3.1 (BFA first level)

This course presents the basic tenets and principles of ballet technique. There is strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. Classes will include barre and center work, including port de bras, adagio, turns, petit allegro, and grand allegro. Combinations will become increasingly complex, and the correlation between barre and center work is consistently explored concentrating on the barre work. Students demonstrate the following: ability to pick up patterns; understanding of most commonly used terminology; increasingly correct placement (bio-mechanically). Reading and video assignments include written requirements. This course completes the minimum requirement for students in the B.S. in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Requirements: Audition to begin the B.F.A. program. B.S. students must complete two years of ballet or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

This course is only open to students who are Dance majors.

The pre-requisite of DNC 1082 is required for students who are a Dance major in the BS program. An audition placement into the BFA program is required.

Credits: 3

Every Fall

DNC 132 Ballet Level 3.2

DNC 132 is the continuation of DNC 131 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. An exit exam must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Visual and written assignments will be made. This course completes the minimum requirement for students in the B.S.

in Dance program. Required of all B.F.A. dance majors. Seven and one-half hours. Non-majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 131 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 133 Ballet Level 4.1

Students will be required to demonstrate strong evidence of good alignment, musicality, and increased verbal and movement vocabulary. Continuation of DNC 132. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Required of all B.F.A. dance majors. Seven and one-half-hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 132 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 134 Ballet Level 4.2

Continuation of DNC 133 with increasingly difficult barre and center work. An exit exam is administered at the end of the semester students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the center work. Required of all B.F.A. dance majors. Seven and one-half-hours.

Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 133 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 141M Modern Technique: Level 3.1A (BFA first level)

This course represents the first semester in the freshman traditional modern techniques series. This is part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in Dance 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). 2013-2014 is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-

mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course.

Requirements: Audition to begin the B.F.A. program. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. Four and one-half hours. May be taken twice for credit.

This course is only open to students who are Dance majors.

The pre-requisite of DNC 1061 is required for students who are a Dance major in the BS program.

An audition placement into the BFA program is required.

Credits: 3

Every Fall

DNC 142M Modern Technique: Level 3.2A

DNC 142M is the continuation of DNC 141M with an increase in the level of the technique being studied. Visual and written assignments are made. This is part of a series of courses designed to teach the fundamentals of traditional 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). 2013-2014 is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 141M is required and the

student must be a Dance major.

Credits: 3

Every Spring

DNC 143M Modern Technique: Level 4.1A

This course represents the first semester in the sophomore traditional modern techniques series. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). The next year is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique.

Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, bio-mechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 142M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 144M Modern Technique: Level 4.2A

DNC 144M is a continuation of DNC 143M with an increase in the level of the technique being studied. This is a part of a series of courses designed to teach the fundamentals of classic 20th century modern dance techniques with choices from Graham, Limon, Cunningham, Horton. One modern technique will be taught in DNC 141M-142M (Freshman Fall, Spring); one technique will be taught in 143M-144M (Sophomore Fall, Spring). The next year is a Graham technique year. While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and

kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 143M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 145 Modern Technique Level 3.1B (BFA first level)

This course represents the first semester in the freshman postmodern technique series. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Requirements: Audition to begin the B.F.A. program. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level.

Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The co-requisite of Dance 141M or the pre-requisite of DNC 1061 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 146 Modern Technique Level 3.2B

DNC 146 is the continuation of Dance 145 with an increase in the level of the technique being studied. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world

dance forms. One modern technique will be taught in DNC 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. B.S. students must complete two years of modern techniques or demonstrate technical ability in a placement class to enter this level. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 145 is required and the student must be a Dance major.

Credits: 2

Every Semester

DNC 147 Modern Technique Level 4.1B

This course represents the first semester in the sophomore modern technique series. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in DNC 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course.

Three hours. Required for all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department.

May be taken twice for credit.

The pre-requisite of Dance 146 is required and the

student must be a Dance major.

Credits: 2

Every Fall

DNC 148 Modern Technique Level 4.2B

Dance 148 is the continuation of Dance 147 with an increase in the level of the technique being studied. This course is designed to teach the fundamentals of various modern forms and styles. In non-traditional modern dance, there are many individual variations in technique, many of which fuse different forms of dance, including syntheses of old and new, modern and ballet as well as world dance forms. One modern technique will be taught in Dance 145-146 (Freshmen Fall, Spring); another modern technique will be taught in 147-148 (Sophomores Fall, Spring). While each technique will dictate its own focus, all will include performance elements and style, phrasing, dynamics and musicality relating to the technique. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Three hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of Dance 147 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 151 Dance Wellness 1.1

The dance wellness program is designed to help dancers know their strengths and weaknesses in an effort to keep them healthy and dancing longer than prior expectations. After undergoing dance profile testing, students will be tutored in exercises and body therapy techniques that best address their individual needs. Students will also learn basic anatomy, kinesiology, and nutrition. Two hours plus up to three individual meetings with the instructor of the course of the semester. Written and practical exams are administered. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The co-requisite of DNC 1031, DNC 131 or 141M is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Fall

DNC 152 Dance Wellness 1.2

During the spring semester, dance wellness takes

the form of a specific body training or therapy geared to the dancer. Among the forms employed are Pilates mat work, Hatha yoga, and/or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Written and practical exams are administered. Two hours. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 151 is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Spring

DNC 153 Dance Wellness Level 2.1

A continuation of DNC 151. After undergoing dance profile testing, students will be tutored in exercises and body therapy techniques that best address their individual needs. Students will begin more dynamic training versus static training. Written and practical exams are administered. Two hours plus up to three individual meetings with the instructor throughout the semester. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 152 is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Fall

DNC 154 Dance Wellness Level 2.2

A continuation of DNC 152. Two hours. Students will have an opportunity for individual meetings with the instructor throughout the semester. Required of all dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 153 is required and the student must be a Dance major.

This course is required for all Dance majors.

Credits: 1

Every Spring

DNC 160 Music for Dance

Dance 160 is a comprehensive exploration of music focusing on the analysis and appreciation of music in relation to movement and performance. Studies will include development of a music vocabulary, identification of music structures, understanding the use of dynamics, quality and tempo, and the recognition of rhythmic components in music including the use of meter, subdivision and time and counting techniques. Also included is the study of significant examples of historic through contemporary western and non-western music for choreography. Three hours. Formerly DNC 115.1 and DNC 220. Required of all dance majors. May be taken twice for credit.

The co-requisite of Dance 103.1 or 131 is required

and the student must be a Dance major.

Credits: 3

Every Spring

DNC 170 Introduction to Design and Production for Dance

This class will examine the major components of lighting and stage design and compare them to the elements of choreography. Ultimately, students will come away with an understanding of how dance can be enhanced by lighting design, and will also acquire a vocabulary to communicate with designers. This class also provides an overview of many of the elements of theatre production jobs and their responsibilities. The class will provide an introduction to costume and scenic design, a comprehensive workshop in hair and makeup for the stage and a relatively in-depth investigation of lighting design. Written and practical exams are administered. Two hours. (Formerly DNC 129 and DNC 130.) Required of all dance majors. May be taken twice for credit.

The student must be a Dance major in order to register for the course.

Credits: 2

Every Fall

DNC 205 Dance History

The study of dance as a cultural form and its development as a performing art from medieval times until of the nineteenth century. Western and non-Western forms are studied and researched to facilitate a global understanding of the foundations of dance as an art form. Three hours. Required of all B.F.A. majors. Non majors may register with permission of the Chair of the Performing Arts Department.

The pre-requisite of DNC 100 is required and the student must be a Dance major.

Credits: 3

Alternate Fall

DNC 206 Contemporary Dance History and Criticism

A study of the development of dance and dance criticism in the twentieth century and twenty first century, including the birth of modern dance and the development of ballet in America. The influences of ethnic dance on concert dance. Students develop critical skills of observation.

Three hours. Required of all dance majors. Non majors may register with permission of the chair of the Performing Arts Department.

The pre-requisite of DNC 100 is required and the student must be a Dance major.

Credits: 3

Alternate Spring

DNC 210 Kinesiology for Dancers

An in-depth analysis of the human musculoskeletal system to provide an understanding of movement to augment training. Areas of exploration include, but not limited to, the following: functional anatomical review of the musculoskeletal system, physiological review of the muscle morphology,

kinesiological examination of movement patterns and configurations common in dance movement vocabulary, biomechanical examination of musculoskeletal system response to stress and injury, and psychokinetic evaluation of movement training and conditioning. Three hours. Required of all dance majors.

The pre-requisite of BIO 131 is required and the student must be a Dance major.

Credits: 3

On Demand

DNC 211 Body Conditioning: Pilates Mat

The purpose of this course is to develop in the student an awareness of the body through healthy and safe methods of working out in the Pilates method. Developing strength, balance, flexibility and alignment as well as improved body tone is an intrinsic goal. Techniques and tools may vary. Two hours. May be taken twice of credit.

Credits: 1

Every Fall and Spring

DNC 215A Dance Ensemble 1

This class has a dual focus. Students will learn some basic acting, sensory and kinesthetic awareness exercises to help facilitate their performance qualities and learn how to work as an ensemble in preparation for the Winter Dance Concert. Students will also learn proper professionalism and etiquette for their art. This includes working as an ensemble, speaking constructively and respectfully to guest choreographers, faculty and staff while in a professional performance setting. One credit.

The co-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 215B Dance Ensemble 2

This class is a continuation of DNC 215A. It will nurture the qualities of performance, focus, intent, space and time, while supporting the new choreographic students works for the Rising Artist Workshop series and the Spring Concert. This class also encourages the creative aspects of performance for the dancer. The students tracking in performance will begin to develop tools that will help them become artistic interpreters of the movement and context given them. While students tracking in choreography will also learn these tools they will also begin to utilize some of the simple choreographic principles of canon, theme and variation, motifs and space/time relationships to encourage their growth as creators. Students will also learn how to speak constructively and respectfully about their own and each others choreographic work. One credit.

The pre-requisite of DNC 215A is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 221 Choreography 2

This course is a continuation of DNC 121 with the development of longer movement phases with increasingly more complex spatial design and plot development. This may include experiments in multimedia work. Advanced theories of composition are studied and applied to a finished work to be shown in a public performance. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 231 Ballet Level 5.1

This is the first semester of the junior level ballet technique class. DNC 231 is the continuation of DNC 134 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 134 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 232 Ballet Level 5.2

DNC 232 is the continuation of DNC 231 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 231 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 233 Ballet Level 6.1

This is the first semester of the senior level ballet

technique class. DNC 233 is the continuation of DNC 232 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 232 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 234 Ballet Level 6.2

DNC 234 is the continuation of DNC 233 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 233 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 241M Modern Technique Level 5.1A

This is the first semester of the junior level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of

the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 144M is required is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 242M Modern Technique Level 5.2A

A continuation of DNC 241M, with increasing technical and performance challenges. Students will be required to teach a class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 241M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 243M Modern Technique Level 6.1A

This is the first semester of the senior-level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an

individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 242M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 244M Modern Technique Level 6.2A

A continuation of DNC 243M. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 243M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 245 Modern Technique Repertory Level 5.1B

This is the first semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and

repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in the concert. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 148 is required and the student must be a Dance major.*

Credits: 3

Every Fall

DNC 246 Modern Technique/Repertory Level 5.2B

This is the second semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in the concert. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 245 is required and the student must be a Dance major.*

Credits: 3

Every Spring

DNC 247 Modern Technique/Repertory Level 6.1B

This is the first semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 246 is required and the student must be a Dance major.*

Credits: 3

Every Fall

DNC 248 Modern Technique/Repertory Level 6.2B

This is the second semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their

techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit.

The pre-requisite of DNC 247 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 251 Dance Wellness. Level 3.1

This is the first semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 154 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 252 Dance Wellness Level 3.2

This is the second semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 251 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 253 Dance Wellness Level 4.1

This is the first semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 251, Co-requisite: DNC 233 or DNC 243M. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 252 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 254 Dance Wellness Level 4.2

This is the second semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body

training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 253, Co-requisite: DNC 234 or DNC 244M. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 253 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 301 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music. 24 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 221 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 302 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music. 24 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 301 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 303 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304. These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to

become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2 credits: participation in the development and performance of one student work; 3 credits: participation in the development and performance of two student works; 2 hours class (lecture); 4 + hours rehearsals (2 credits) 6 + hours rehearsals (3 credits).

The pre-requisite of DNC 215B is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 304 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304. These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work. Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 24 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 303 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 305 Practical Preparation for the Dancer

This course prepares dance students to enter the professional dance world equipped to represent themselves with well organized resumes that are specific to the job. This includes a portfolio with headshots, performance photographs, in addition to learning how to create an audition reel. As well as learning the administrative skills necessary to produce one's own concert. Must be a junior or senior dance major. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Alternate Spring

DNC 308 Partnering

The skills required for partnering, including certain laws of physics, form the underlying objectives of this course. Students will learn to lift each other, transfer and support weight, develop a sense of trust and a sense of responsibility when working with one or more partners. Must be a dance major. Three hours. May be taken four times for credit.

Credits: 3

On Occasion

DNC 309 Men's Ballet

This course will address the special techniques and responsibilities of the male dancer. There are specific technical ballet skills that are traditionally

used by men only but women who may be interested in performing en travesti may enroll in this course. Three hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken eight times for credit.

Credits: 2

On Demand

DNC 1031 Modern Technique Level 1.1 (B.S. first level)

The study of modern dance techniques meant to develop technical strength, musicality and clarity along with the knowledge of the movement theories that gave rise to these techniques. The techniques offered are those developed during the modern and postmodern periods during the twentieth and twenty first century. Techniques will vary from year to year. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique.

There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The student must be a Dance major in order to register for the course.

Credits: 3

Every Fall and Spring

DNC 1041 Modern Technique Level 1.2

A continuation of DNC 103.1 that provides increased challenges in modern techniques, with greater emphasis on phrasing and musical acuity. Students will begin to understand contemporary dance theories through critical analyses of live concerts and videos. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 103.1 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1051 Modern Technique Level 2.1

DNC 1051 is a study of dance technique and theory on an intermediate level, supported by a comprehensive study of mid- to late-twentieth century and twenty first century developments in dance. Students are required to expand their

technical strength and vocabulary, and to recognize the various dance styles and forms in the field of contemporary dance. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. May be taken a second semester for credit. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 1041 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 1061 Modern Technique Level 2.2

DNC 1061 is a continuation of DNC 1051, adding the elements of performance values and styles. The across-the-floor and center combinations are culled from the instructor's choreographic repertory, employing the techniques in practical applications. Student will demonstrate ability to respond to universal modern dance language (e.g., contraction/release; fall/recovery; axial and spiral; parallel and turnout). An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. There will be regular attendance at concerts. Both written and visual materials will augment instruction and there will be a writing component in this course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 1051 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1081 Beginning Ballet Level 2.1 (B.S. first level)

This course presents the basic tenets and principles of ballet technique. Students will develop an understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). Classes will include barre and center work, including port de bras, adagio, turns, petit allegro, and grand allegro. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one half hours of course hours, three additional hours of lab. This course

has an additional fee. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

A prerequisite of DNC 1071 and DNC 1072 or an audition are required. Available to Dance majors.

Credits: 3

Every Fall and Spring

DNC 1082 Beginning Ballet Level 2.2

Students will demonstrate an understanding of basic ballet terminology and exhibit knowledge of correct placement (bio-mechanically). DNC 1082 is a continuation of DNC 1081 with increased vocabulary studies and an introduction to theatrical staging. An exit exam is administered at the end of the semester students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one half course hours, three additional hours of lab. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 1081 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 1091 Beginning Jazz 1 - Hip Hop 1

Various jazz techniques, which may include hip-hop, and Broadway dance among others, are studied. Training in body isolations is preparation for the syncopated rhythms of hip hop movements and music. History of hip hop dancing is part of the curriculum. Live performance attendance required. Three hours. May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 1101 Beginning Jazz 2 - Hip Hop 2

A continuation of DNC 1091 with more complex combinations taught. Live performance attendance required.

May be taken twice for credit

Pre-requisite of DNC 1091 is required.

Credits: 3

Every Spring

DNC 1111 Hatha Yoga 1

Hatha Yoga is a physical practice of asanas (yoga postures). It is a balance and integration of opposites: positive/negative; active/passive; left/right. The challenging process balancing the body through the combination of movement and breath achieves balance of the mind and spirit. Thus, the primary focus of Hatha Yoga is to unite body, mind and spirit. Reading and written assignments are geared to a full understanding of this discipline. Three hours. May be taken twice for credit.

Credits: 2

Cross-Listings: DNC 1111, SSC 228

Every Fall and Spring

DNC 1112 Hatha Yoga 2

A continuation of Dance 1111 with the addition of more challenging asanas. Students will keep a journal of their progress and their observations. Prerequisite: DNC 1111. May be taken twice for credit.

Pre-requisite of DNC 1111 is required.

Credits: 2

Cross-Listings: DNC 1112, SSC 229

Every Fall and Spring

DNC 1121 Tap Dancing 1

Tap dancing is an American form of dance that includes soft shoe, clogging and hoofing. This course is open to all levels of tappers, including beginners, as they learn and explore the basic rhythms and structures of tap dancing. This course includes technique warm up which consists of a series of exercises which will be eventually set and built on throughout the semester. These are designed to prepare the body for tap dancing and improve technique. Center combination work which will focus on a rhythmic structure and articulation of sounds designed to improve musicality and rhythmic recognition. Various combination steps used for musical theater (shim sham, time steps, etc), across floor moving in space applying various rhythms and steps will also be employed. Improvisation where you will explore and create your own rhythms in tap and combination/dances: various styles (soft-shoe, Broadway style, rhythm style) which we will work on for several weeks at a time. Both written and visual materials will augment instruction and there will be a writing component in each course. Videos, reading, and attendance at a live performance are required. Three hours. May be taken twice for credit.

Credits: 2

Every Fall and Spring

DNC 1122 Tap Dancing 2

This course is a continuation of DNC 1121 with increasingly complex rhythms and structures. Three hours.

May be taken twice for credit.

The pre-requisite of DNC 1121 is required.

Credits: 2

Every Fall and Spring

DNC 2181 World Dance: African Diaspora

An introduction to the indigenous dance forms and traditions of the African Diaspora. A study of West African culture through the investigation of the dance and music of the Mandinko ethnic groups found in Guinea, Mali, Ivory Coast and Senegal. This course will provide students with a fundamental understanding of the form and function of dance and music in society. Both written and visual materials will augment instruction and there will be a writing component in the course. Three hours. May be taken twice for credit.

Credits: 3

Every Fall and Spring

DNC 2182 World Dance: African Diaspora 2

A continuation of DNC 2181 with more complex movements and rhythmic structures. Students study the rituals from which the dances and drumming emerge. There will be assigned readings, videos and occasional guest lecturers. Both written and visual materials will augment instruction and there will be a writing component in this course. Three hours. May be taken twice for credit.

The pre-requisite of DNC 2181 is required.

Credits: 3

Every Semester

Music Courses

MUS 11 Elementary Piano I

Piano instruction in small classes, primarily for non-Music majors, designed to develop facility in sight-reading, improvisation and technique. MUS 11 is for the beginning Music student. Students are expected to have access to a piano for practice purposes. Only a limited number of on-campus practice accommodations can be provided.

Credits: 2

Every Fall and Spring

MUS 13 Voice Class I

A study of the basic principles of breathing, phrasing and voice placement using appropriate music from solo literature. Open to Music majors and to non-Music majors with little or no vocal experience.

Credits: 2

Every Fall

MUS 151 Individual Music Instruction for Non-Music Majors

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 15P Individual Music Instruction for Non-Music Majors - Piano

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in

subsequent semesters for credit.

Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester.

This course has an additional fee.

Credits: 1

Every Semester

MUS 15T Individual Music Instruction for Non-Music Majors - Theory

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite:

Permission of the Department. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 15V Individual Music Instruction for Non-Music Majors - Voice

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons

taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 16I Secondary Individual Music Instruction for Music Majors - Instrument

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite:

Permission of the Department. Offered every semester. Weekly lessons taught by a regular

member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 16P Secondary Individual Music Instruction for Music Majors - Piano

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 16T Secondary Individual Music Instruction for Music Majors - Theory

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 16V Secondary Individual Music Instruction for Music Majors - Voice

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony.

One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit

may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 61 Music and Culture

An introduction to musical styles that places music in its cultural context: history, painting, literature and ideas. To enhance the capacity to understand and enjoy music of every kind, the course begins with the elements of music that a composer combines in distinctive and characteristic ways to form a musical composition. Satisfies the core requirement for Richard L. Conolly students in Area IV of the Division of the Humanities.

Credits: 3

Every Semester

MUS 106 The Jazz Experience

A review of jazz music beginning with its African roots and New Orleans jazz, tracing its evolution through to modern jazz and its influence on contemporary composers. Discussions of the current jazz scene and the future of this art form are conducted.

Credits: 3

Every Semester

MUS 107 Music History I

A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Program Coordinator. The first semester concludes with the study Bach and Mozart.

Credits: 3

Every Fall

MUS 108 Music History II

A study of the history of Western music from the sacred and secular music of the Middle Ages to the radical innovations of the twentieth century. An advanced sequence of courses required of all Music majors and open to student majors in other departments subject to approval by the Music Program Coordinator. The second semester concludes with the study of Hindemith, twelve-tone methods, Bartok, and contemporary music.

Credits: 3

Every Spring

MUS 109 Music Education: Methods and Materials I

A course to develop the student's ability to organize, analyze, perform music and teach music through the utilization of appropriate materials and methods as related to children in grades K-8.

Pre-requisite: MUSIC 152

Credits: 3

Every Fall

MUS 110 Music Education: Methods and Materials II

A course to develop the student's ability to organize, analyze, perform music, and teach music through the utilization of appropriate materials and methods as related to children in grades 9-12.

Pre-requisite: MUSIC 152

Credits: 3

Every Spring

MUS 113 Voice Class II

An analysis of basic principles and techniques in developing the voice.

Open to both Non-Music majors and Music majors.

Credits: 2

Every Spring

MUS 114 African Music

A historical and thematic introduction to African and African American music. Students will see and hear African and African American music in the pre-colonial, colonial, and contemporary contexts, as well as gain an appreciation of African music, its relationship to the world, and cultural history.

Credits: 3

On Occasion

MUS 115I Advanced Individual Music

Instruction for Non-Music Majors - Instrument

Offered every semester. Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard.

Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester.

This course has an additional fee.

Credits: 1

Every Semester

MUS 115P Advanced Individual Music

Instruction for Non-Music Majors - Piano

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an

additional fee.

Credits: 1

Every Semester

MUS 115T Advanced Individual Music Instruction for Non-Music Majors - Theory

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 115V Advanced Individual Music

Instruction for Non-Music Majors - Voice

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2

Every Semester

MUS 116I Advanced Individual Music

Instruction for Music Majors in Primary Performing Medium - Instrument

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department.

In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1

Every Semester

MUS 116P Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Piano

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1
Every Semester

MUS 116V Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Voice

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The Music Program Coordinator must approve all assignments to individual private instructors every semester. This course has an additional fee.

Credits: 1 to 2
Every Semester

MUS 122 Jazz Workshop

A workshop for instrumentalists/vocalists in jazz-oriented music. Emphasis is on group playing, style and improvisation. Two credits. May be taken for credit in subsequent semesters but limited to four distribution credits for non-music majors.

Credits: 2
Every Fall and Spring

MUS 123J Chamber Ensemble

A performance class for small chamber-ensembles - jazz, vocal and instrumental, popular and classical. Flexible grouping is arranged according to needs and capacities of students. Assignment to instructors must be approved by the Program Coordinator. May be taken in subsequent semesters for credit.

Credits: 2
Every Fall and Spring

MUS 125 University Chorus

A mixed ensemble that focuses on a varied repertoire ranging from classical to contemporary

choral works. Open to students, faculty and staff, and the local community. May be taken in subsequent semesters for credit.

Credits: 2
Every Fall and Spring

MUS 127 Conducting

A course designed to cover various aspects of choral and instrumental conducting.

Pre-requisite of MUS 152 is required or permission of instructor.
Credits: 3
Every Fall

MUS 131 Harmony and Counterpoint I

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Pre-requisite of MUS 152 is required or permission of instructor.
Credits: 3
Every Fall

MUS 132 Harmony and Counterpoint II

A study of diatonic harmony, form, analysis, the basic concepts of counterpoint, and practical composition using models from the literature.

Pre-requisite of MUS 131 is required or permission of instructor.
Credits: 3
Every Spring

MUS 133 Harmony and Counterpoint III

A continuation of Music 132 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms.

Pre-requisite of MUS 132 is required or permission of instructor.
Credits: 3
Every Fall

MUS 134 Harmony and Counterpoint IV

A continuation of Music 133 that embraces chromatic harmony, eighteenth century counterpoint, and practical composition in the smaller homophonic and polyphonic forms.

Pre-requisite of MUS 133 is required or permission of instructor.
Credits: 3
Every Spring

MUS 135 Foundations of Arranging

A basic laboratory course designed to develop skill in the techniques of writing for small instrumental groups in jazz, rock and pop idioms. Analysis of recordings and scores conducted. Student work played in class.

Pre-requisite of MUS 152 is required or permission of instructor.
Credits: 2
Every Fall

MUS 152 Music Fundamentals

Offered every semester. A study of beginning sight

singing, ear training, intervals and rhythms.

Credits: 3
Every Fall and Spring

MUS 153 Ear Training I

Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses.

Pre-requisite of MUS 152 is required or permission of instructor.
Credits: 3
Every Fall

MUS 154 Ear Training II

Class and laboratory work in sight singing and dictation of rhythms, melodies, intervals and chords. Course materials are scheduled so as to coordinate with the Music Theory sequence of courses.

The pre-requisite of MUS 153 is required or permission of Instructor
Credits: 3
Every Spring

MUS 161 Jazz Theory / Improvisation I

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance - solo and ensemble. Theoretical concepts are stressed in an atmosphere of contemporary jazz styles.

Pre-requisite of MUS 152 is required or permission of instructor.
Credits: 3
Every Fall

MUS 162 Jazz Theory / Improvisation II

A study of the harmonic vocabulary of jazz, as a point of departure, to establish a basis for the development of improvisational skills through class performance - solo and ensemble. Theoretical concepts are stressed in an atmosphere of contemporary jazz styles.

The pre-requisite of MUS 161 is required or permission of the Instructor.
Credits: 3
Every Spring

MUS 163 Jazz Theory / Improvisation III

A study of theoretical techniques used in jazz for improvisation, including chords, rhythms, tonal, bi-tonal, polytonal, atonal and modal concepts.

Pre-requisite of MUS 162 is required or permission of instructor.
Credits: 3
Every Fall

MUS 164 Jazz Theory / Improvisation IV

A study of theoretical techniques used in jazz for improvisation, including chords, rhythms, tonal, bi-tonal, polytonal, atonal and modal concepts.

Pre-requisite of MUS 163 is required or permission of instructor.

Credits: 3

Every Spring

MUS 165 Jazz Ear Training I

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Pre-requisite of MUS 152 and 153 is required or permission of instructor.

Credits: 3

Every Fall

MUS 166 Jazz Ear Training II

A study of sight singing, dictation and style analysis organized around the jazz idiom. Class activity has as its primary goal the practical application of the trained ear to jazz performance.

Pre-requisite of MUS 165 is required or permission of instructor.

Credits: 3

Every Spring

MUS 168 Advanced Arranging

The development of a student's personal style in arranging and composing via projects in melody writing, harmonic progressions, rhythmic exercises, and exploration of standard and new forms.

Analysis of twentieth century contemporary music is conducted.

May be taken in a subsequent semester for credit.

Pre-requisite of MUS 135 is required or permission of instructor.

Credits: 2

Every Spring

MUS 170 Jazz Clinics

Lecture/demonstration by prominent guest jazz artists on various aspects of jazz style and performance. The critiquing by the guest artists of student performances is an integral part of each session. May be taken for credit in subsequent semesters, but limited to four distribution credits for non-music majors. Pass/Fail only.

Credits: 1

Every Fall and Spring

MUS 171 Jazz Composition I

An examination of the basic tools and skills of jazz composition for the beginning composition student through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments.

Pre-requisite of MUS 162 is required or permission of instructor.

Credits: 2

Every Fall

MUS 172 Jazz Composition II

An examination of the basic tools and skills of jazz composition for the beginning composition student

through analysis of selected pieces from jazz and classical repertoire. Jazz Composition II places emphasis on composition that reflects contemporary jazz and classical writing techniques, as well as techniques for the new technology, such as synthesizers, drum machines and other electronic instruments.

Pre-requisite of MUS 171 is required or permission of instructor.

Credits: 2

Every Spring

MUS 175 Digital Audio I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using digital software including Pro Tools and Reason on state-of-the-art hardware. Workshops include computer-based multi-track MIDI sequencing and audio hard disk recording, editing and processing, automated software mixing, locking sequenced MIDI and audio tracks to video and film, electronic music concepts and samplers. Weekly individual access to studios is provided.

Pre-requisite of MA 101 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 107, MUS 175

Every Fall and Spring

MUS 176 Digital Audio II

An intermediate-level continuation of MA 107 in a workshop environment. Weekly individual access to studio facilities is provided.

Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.

Credits: 3

Cross-Listings: MA 110, MUS 176

Rotating Basis

MUS 177 Digital Audio III

An advanced, project-oriented continuation of MA 110, that integrates the concepts and techniques involved in digital sound with an examination of music manipulation and creation. Mastery of previously studied material is stressed. Emerging formats and technology are discussed.

Unconventional, interesting and experimental software is examined and used.

The pre-requisite of MA 110 / MUS 176 is required or permission of the Instructor.

Credits: 3

Cross-Listings: MA 1141, MUS 177

On Occasion

MUS 180 The Music Business

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

Credits: 3

Cross-Listings: MA 257, MUS 180

Every Fall and Spring

MUS 181 Asian Music Seminar

An Asian music seminar is needed for students, in all majors, to further their vision of world cultures. The proposed seminar examines, discusses, and analyzes the varieties of music of the peoples throughout the East and South Asian sub-continent, laying the foundation for understanding Asia's role in the ancient, medieval, and enlightened worlds. The seminar will reflect music types, uses, and functions, which are very old, still performed, and even found in aspects of Western culture. The seminar also addresses aesthetics, religion, symbolism, and science, while discussing musical structures of melody, rhythm, texture, and form. Asian music systems have been well thought-out and practiced for thousands of years, so historical roots and metaphysical concepts of music are probed. Students will also understand how music in some Asian nations changed from Westernization and social ideologies such as communism. Part of the course will be drawn from the professor's research in Korea and Southeast Asia.

Credits: 3

On Occasion

MUS 185 Music Internship

Music majors may work as interns in various city-based musical organizations (e.g., music publishing, music management, recording). For third- and fourth-year Music majors only.

Credits: 2

Every Fall and Spring

MUS 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the Credits: A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall and Spring

MUS 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject.

Credits: A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Fall and Spring

MUS 201 Introduction to Music Notation Software

In this hands-on primer, students will become proficient in the use of Finale, the industry standard in music notation software. Through a number of project-based activities, as well as lectures

and lab work, students will learn to create professional looking lead sheets, orchestral scores, and vocal and instrumental arrangements. This course will also help students in the completion of theory, arranging, and composition assignments for other required music courses.

Pre-requisite of MUS 152 is required or permission of instructor.

Credits: 3

Cross-Listings: MA 201, MUS 201

Every Semester

Theater Courses

THE 61 The Theatrical Vision

This core course gives students an overall experience and understanding of the art and craft of Theatre and how it works. Students learn about the history of theatre, the visual and kinaesthetic elements of production and performance, the audience as spectators, how to read and analyze plays and the use of space in creating the theatre experience for both performer and audience.

Credits: 3

Every Semester

THE 101 Demystifying Writing about Theatre

This course is designed to make writing for theatre an accessible process for students and to help them enjoy the process. Course content will arouse responses to theatrical texts and live performances, help students to recognize those responses and learn how to document them through informed opinion and perception. Students are guided through basic principles and processes that apply to almost any writing challenge, but specifically in the theatrical realm. Students will learn how to write colorful, entertaining performance reviews and will make use of credible sources to support their ideas in a research paper. Writing, like theatre going, is an active, thoughtful and fascinating process.

Credits: 3

On Occasion

THE 130 Production Lab

Students are presented with the opportunity to acquire a wide range of practical experience in the actual production of a play performance. Students are assigned to work in the following areas of production: performance, consisting of acting, technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, advertising. Students, instructed by theatre professionals, are involved in each step of production, from initial planning through rehearsal to performance before an audience. May be taken up to four times for credit in subsequent semesters.

Credits: 3

Every Fall and Spring

THE 181 Introduction to Performance Studies

An introduction to the study of the performing arts in Africa, Asia, Europe, and the Americas. Readings

introduce the field of performance studies, its ethnographers and its theatre historians, performance critics, and theorists. Their working ideas are demonstrated through film and field trips to the theatre and surrounding performance libraries so that students can conduct primary research on their own. Together, teacher/moderator and student/artist construct a history of world arts and cultures.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 181, THE 181

On Occasion

THE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major subject and the permission of the Chair of the Performing Arts Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

Credits: 3

On Demand

THE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major subject and the permission of the Chair of the Performing Arts Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

Credits: 3

On Demand

THE 197 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Students may undertake either a production or a research paper. Prerequisites: Permission of student adviser, the Department Chair and the Dean.

Credits: 3

On Demand

THE 198 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Theatre faculty. There are no regular class meetings. Student may undertake either a production or a research paper. Pre-requisites: Permission of student advisor, the Department Chair and the Dean.

Credits: 3

On Demand

THE 199 Theatre Arts Internship

During their senior year, theatre students are strongly urged to undertake one or more internships with a theatrical organization. Consultation with and approval of the Department is required. May be taken in subsequent semesters for credit.

Credits: 3

On Demand

THE 1221 Introduction to Playwriting

The writing and structuring of monologues, scenes, one-act plays and, possibly, full-length plays. Emphasis is on particular limitations, possibilities and specific techniques of writing for the stage. Students may be given the opportunity to see their writing produced in workshops.

Credits: 3

Cross-Listings: MA 1481, THE 1221

On Occasion

THE 1251 Acting I

An introductory study of acting, including acting exercises, analysis and interpretation of roles, and improvisations. The body and the voice are trained to prepare for the creation and development of characterization. Each student prepares and performs various acting exercises and a minimum of one dramatic monologue. In addition, each student rehearses and performs in a scene consisting of two or more characters.

Credits: 3

Cross-Listings: MA 1591, THE 1251

Every Fall and Spring

THE 1252 Acting II

A continuation of THE 125.1 that emphasizes scene analysis and the creation of stage characterization. Students perform in a variety of scenes and other acting assignments.

Pre-requisite of THE 1251/MA 1591 is required.

Credits: 3

Cross-Listings: MA 1592, THE 1252

Every Fall and Spring

THE 1253 Acting III Rehearsal and Performance: Modern Scene Study

An investigation of rehearsal procedure, including character and script analysis, and a final emphasis on techniques of scene performance. Students are required to see two plays and write a critique of each. Prerequisites: THE 125.1, 125.2.

Pre-requisites of THE 1251 and THE 1252 are required.

Credits: 3

Cross-Listings: MA 1593, THE 1253

Every Fall

THE 1261 Movement and Voice for Actors I

A course designed to give students an understanding of their bodies and voices and how to develop them for the stage and screen. Exercises are used to help students strengthen posture,

alignment, breathing and vocal power for projection in the theatre - an exploration in the organic connection of body, mind and spirit. The process prepares the student for the integration of the physical, emotional and spiritual aspects of the human condition that are essential to the actor's understanding and portrayal of any character in the theatre.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1781, THE 1261

Every Fall

THE 1262 Movement and Voice for Actors II

A continuation of Speech 178 in which students engage in more intensive work to improve their movement and voice techniques. (Same as THE 126.2.)

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

Cross-Listings: SPE 1782, THE 1262

Every Spring

THE 1391 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Using closed-circuit television interactively, students work on exercises in acting, news reading, interviewing and standup reporting. Professional guest speakers share experiences.

Credits: 3

Cross-Listings: MA 1581, THE 1391

Rotating Basis

THE 1392 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis.

The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1582, THE 1392

Rotating Basis

THE 1393 On-Camera Performance III

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 1582. Emphasis is on audition technique and creating monologues.

The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.

Credits: 3

Cross-Listings: MA 1583, THE 1393

Rotating Basis

DEPARTMENT OF VISUAL ARTS

Senior Professor Dantzie
 Professor Grove (Director of Galleries), Lorenz, Rudey
 Professor Emeritus Ries
 Associate Professor Barry (Chair)
 Adjunct Faculty: 15

The Department of Visual Arts, based in the rich culture of New York City, offers a unique environment for the study of fine arts in the areas of glass blowing and casting, ceramics and sculpture, printmaking, painting, and other traditional mediums that coexist with interdisciplinary studies in photography, computer graphics, digital design, and book arts. The department is composed of recognized practicing professional artists and art historians who are engaged, through exhibitions and publications of their work, in the contemporary art world. The Department of Visual Arts also maintains a program of changing professional exhibitions in three on-campus gallery spaces as curricular enrichment and a community service. All visual arts students participate in a senior thesis exhibition in the gallery.

B.A. in the Visual Arts

The B.A. in Visual Arts is available with courses in painting, drawing, ceramics, sculpture, computer art and art history. Students who major in the visual arts are offered an opportunity to center their studies around the practice and history of the visual experience.

B.A., Visual Arts

[Program Code: 06917]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 or 4 credits

Science 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits
 (DNC, MUS, THE)

Distribution Requirement

Must Complete Both Courses Below:

MA or 115 Introduction to 3.00
 ART Photography

MA or 124 Computer Graphics I 3.00
 ART

Major Requirements

Must Complete All Courses Below:

ART 101 Caves to Cathedrals 3.00

ART 102 Incas to Impressionists 3.00

ART 103 Modern Art 3.00

ART 133 Introduction to Ceramics 3.00
 or ART 138 Basic
 Sculpture

ART 155 Painting II 3.00

ART 170 Two-Dimensional 3.00

ART 171 Introduction to Color 3.00

ART 176 Introduction to 3.00
 Printmaking

ART 187 Portfolio Development 3.00

ART 194 Portfolio Review - repeat 1.00
 3 times

ART 1501 Drawing I 3.00

ART 1521 Drawing II 3.00

ART 1541 Painting I 3.00

ART 197 Independent Study 3.00

ART 198 Thesis 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 42

Minimum Credits in Courses >100 Level: 48

Ancillary Course Requirements: See above

Minimum Major GPA: 2.00

Minimum Overall GPA: 2.0

Upon the completion of studies, students, in all visual arts programs are required to create a large-scale conceptually based thesis project for public exhibition.

MINORS

Minor in Art

A visual arts minor requires 12 credits at or above the 100 level.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Visual Arts Courses

ART 61 Introduction to Visual Art

In our increasingly visual culture, it is important to look critically at the imagery that surrounds us. It is equally important to experience and understand art from many cultures and time periods so we may appreciate the wide variety of artworks created by people around the world, from past to present. Students will learn to analyze both form and content in art and communicate their understanding to others. Students will see and discuss a broad selection of art at museums, galleries, online, and in the classroom. The class will also engage in hands-on studio projects and explore a range of materials and personal artistic expression.

Credits: 3

All Sessions

ART 101 Caves to Cathedrals

Students will become familiar with core examples of Western and non-Western material culture, art, and architecture emerging out of Europe, the Americas, Asia, and Africa from the Paleolithic era to the 14th century. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural context. Through museum visits, readings, class discussions and writing assignments, students will explore the following questions: What is art? Is the appearance, or form of an art or design object its most important element? Is iconography an essential component? What roles do religion, biography, psychology, philosophy, society and politics play in the production of material culture, artmaking, and perception? Students will augment their critical understanding of this information through research methods.

Credits: 3

Every Fall

ART 102 Incas to Impressionists

This course will introduce students to artworks created by artists in Africa, Asia, Europe, and the Americas during the time period 1400 to 1900. It will also provide students with the foundational knowledge required for more advanced studies in art history. To accomplish these ends, students will be exposed to a wide variety of different kinds of artworks and artists from this time period through images, videos, and field trips. Students will learn to recognize major artworks, styles, and artists. From readings and discussions, students will learn about the historical and cultural contexts from which the artworks came. From discussions and writing assignments, students will also learn to analyze, contextualize, and compare artworks verbally and in writing.

Credits: 3

Every Spring

ART 103 Modern Art

A review of the development of European and American modern art from French Impressionism of the nineteenth century through styles and movements that include Postimpressionism, Symbolism, Art Nouveau, Expressionism, Cubism, Futurism, Dada, Surrealism, Constructivism and Abstract Expressionism. Includes frequent visits to art galleries and museums.

Credits: 3

Every Fall

ART 105 New Art City

Through art gallery and museum visits, slides and videos, an exploration of the wide variety of styles and meanings within contemporary art and the varied intentions of contemporary artists. Selected developments from Abstract Expressionism to the present, including Pop, Minimal, Conceptual, Performance and Neo-Expressionist art are examined.

Credits: 3

Cross-Listings: ART 105, MA 264

On Occasion

ART 115 Introduction to Photography

An introduction to photography as an art medium. Basic principles and practices of black-and-white photography processing and printing are reviewed. All students are provided with a 35 mm camera.

Credits: 3

Cross-Listings: ART 115, MA 115

Every Fall and Spring

ART 116 Studio Photography

An in-depth study of studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, strobes, advanced metering, exposure, portraiture and different tabletop setups.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 116, MA 123

Rotating Basis

ART 117 Intermediate Photography

A production-based class in photographic printing, using fiber-based papers. Filters, print toning, lighting and medium-format imaging are discussed. Projects are thematically based and include an extensive final presentation.

Pre-requisite of MA 115/ART 115 is required.

Credits: 3

Cross-Listings: ART 117, MA 117

Rotating Basis

ART 118 Digital Photography I

An introductory class using digital cameras and computers to record and print photographic imagery. The class focuses on photography as art, using new approaches and techniques. Course requirements include weekly assignments, midterm

and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

Credits: 3

Cross-Listings: ART 118, MA 118

Every Fall and Spring

ART 120 Creative Photography

Independent exploratory study and experimentation in advanced non-silver photographic techniques such as, Cyanotype, Van Dyke brown, Kallitype and Palladium.

The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.

Credits: 3

Cross-Listings: ART 120, MA 120

Rotating Basis

ART 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Cross-Listings: ART 122, MA 122

Every Spring

ART 124 Computer Graphics I

An introductory level class in two-dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

Credits: 3

Cross-Listings: ART 124, MA 124

Every Fall and Spring

ART 125 Computer Graphics II

An intermediate-level class covering professional studio techniques in the production of computer-based graphics and imaging projects for screen and print. Special emphasis is placed on digital design principles for still imaging.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 125, MA 132

Rotating Basis

ART 125 2-D Computer Animation I

An introduction to basic computer-based animation using two-dimensional graphics, paint, image-editing and animation software. Students work with digital Ink & Paint, rotoscoping, and motion path-based techniques for character animation and motion graphics.

The pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1242, MA 1242

On Occasion

ART 132 Three-Dimensional Design

An introduction to design concepts as they relate to sculpture, architecture, and commercial and industrial design. Work is done in the studio; museum visits and other field trips are conducted.

Credits: 3

On Occasion

ART 133 Introduction to Ceramics

An exploration of various hand-building techniques, including pinch, coil and slab. Emphasis is on integrating practical craft and personal expression to create basic pottery forms. Glazing and surface design also are covered.

Credits: 3

Every Fall, Spring and Summer

ART 134 Introduction to the Potter's Wheel

This course covers making ceramic pieces on the potter's wheel to create functional and decorative pottery forms. Glaze technology and fundamental firing techniques will also be explored. In-class presentations will be conducted.

Credits: 3

Every Fall, Spring and Summer

ART 135 Ceramic Sculpture

An approach to ceramics as a non-utilitarian art medium. Studio work in construction methods, modeling techniques, decoration and firing are combined with illustrated lectures and discussion. Visits are made to current ceramic exhibitions in New York City.

The pre-requisite of ART 133 is required.

Credits: 3

On Demand

ART 136 Intermediate Handbuilding

Traditional and experimental approaches to the construction of bowls and other containing forms of the clayworker's art. Development of individual concepts and styles is encouraged within the historical context presented through illustrated lectures, studio projects and visits to current exhibitions.

The pre-requisite of Art 133 or 134 is required

Credits: 3

Every Spring

ART 137 Intermediate Potter's Wheel

This course covers making intermediate level ceramic pieces on the potter's wheel. Students will explore functional, non-functional and decorative pottery forms. Glaze making and various firing techniques will also be explored. iPad video presentations will be conducted.

The pre-requisite of ART 134 is required.

Credits: 3

Alternate Spring

ART 138 Basic Sculpture

Students will be introduced to traditional and non-traditional artists and learn techniques of manipulating various mediums in a hands-on approach. This course will train students to see and perceive their surroundings, while gaining experience in technical abilities, and learning to apply these skills in a personalized approach to problem-solving. Students will be challenged to address art from many angles, including direct observation, imagination and collaboration and research.

Credits: 3

Every Spring

ART 142 Jewelry: Wearable Art

Wearable Art is a survey of materials and techniques. Emphasis is on skill development and exploration of a wide variety of materials including metal and found objects. Classes will consist of demonstrations and technical practice. Once the student has begun to grasp the technical aspects, they can begin to focus on individual concepts and design.

Credits: 3

Every Fall and Spring

ART 146 Methods of Teaching Art: Elementary

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. 10 Hours of Fieldwork.

Credits: 3

Cross-Listings: ART 146, TAL 431

Every Fall

ART 147 Methods of Teaching Art: Secondary

Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design.

Credits: 3

Cross-Listings: ART 147, TAL 432

Every Spring

ART 155 Painting II

Students explore the painting medium in both traditional and contemporary methods. Projects are based on customary subject matter such as figure models but they also will derive images from collage, photography and digital media programs to make paintings. Students have opportunities to experiment with unconventional painting mediums and may explore alternative options for painting supports. Lectures on how technology affects the creation and interpretation of images will be offered and students will be assigned a project that will require them to consider the philosophical discourse of how painted images are read in a given context.

The pre-requisite of ART 154.1 is required.

Credits: 3

Every Spring

ART 156 Painting III

Individual attention and criticism given to each student with the aim of achieving a distinctive personal expression. Form, concept, space and color are emphasized as individuality is encouraged through analysis and discussion. Projects will be based on customary subject matter such as figure models but they also will derive images from collage, photography and digital media programs to make paintings. Students will have opportunities to experiment with unconventional painting mediums and may explore alternative options for painting supports. This course requires that students be more self-directed and that outside-class research and class critiques will be necessary for artistic development.

The pre-requisite of ART 155 is required.

Credits: 3

Alternate Spring

ART 157 Figure Drawing

This course will provide the student with the opportunity to study and draw human anatomy. Students will learn basic anatomy through medical imagery, plastic and real figurative models, and by careful analysis of master figurative drawings. They will begin to develop an understanding of the way a figure inhabits space, and will be able to successfully reproduce the human form in a two-dimensional picture plane. Emphasis will be on accurately rendering the figure in correct proportion while considering the aesthetics of drawing. Additional lectures and demonstrations will allow students to consider the image of the body in the context of cultural theory and art history as well.

Prerequisite of ART 1501 is required.

Credits: 3

On Occasion

ART 159 Introduction To Watercolor

Watercolor is a transparent medium primarily painted on a paper surface. The basis for each project will be elements of design with emphasis on color theory; principles of design with emphasis on overall compositional structure; and basic drawing with emphasis on drawing with a brush.

Techniques specific to watercolor painting will be introduced including use of papers, brushes, washes, wet on wet and wet on dry, use of masks, making corrections, and techniques specific to students' individual work. Subject matter will include still life, landscape/cityscape, and the human figure. As a starting point for image development, some projects will be from direct observation and some projects will be developed from photographs that students take themselves.

Credits: 3

Every Summer

ART 170 Two-Dimensional

An introduction to the essential elements of visual perception. Students work in a studio setting,

exploring a variety of contemporary concepts and materials as related to all fields of two dimensional art and design.

Credits: 3

Every Fall

ART 171 Working with Color

An introduction to the practical use of color as an active and interactive medium in the arts based on the pioneering work of Josef Albers. Students will study color theory by creating works based on specific concepts and by closely considering the color in their world. Students will gain an understanding of color characteristics and relationships, build color terminology for precise description, enhance compositional and technical skills, develop a critical and perceptive eye, gain a heightened awareness of color, and consider its influence in their life and work.

Credits: 3

Every Spring

ART 172 Children's Book Illustration

Using a large collection of classic children's books as a resource, each student in this hands-on analog and digital course develops an original book from concept to completed layout. Illustration, book design, layout and typography are all stressed.

Credits: 3

Bi-annually

ART 173 Introduction to Calligraphy: A Study of Western Calligraphy

A study of Western calligraphy, italic, uncial and black letter. Letterform terminology, spacing, serif construction, and flourishing are all practiced in this hands-on course.

Credits: 3

Every Fall

ART 174 Intermediate Calligraphy

A hands on practice that examines the variations in weight, width, serif structure, size, and so on of roman and italic alphabets. Uncial and carolingian alphabets are introduced. Use of color and special papers and writing large are covered.

The pre-requisite of ART 173 is required.

Credits: 3

Alternate Spring

ART 175 Creative Handmade Books

Through demonstrations and hands-on projects, this course introduces the basic techniques of book binding, including how to create stab, pamphlet, and multi-section bindings. Explore conceptual book structures and contemporary applications of book binding. Learn skills relevant to both design and art projects through a focus on creativity, design and craftsmanship.

Credits: 3

Every Fall

ART 176 Introduction to Printmaking

Printmaking a medium used by artist to create original prints on paper using a matrix; wood,

linoleum, metal, stone, etc. This course will focus on "relief" printmaking. Relief printing is a process where protruding surface faces of the matrix (printing plate or block) are inked; recessed areas are ink free and the image is transferred via a printing press from the matrix to paper or other suitable materials.

This is an introductory class for beginning students, people who already have experience may progress more rapidly in the class and are invited and encouraged to take on more challenging projects. It is an excellent class for artists and art teachers, as we will use many different printing techniques working on both fabric and paper.

Credits: 3

Every Fall and Spring

ART 177 Intermediate Printmaking

An examination of color and multi-plate printmaking using both relief and intaglio printmaking techniques. Printmaking is a medium used by artists to create original prints on paper using a matrix; wood, linoleum, metal, stone, etc. This is an intermediate class for students with printmaking experience. You will be invited and encouraged to take on more challenging projects than you did in earlier classes, while you learn additional techniques and processes. You will also be challenged to expand your ideas and become more self-directed.

The pre-requisite of ART 176 is required.

Credits: 3

Every Fall

ART 178 Advanced Printmaking

Printmaking is a medium used by artists to create original prints on paper using a matrix; wood, linoleum, metal, stone, etc. This course will focus on a variety of printmaking including relief, intaglio and lithography. This is an advanced class for students with printmaking experience. You will be invited and encouraged to take on more challenging projects than you did in earlier classes. You will also be challenged to expand your ideas and become more self-directed in your projects while still learning new techniques.

The pre-requisites of ART 176 and ART 177 are required.

Credits: 3

Every Spring

ART 179 Digital Printmaking

The concepts and techniques of traditional printmaking and an introduction to the means and methods of digital art-making. Combining traditional printmaking with digital technologies, students link the formal qualities inherent in two-dimensional art-making with the non-linear spatial, ephemeral aspects of cyberspace. (Formerly ART 216.)

The pre-requisite of MA 118 or MA 124 is required.

Credits: 3

Alternate Spring

ART 182 Typography

Typography is the art of organizing letters in space and time. Students gain a familiarity with typographic terms and technologies; an understanding of classical and contemporary typographic forms; and ability to construct typographic compositions and systems; and an appreciation of typography as an expressive medium that conveys aesthetic, emotional, and intellectual meaning.

Credits: 3

On Occasion

ART 187 Portfolio Development

An intensive semester of strategic planning for artists as it pertains to professional working artists in any medium. Goal setting, time management, financial planning and grant writing, public relations, exhibition planning and hanging exhibitions; every aspect of a fine artist's career is covered. The class ultimately prepares each student for production, design and promotion, both through the press and financially, for their senior thesis exhibition.

Credits: 3

Cross-Listings: ART 187, MA 165

Alternate Spring

ART 189 Workshop in Glass Making

An introduction to the artistic possibilities of glass: glass blowing, casting, neon, cold technique. May be taken in subsequent semesters for credit.

Credits: 3

Every Semester

ART 194 Portfolio Review

Required for Art Majors and repeated three times, Freshman, Sophomore, Junior year. Students select faculty mentors to instruct them in the art of developing an effective portfolio for critique by the Visual Arts faculty in April. Students develop personal projects out of their classwork.

In order to register for this course student must be in the Visual Art B.A. plan, or in the Art Education B.F.A. plan.

Credits: 1

Every Spring

ART 195 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

ART 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

Every Semester

ART 197 Independent Study

Students develop their own projects with the skills they already possess. Faculty members guide students through conceptual development and troubleshooting. Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3

Every Semester

ART 198 Independent Study-Thesis

Art majors develop their thesis projects for exhibition under the mentorship of a faculty member. Prerequisite: Permission of the Chair of the Department and the Dean.

Credits: 3

Every Semester

ART 217 Glass Blowing

An introduction to the process of glass blowing. Technique, artistic possibilities and glass history are covered. Class meets at Brooklyn Glass, 103 14th Street, Brooklyn, NY 11215.

Credits: 3

Every Semester

ART 1243 3D Computer Graphics I

An introductory level class in 3D Computer Graphics for film, video, games, print and the World Wide Web. Students will learn basic modeling, texturing, scene design, digital cinematography and rendering using the latest hardware and software in the field. This class is a prerequisite for the 3D Animation class (MA 134.2), which is offered in the Spring.

Pre-requisite of MA 124 is required.

Credits: 3

Cross-Listings: ART 1243, MA 1341

Every Fall

ART 1371 Advanced Potter's Wheel

Advanced exploration of the aesthetics, cultural philosophies and advanced techniques of the potter's wheel. Various firing methods and development of a personal aesthetic is stressed.

The pre-requisite of ART 134 is required.

Credits: 3

On Occasion

ART 1391 Intermediate Sculpture

An in-depth exploration of a specific sculpture

material, such as wood, stone or metal. The use of tools specific to the material, drawings of the project, maquettes and finished projects are all explained.

The pre-requisite of ART 138 is required.

Credits: 3

Alternate Spring

ART 1501 Drawing I

A concentration on the fundamentals of drawing, perspective, light and shade. The course emphasizes the traditional principles of representational drawing and the use of basic materials. This course is intended as an introduction to the building blocks of visual language: form, line, value, and composition. You will learn to draw accurately based on direct observation, creating the illusion of three-dimensional form within the two-dimensional realm of the picture plane. You will develop a sense of visual acuity and learn to perceive and organize visual information through drawing from still life and other subjects.

Credits: 3

Every Semester

ART 1521 Drawing II

A continuation of Drawing I. This class approaches the study of drawing and the improvement of drawing skills with increased opportunities for personal expression. Content, as well as mark making, style, and craft are to be explored and developed in this class. Students develop stronger skills and an understanding of the representation of objects and the human form for more advanced lessons and assignments.

The pre-requisite of ART 150.1 is required.

Credits: 3

Every Spring

ART 1522 Drawing III

Students will develop an advanced studio practice and become familiar with a range of wet and dry drawing media. Students explore a variety of drawing techniques, through class projects, homework assignments, and field trips. Students will be introduced to a broad range of artistic approaches, through a range of historical and contemporary sources. Students will work from observation through still life, interiors, landscape and the figure; and investigate the possibilities of imaginative drawing, developing independent projects incorporating found imagery.

The pre-requisite of ART 152.1 is required.

Credits: 3

On Demand

ART 1531 Anatomical Drawing

Designed to instruct the student in human anatomy to teach the rendering of the human figure from an understanding of the underlying structure of the human body, rather than its surface qualities, i.e., the skeleton and musculature.

Credits: 3

Alternate Spring

ART 1541 Painting I

An introduction to basic materials and their use: setting up the palette, mixing and using colors, beginning a painting. No previous experience in painting is required. The completion of at least one drawing and color class are recommended, but not required.

Credits: 3

Every Semester

ART 1741 Introduction to Non-Western Calligraphy

In this class the student will be introduced to a number of Non-Western writing systems. In learning to write from right to left, often in vertical columns, instead of the traditional Western left-to-right horizontal fashion, the student will gain valuable insights. By discovering differing ways to see (and read) the picture plane, the student's educational experience will be enriched. Chinese, Arabic and Hebrew will be emphasized, with a focus on their diversities and surprising similarities.

Credits: 3

Cross-Listings: ART 1741, SSC 241

Every Spring

ADDITIONAL COURSE OFFERINGS

Core Seminar Courses

COS 50 Idea Of The Human

The Idea of the Human: This interdisciplinary seminar provides a common intellectual experience with writing intensive dimensions. COS 50 explores ideas of the human and the human condition. Emphasis is on inquiry and analysis. Questions dealt with concern what we believe makes us human; how we perceive ourselves, others and the world around us; the role of creativity in human development; and the importance of social context in considering all of these. Sections are organized into clusters of two to four per cohort that meet together in a combined workshop at least once a month. These cohorts explore off-campus sites in small working teams. Fieldtrips expand the scientific, social science, philosophical and literary readings that frame experiential inquiry. Satisfies core requirements, is one of two WAC courses outside the major required for graduation, and culminates in a research paper. Ideally COS 50 should be taken during a student's upper freshman/lower sophomore year.

The pre-requisite of ENG 16 or ENG 16X is required.

Credits: 3

Every Semester

Developmental Skills Courses

DSM 01 Developmental Skills Mathematics 01

An intensive background course designed for students with little or no mathematics background. Fundamental arithmetic operations, fraction basics, decimals, ratios, proportions, measurement systems, percentages, discounts, real numbers and the order of operations, etc are taught. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour (lab) workshops per week. Letter grades and U. None-credit. This course has an additional fee.

Credits: 0

Every Semester

DSM 09 Developmental Skills Mathematics 09

An overview of arithmetic and algebraic expressions, fractions, decimals, percentages, properties of exponents, order of operations, graphing linear equations, solving systems of equations, inequalities and sets. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour (lab) workshops per week. Letter grades and U. None-credit. This course has an additional fee.

The pre-requisite of DSM 01 is required or the

placement exam.

Credits: 0

Every Semester

Cooperative Education Courses

COOP 1 Career Readiness

The main objective of the Coop 1: Career Readiness course is to empower students to begin to understand the career development process in order to successfully plan, prepare, and manage their careers. In this course, students learn and practice the various elements needed to build a strong foundation to obtain and succeed in an internship or job in any profession. The curriculum includes self-assessment, career research, internship and job-search strategies, resume writing, interview skills, networking and LinkedIn, 21st-century workplace expectations, and professionalism. This class can be used to satisfy internship credit requirements. Open to upper-Freshmen through upper-Senior.

The pre-requisites of FYS 1 and ENG 16 or the equivalents are required, or permission of the Director.

Credits: 1

Every Fall, Spring and Summer

COOP 2 Professional Development

An integrative seminar that introduces students who are in or have completed an internship or fieldwork experience to 21st century workplace culture, dynamics and issues, and provides them with an analytical framework within which to relate the practical world of professional work to the theoretical world of academic learning. Students in all majors and in all kinds of field placements join in the cross-disciplinary exploration of experience-enriched education.

Credits: 3

Cross-Listings: COOP 2, SOC 1

On Occasion

COOP 99 Field Placement

Participation of students in internships or cooperative education positions related to their academic major or career goals enables integrate classroom learning with practical hands-on work experience. May be repeated in subsequent semesters. Pass/Fail only. Non-credit.

Prerequisite: COOP 1 or permission of the Director, Employer Relations.

Credits: 0

Every Fall, Spring and Summer

Higher Education Opportunity Program (HEOP) Courses

The following workshops, offered to students enrolled in the Higher Education Opportunity Program, supplement English, mathematics, and science courses. *Pass/fail only or letter grade, as indicated.*

CSW 1 Computer Skills Workshop 1

An introduction to the fundamental functions of personal computers, including Microsoft Windows and Microsoft Word and the Internet. Students will learn basic computer terminology as well as the essential components of a computer and their usage. Students will create and edit standard business documents, enhancing what they develop with page layout techniques that rely on Microsoft Office tools. Finally, the course will equip students with the skills needed to undertake the Computer Literacy Exam, required for graduation. Four lecture/laboratory hours per week. Pass/Fail/U only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

ENG 1A English 1A

Pre-freshman intensive reading and writing course designed to introduce students to academic-level English coursework. This course focuses on building elemental critical thinking, reading, and writing skills. Eight lecture hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

ENG 2A English 2A

Pre-freshman intensive reading and writing course designed to introduce students to academic-level English coursework. This course focuses on careful reading, critical thinking, generating and organizing ideas, and presenting evidence to support conclusions in academically appropriate formats. Eight lecture hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

ENG 3A English 3A

Pre-freshman intensive reading and writing course designed to introduce students to academic-level English coursework. This course focuses on the basics of composition, integration of texts, and fundamentals of research, all precursors to freshman English. Eight lecture hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

GUI 1 University Orientation

An introduction to university life, including study

skills and time management, test-taking techniques, career planning, and accessing University resources. In addition, students participate in cultural trips and health and community awareness workshops. Four lecture hours per week. Pass/Fail/U option.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MTH 1A Essential Math 1A

Basic arithmetic operations of whole numbers, decimal numbers, and percentages as well as algebraic expressions. Intended to help build students' skills in reading and solving word problems and build a foundation in mathematics. Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MTH 2A Essential Math 2A

Fundamental arithmetic operations (fractions, mixed numbers, decimal numbers and percentages) and elementary algebra (signed numbers, collecting like terms, evaluating expressions, exponents and solving equations and inequalities). Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MTH 3A Essential Math 3A

Intermediate algebra (graphing linear equations, solving equations with two unknowns, operations on polynomials, logarithmic and exponential functions). Six lecture hours, two laboratory hours per week. Letter grades and U. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Summer

MW 1 Mathematics Workshop 1

An intensive background course designed to enhance students' knowledge in the fundamentals of mathematics. Fundamental arithmetic operations, fraction basics, decimals, ratios, proportions, measurement systems, percentages, are taught. Regular workshops supplement classroom lectures and discussions. Four lecture hours, two laboratory hours per week. Equivalent to DSM 01.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

All Sessions

MW 3X Intermediate Algebra Problem-Solving Workshop

Graphing and equation of a line, solving systems of equations, operations on rational expressions, roots and radicals, logarithmic and exponential functions. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

MW 4X Calculus Problem-Solving Workshop

Complex numbers, functions and graphs, rational functions, logarithmic and exponential functions, trigonometry, limits of functions, derivatives and integrals. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

On Occasion

MW 6X Use of Calculator Problem-Solving Workshop

Application of statistics and numerical techniques. Selected topics include elementary set theory and its applications, inductive reasoning; integers; rational numbers, irrational numbers, and real numbers; rules of exponents and scientific notation; basic probability; and selected areas in statistics. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

MW 7X Pre-Calculus Problem-Solving Workshop

Operations in real and complex systems, algebraic and trigonometric functions, relations and inequalities. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

MW 9 Mathematics Workshop 9

An overview of arithmetic and algebraic operations, exponential notation, order of operations, systems of equations, graphing linear equations, inequalities and sets. Four classroom hours per week. Two one-hour workshops per week. Letter grades and U. Non-credit. Equivalent to DSM 09.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

All Sessions

MW 9X Statistics Problem-Solving Workshop-MW-9X

Students will explore sampling techniques,

measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

On Occasion

MW 16X Mathematics Workshop 16X

A support class for students enrolled in Mathematics 16, emphasizing matrix algebra, geometric approach to linear programming, Bayer's formula and expected values, simple and compound interest and annuities, accounting techniques, permutation and combination. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 2A General Biology Workshop

A support class for students enrolled in Biology 1,2, 3 and 4, designed for academic reinforcement of classroom and laboratory material. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 3A General Chemistry Problem-Solving Workshop

A support class for students enrolled in Chemistry 3 and 4, designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 4A Chemistry for Health Sciences

A support class for students enrolled in Chemistry 1 and 2 designed for academic reinforcement of classroom material. Students practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

SW 5A Physics Problem-Solving Workshop

A support class for students enrolled in Physics 20, 27, 31 and 32, designed for academic reinforcement of classroom material. Students

practice problem-solving techniques. One hour per week. Pass/Fail only. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

On Occasion

WW 1 Writing Workshop 1: Critical Reading

A support class that advances critical reading abilities by reviewing how texts are constructed to make meaning. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

WW 2 Writing Workshop 2: Sentence Design and Mechanics

A support class that hones writing skills at the sentence level. Students practice crafting sentences that are thoughtful, creative, and audience-specific. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

WW 3 Writing Workshop 3: The Writing Process

A support class that focuses on the recursive writing stages: invention (prewriting), drafting, peer review, revising, and editing. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

WW 4 Writing Workshop 4: Research Methods

A support class that focuses on research skills and strategies, including integration of research into academic writing and citation. Pass/Fail. Non-credit.

In order to register for this course, the student must be an active member of the Brooklyn HEOP Student Group.

Credits: 0

Every Fall and Spring

First Year Seminar Courses

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

FYS 1 First Year Seminar

The First Year Seminar is designed to help first-time freshmen students and transfer students with fewer than 30 credits transition into successful members of the LIU community. FYS is an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. Extending beyond the classroom setting, FYS instructors serve as personal guides and mentors for students throughout their entire first year of college. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and sciences education. This course meets once a week for 50 minutes. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1C First Year Seminar

FYS 1C is a specially designated FYS 1 class designed for LIU Brooklyn Learning Community participants. FYS is an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. Extending beyond the classroom setting, FYS instructors serve as personal guides and mentors for students throughout their entire first year of college. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and sciences education. This course meets once a week for 50 minutes. Pass/Fail only.

Credits: 1

Every Fall

Every Fall

FYS 1G First Year Seminar

FYS 1G is a specially designated FYS 1 class designed for the Plan for Academic Success students. All incoming freshman are programmed for First Year Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in

their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education. Required of all freshman students in the Plan for Academic Success program. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1H First Year Seminar

FYS 1H is a specially designated First Year Seminar class for students in the Honors College. This one credit class is interactive and discussion-oriented, and designed to exercise key academic skills and provide students with knowledge of campus resources that help them to thrive in college. Students meet once a week to engage in workshops, field trips, and collaborative projects. Emphasis is placed on discussion of the Common Read, the creation of an e-portfolio, and facility with library research. Pass/Fail only.

Credits: 1

Every Fall

FYS 1S First Year Seminar

FYS 1S is a specially designated FYS 1 class designed for NCAA Division 1 student-athletes. All incoming freshman are programmed for First Year Seminar 1, an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education. Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

Credits: 1

Every Fall and Spring

FYS 1T First Year Seminar

FYS 1T is a specially designated FYS 1 class designed for transfer students with fewer than 30 credits. This is an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. The First Year Seminar is designed to help first-time freshmen and transfer students transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the Common Read and the creation of a digital portfolio. The course is also meant to refine students' approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education.

Required for transfer students with fewer than 30 credits. Pass/Fail only.

Credits: 1

Every Fall and Spring

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at LIU Brooklyn prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow students to better gain knowledge, skills and ethical values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students' experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which help our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences consists of three academic units, The Department of Business, The Department of Technology, Innovation and Computer Science, and the Public Administration Department. The Department of Business and the Department of Technology, Innovation and Computer Science offer undergraduate, graduate and dual degrees. The Department of Public Administration only offers graduate degrees. Degrees offered on the undergraduate level include the following: Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Business Finance, Business Management (available with an option to concentrate in Human Resource Management), Computer Science, Entrepreneurship, Healthcare Management, Marketing, and Technology Management; Bachelor of Science/Master of Science in Accounting. In addition, minors available to all LIU Brooklyn students are available. Students may choose from the following minors: Accounting, Business, Computer Science, Entrepreneurship, Fashion Merchandising, Finance, Human Resource Management, Management, Marketing, and Technology. Graduate degrees include the following: Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing (the MBA is also available as a cohorted accelerated One-Year MBA for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) with specializations in Public Administration and Health Administration; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

For information, please contact the Dean's Office at 718-488-1130 (phone), 718-488-1125 (fax), business@brooklyn.liu.edu (email), or visit www.liu.edu/brooklyn/business.

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Mission Statement

The School of Business, Public Administration, and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and are continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*- they learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem solving abilities that make them into lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

Vision

In order to execute on our mission, we aspire to the following:

- We will be a *school of choice*- our culture, faculty and programs will differentiate us from our competition so that students make a deliberate choice to enroll here.
- We will act *entrepreneurially* to constantly re-evaluate our programs and curricula and seek opportunities to grow our enrollment and improve our brand.
- We will be *innovative* and *creative* in order to design programs and pedagogy that are unique, relevant, and cutting edge.
- We will teach our students to use the *technology* that they will need to succeed in today's workplace.
- We will *enhance traditional modes of course delivery* with modern tools and techniques to improve meaning and effectiveness for our students.

Academic Policies

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 2.00 cumulative grade point average in any of the undergraduate programs of the school. Students enrolled in the Bachelor of Science/Master of Science are expected to maintain a minimum of 3.0 cumulative grade point average. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the dean concerning the student's potential to successfully complete the program. The dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under university policy, plagiarism may be punishable by a range of penalties up to and including failure in an individual course and/or expulsion from the School of Business, Public Administration and Information Sciences and the university.

Application for Degree

A candidate for graduation is expected to apply for graduation on-line at www.my.liu.edu by the deadline specified in the Academic Calendar. Alternatively, degree applications forms can be submitted to Office of Enrollment Services.

Academic Advisement

The School of Business, Public Administration, and Information Sciences provides academic advisement to assist 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 on the 7th floor of the Humanities Building, Room 700.

DEPARTMENT OF BUSINESS

Professors Fischman, Minowa, Sherman (Chair), Uzun

Associate Professors Amrouche, Belliveau, Chung, Dinur, Morgan, Scerbinski, Zheng
Assistant Professor Angeli, Kogan
Adjunct Faculty: 18

The world today is one of consistent and often rapid change, especially in light of evolving technologies. Regardless of whether a student is interested in a career in accounting, entrepreneurship, finance, management or marketing, the recipe for a successful career in business, government, the not-for-profit sector, or being self-employed, is knowledge and skills. The Department of Business helps students gain the knowledge and develop the skills that will prepare them for managing in the global marketplace. These skills include communication, critical thinking and analysis, teamwork, as well as the specific technical skills and functional knowledge associated with each student's major. In addition students are prepared to develop a sense of ethical and social responsibility as well as an appreciation for and the ability to navigate in the context of global and ethnic diversity.

The Department of Business offers the Associate in Applied Science (A.A.S.) in Business Administration and the Bachelor of Science (B.S.) degrees in the following: Accounting, Business Finance, Business Management (with an option to concentrate in Human Resource Management), Computer Science, Entrepreneurship, Healthcare Management, Marketing and Technology Management. The department also offers the Bachelor of Science/Master of Science (B.S./M.S.) in Accounting. Minors available to all LIU Brooklyn students are available in the following areas: Accounting, Business, Computer Science, Entrepreneurship, Fashion Merchandising, Finance, Management, Marketing, and Technology.

A.A.S. in Business Administration

A career in business can start sooner than you think with the right education and strategy. The two-year A.A.S. in Business Administration prepares students for the competitive early start in the job market by providing them with the basic business competencies and skills necessary to succeed on the job. After successful completion of the associate degree, students may pursue a bachelor of science degree or a bachelor of science/ master of science degree offered by the School of Business, Public Administration and Information Sciences without loss of credits

A.A.S., Business Administration

[Program Code: 06966]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------------------|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| Foreign Language | not required |
| Social Sciences | |
| Economics | 6 credits |
| Science and Mathematics | |
| Mathematics | 3 credits |
| Science | 10 credits |
| (BIO 22, CHM 21 & PHY 20) | |

Communication, Visual & Performing Arts

| | |
|--------------------------|--------------|
| Speech | 3 credits |
| Visual & Performing Arts | not required |

Arts and Sciences Electives: 1 Credit

Any introductory (1) or advanced course (2) offered by Conolly College

(1) Any Introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Major Requirements

The following seven (7) courses are required:

| | | | |
|-----|-----|--|------|
| ACC | 110 | Accounting for Business Majors | 3.00 |
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| BUS | 110 | Foundations of Business Information Systems | 3.00 |
| ENT | 200 | Entrepreneurship & Innovation | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Business Electives: 9 Credits

Any introductory or advanced course offered by the School of Business, Public Administration and Information Sciences

Credit and GPA Requirements

| | |
|--|-----|
| Minimum Total Credits: | 60 |
| Minimum Liberal Arts and Sciences Credits: | 30 |
| Minimum Major Credits: | 30 |
| Minimum Major GPA: | 2.0 |
| Minimum Overall GPA: | 2.0 |

B.S. in Accounting

The B.S. in Accounting prepares students for

employment in either the public, private, government or not-for-profit sectors as well as entry-level positions in business, financial and accounting firms. Students learn essential skills in financial and managerial accounting, taxation and auditing. The curriculum provides a systems approach to prepare students to be technically competent, alert to ethical issues and able to adapt to changes in technology, regulation and globalization.

B.S., Accounting

[Program Code: 06888]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------------------|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | not required |
| Social Sciences | |
| History | 6 credits |
| Economics | 6 credits |
| Science and Mathematics | |
| Mathematics | 3 credits |
| Science | 10 credits |
| (BIO 22, CHM 21 & PHY 20) | |

Communication, Visual & Performing Arts

| | |
|--------------------------|--------------|
| Speech | 3 credits |
| Visual & Performing Arts | not required |

Liberal Arts Elective Requirements:

| | |
|--|-----------|
| Introductory Arts & Sciences Electives (1) | 6 credits |
| Advanced Arts & Sciences Electives (2) | 4 credits |

(1) Any Introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered By Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 200, 201, and 202 do not satisfy this requirement.

Business Core: 33 credits

The following eleven (11) courses are required:

| | | | |
|-----|-----|-----------------------------|------|
| ACC | 111 | Principles of Accounting I | 3.00 |
| ACC | 112 | Principles of Accounting II | 3.00 |

| | | | |
|-----|-----|---|------|
| BUS | 228 | Business Statistics I | 3.00 |
| BUS | 229 | Business Statistics II | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| FIN | 202 | Introduction to Corporate Finance | 3.00 |
| LAW | 211 | Introduction to Law and Legal Reasoning | 3.00 |
| LAW | 212 | The Legal Environment of Business | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Computer Science Core: 3 Credits

| | | | |
|-----------|-----|---|------|
| CS | 9B | Spreadsheets | 1.00 |
| CS | 9E | Advanced Word Processing | 1.00 |
| CS | 9K | Advanced Spreadsheets | 1.00 |
| OR | | | |
| CS | 101 | Fundamentals of Computer Science and Information Sciences | 3.00 |

Major Requirements

Must complete all courses listed below.

| | | | |
|-----|-----|-----------------------------------|------|
| ACC | 221 | Intermediate Accounting I | 3.00 |
| ACC | 222 | Intermediate Accounting II | 3.00 |
| ACC | 329 | Accounting Information Systems | 3.00 |
| ACC | 331 | Management Accounting | 3.00 |
| ACC | 338 | Advanced Accounting | 3.00 |
| ACC | 442 | Auditing | 3.00 |
| ACC | 445 | Federal Income Tax | 3.00 |
| ACC | 454 | Contemporary Topics in Accounting | 3.00 |
| FIN | 315 | Financial Statement Analysis | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 60
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. in Business Finance

Finance is a powerful and influential field that can be defined as the art and science of managing money. Virtually all individuals and organizations

earn or raise money and spend or invest money. Finance is concerned with the process institutions, markets and instruments involved in the transfer of money among and between individuals, businesses and governments. The study of finance provides a consistent framework for financial decision-making by individuals, small business firms, financial institutions and large corporations. It is an essential business function and all business students should have at least an exposure to the issues.

The B.S. in business finance provides students with a broad-based understanding of the principles that govern financial institutions and markets, and the strategies they employ to maximize investor returns while minimizing risk. The program develops students' professional competencies as financial executives and prepares them for careers in corporate finance, investment banking, international finance security, analysis brokerage and securities trading, and portfolio management.

B.S., Business Finance

[Program Code: 06895]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language not required

Social Sciences

History 6 credits
 Economics 6 credits

Science and Mathematics

Mathematics 3 credits
 Sciences 10 credits
 (BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1) 3 credits
 Advanced Arts & Sciences Electives (2) 1 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:
 Courses numbered above 100 offered by Conolly College of Liberal Arts & Sciences and numbered above 202 offered by the School of Business,

Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 200, 201 and 202 do not satisfy this requirement.

Advanced Economics Requirement: 6 Credits

| | | | |
|-----|-----|----------------------------------|------|
| ECO | 125 | International Economics | 3.00 |
| ECO | 132 | Comparative Economic Systems | 3.00 |
| ECO | 133 | Public Finance and Fiscal Policy | 3.00 |

Business Core Requirements

The following thirteen (13) courses are required:

| | | | |
|-----|-----|--|------|
| ACC | 110 | Accounting for Business Majors | 3.00 |
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| BUS | 110 | Foundations of Business Information Systems | 3.00 |
| BUS | 228 | Business Statistics I | 3.00 |
| BUS | 229 | Business Statistics II | 3.00 |
| ENT | 200 | Entrepreneurship & Innovation | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| FIN | 202 | Introduction to Corporate Finance | 3.00 |
| IBU | 221 | International Business | 3.00 |
| LAW | 201 | Business, Law, and Society | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Major Requirements:

Finance Specialization Requirement: 15 Credits

| | | | |
|-----|-----|--|------|
| FIN | 315 | Analysis of Financial Statements | 3.00 |
| FIN | 325 | Financial Strategies in an Uncertain Economy | 3.00 |
| FIN | 450 | Seminar: Current Topics in Finance | 3.00 |

Any two (2) Advanced Finance 400 level Finance Courses

Advanced Business Electives: 6 Credits

Two (2) advanced business courses numbered over 300

Capstone Experience: 3 Credits

| | | | |
|-----|-----|-----------------|------|
| BUS | 401 | Business Policy | 3.00 |
|-----|-----|-----------------|------|

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 60
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. in Business Management

Managers play a critical role in shaping America's future. Businesses need managers who are effective, creative, disciplined, ethical and well educated. The management degree gives students the necessary career skills to obtain diverse and innovative managerial and professional positions in all areas of business. Career opportunities include management positions in manufacturing companies, business and management consulting, financial planning, banking, sales management, marketing and personnel administration.

The B.S. in Business Management is designed to give students a broad perspective of organizational management and the marketplace while developing the sound judgment and the professional competency necessary for a career in any business field. The program develops students' leadership, teamwork and communication skills along with computer and quantitative competence.

Students receive in-depth training in managerial planning, human resource management, decision-making, strategy development, operations management, organizational behavior and service management.

B.S., Business Management

[Program Code: 06896]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

| | |
|--|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | not required |
| Social Sciences | |
| History | 6 credits |
| Economics | 6 credits |
| Science and Mathematics | |
| Mathematics | 3 credits |
| Sciences (BIO 22, CHM 21 & PHY 20) | 10 credits |
| Communication, Visual & Performing Arts | |
| Speech | 3 credits |
| Visual & Performing Arts | not required |

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1) 6 credits
 Advanced Arts & Sciences Electives (2) 4 credits
 (1) Any introductory or advanced course offered by Conolly College
 (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required: Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 200, 201, and 202 do not satisfy this requirement.

Business Core: 39 credits

The following thirteen (13) courses are required:

| | | |
|---------|--|------|
| ACC 110 | Accounting for Business Majors | 3.00 |
| BUS 101 | Introduction to Business in the 21st Century | 3.00 |
| BUS 110 | Foundations of Business Information Systems | 3.00 |
| BUS 228 | Business Statistics I | 3.00 |
| BUS 229 | Business Statistics II | 3.00 |
| ENT 200 | Entrepreneurship & Innovation | 3.00 |
| FIN 201 | Financial Markets and Institutions | 3.00 |
| FIN 202 | Corporate Finance | 3.00 |
| IBU 221 | International Business | 3.00 |
| LAW 201 | Business, Law and Society | 3.00 |
| MAN 201 | Principles of Management | 3.00 |
| MAN 231 | Managerial Communications | 3.00 |
| MKT 201 | The Fundamentals of Marketing | 3.00 |

Major Requirements:

Management Specialization Requirement: 15 Credits. Choose five (5) courses from advanced MAN courses numbered over 300.

B.S. in Management with a concentration in Human Resource Management

The **B.S. in Management with a Human Resource Management concentration** has been developed to meet the certification requirements of the Society for Human Resource Managers (SHRM) and will provide students with skills and knowledge related to the following topical areas: employee and labor relations; employment law; job analysis and job design; organizational development; outcomes metrics and measurement; performance management; staffing and recruitment; strategic HR; total rewards (compensation, benefits); training and

development; and workforce planning/talent management. Recent management graduates are working in positions at the Bank of New York Mellon, Morgan Stanley, Credit Suisse Group and other prominent companies.

Major Requirements with concentration in Human Resource Management:

Management with concentration in Human Resource Management Specialization Requirement: 15 Credits. The following courses are required.

| | | |
|---------|---------------------------------------|------|
| HRM 355 | Human Resource Management | 3.00 |
| HRM 401 | Employee and Labor Relations | 3.00 |
| HRM 402 | Compensation and Benefits | 3.00 |
| HRM 403 | Training and Organization Development | 3.00 |
| HRM 404 | Workplace Safety & Health | 3.00 |

Advanced Business Electives: 6 Credits

Choose two (2) advanced business courses numbered over 300

Capstone Experience: 3 Credits

| | | |
|---------|-----------------|------|
| BUS 401 | Business Policy | 3.00 |
|---------|-----------------|------|

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 60
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. in Entrepreneurship

The program is designed to engage students to think entrepreneurially while they learn how to execute on their vision efficiently and effectively. Entrepreneurship majors at LIU Brooklyn will learn how to prepare and execute a comprehensive strategy for launching a new venture. The venture can be in any organizational context - large or small, new or existing, non-profit or for-profit. The entrepreneurial process of value creation through innovation remains the same regardless of the context or the ultimate goal. Another important characteristic of this major is its experiential nature. Students will interact extensively with the business community both inside and outside the classroom and produce a plan that is both defensible to potential investors and actionable in the real world.

The entrepreneurship program will appeal to the many current and potential students who have goals of self-sufficiency. A recent poll by Junior Achievement found that 68% of teenagers want to start their own business. In fact, the U.S. Small Business Administration reports that small businesses employ more than 50% of the private workforce, generate more than half of the nation's

gross domestic product, and are the principal source of new jobs in the U.S. economy, so this is not an insignificant population.

B.S., Entrepreneurship

[Program Code: 36215]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language not required

Social Sciences

History 6 credits

Economics 6 credits

Science and Mathematics

Mathematics 3 credits

(BIO 22, CHM 21 & PHY 20) 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences 6 credits

Electives (1)

Advanced Arts & Sciences 4 credits

Electives (2)

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 201, and 202 do not satisfy this requirement.

Business Core: 36 credits

The following twelve (12 courses) are required:

| | | | |
|-----|-----|--|------|
| ACC | 110 | Accounting for Business Majors | 3.00 |
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| BUS | 110 | Foundations of Business Information Systems | 3.00 |
| BUS | 228 | Business Statistics I | 3.00 |
| BUS | 229 | Business Statistics II | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |

| | | | |
|-----|-----|-----------------------------------|------|
| FIN | 202 | Introduction to Corporate Finance | 3.00 |
| IBU | 221 | International Business | 3.00 |
| LAW | 201 | Business, Law, and Society | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Major Requirements: 15 credits

Entrepreneurship Specialization Requirements

| | | | |
|-----|-----|--|------|
| ENT | 200 | Entrepreneurship and Innovation | 3.00 |
| ENT | 301 | Developing a New Venture Value Proposition | 3.00 |
| ENT | 302 | Developing a New Business Model | 3.00 |
| ENT | 303 | Entrepreneurial Consulting | 3.00 |
| ENT | 304 | New Venture Planning | 3.00 |

Advanced Business Electives: 9 Credits

Choose three (3) advanced business courses numbered over 300

Capstone Experience: 3 Credits

| | | | |
|-----|-----|-----------------|------|
| BUS | 401 | Business Policy | 3.00 |
|-----|-----|-----------------|------|

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 60
 Minimum Advanced Credit Requirement: 48
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. in Healthcare Management

Healthcare Management is an area of study that enable students to acquire essential knowledge base and skills that are highly sought by healthcare employers in order to effectively direct, manage, and evaluate their own healthcare services within hospitals, clinics, corporations, non-profit organizations, physicians' offices, nursing and retirement homes. Due to the evolving U.S. health system, aging population and the projected shortfall of qualified employees in the area, there is a growing demand in the healthcare industry.

The Bureau of Labor Statistics (BLS) reported that "college graduates" and those who have earned certification should have the best job opportunities. A Healthcare Management degree will not only enhance these opportunities, but also enable student to broaden their knowledge regarding all aspects of healthcare management such as learning the functions and the role of a healthcare system within the economy, distinguishing the roles of a healthcare manager and the importance of service in such communities. Furthermore, a healthcare management background will give students an

opportunity to start their career with either entry or more advanced level positions after obtaining a B.S. in Healthcare Management.

The program has been identified as being relevant in growth areas (employment projections, growing need for skilled professionals) and the enrollment in healthcare management courses have shown growing student interest.

B.S., Healthcare Management

[Program Code: 37149]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language not required

Social Sciences

History 6 credits

Economics 6 credits

Science and Mathematics

Mathematics 3 credits

Sciences 10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences Electives (1) 3 credits

COOP 3 3 credits

Advanced Arts & Sciences Electives (2) 4 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required: Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 200, 201, and 202 do not satisfy this requirement.

Business Core: 30 credits

The following ten (10) courses are required:

| | | | |
|------------------------------------|-----|--|------|
| ACC | 110 | Accounting for Business Majors | 3.00 |
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| BUS | 110 | Foundations of Business Information Systems | 3.00 |
| BUS | 228 | Business Statistics I | 3.00 |
| ENT | 200 | Entrepreneurship & Innovation | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| LAW | 201 | Business, Law and Society | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |
| Healthcare Core: 12 credits | | | |
| HS | 300 | Introduction to Health Professions | 3.00 |
| HS | 400 | Introduction to Healthcare Management | 3.00 |
| MAN | 355 | Human Resource Management | 3.00 |
| MKT | 343 | Healthcare Marketing | 3.00 |

Major Requirements

Healthcare Management

Specializations require the following 4 courses:

| | | | |
|----|-----|---------------------------------------|------|
| HS | 410 | Healthcare Organizations and Delivery | 3.00 |
| HS | 471 | Health Program Planning | 3.00 |
| HS | 478 | Case Management Services | 3.00 |
| HS | 490 | Practicum (Capstone) | 3.00 |

Advanced Business or Health Sciences

Electives: 9 Credits

Choose three (3) advanced business courses numbered over 300

Capstone Experience: 3 Credits

| | | | |
|-----|-----|-----------------|------|
| BUS | 401 | Business Policy | 3.00 |
|-----|-----|-----------------|------|

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 60
 Minimum Advanced Credit Requirement: 48 (see above for details)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. in Marketing

Understanding the dynamic marketplace and the needs of consumers is critical for business success in the 21st century. Marketing involves the study of new product development, marketing research, analysis of distribution systems, determination of pricing policies, predictions of

consumer behavior, promotion of products and ideas, and business relationships.

The B.S. in Marketing prepares students for professional careers in a wide variety of marketing functions within business and not-for-profit organizations. The marketing program is designed to enable students to develop the creative, analytical and communication skills necessary to succeed in marketing. Students also hone vital skills in product and service promotion, distribution, buyer behavior and market research. Marketing courses focus on integrating theory and practical applications through the use of cases and through hands-on field projects.

The broad range of career opportunities available for students pursuing this major includes marketing research, product management, advertising, public relations, corporate communications and sales. In addition to varied professional options, jobs in marketing often evolve into positions of considerable responsibility, which provide excellent preparation for upper management opportunities in all types of organizations.

B.S. in Marketing

[Program Code: 06898]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

| | |
|---------------------|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | not required |

Social Sciences

| | |
|-----------|-----------|
| History | 6 credits |
| Economics | 6 credits |

Science and Mathematics

| | |
|---------------------------|------------|
| Mathematics | 3 credits |
| Sciences | 10 credits |
| (BIO 22, CHM 21 & PHY 20) | |

Communication, Visual & Performing Arts

| | |
|--------------------------|--------------|
| Speech | 3 credits |
| Visual & Performing Arts | not required |

Liberal Arts Elective Requirements:

| | |
|------------------------------|-----------|
| Introductory Arts & Sciences | 6 credits |
| Electives (1) | |
| Advanced Arts & Sciences | 4 credits |
| Electives (2) | |

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101, 110, 111, 112, 200, 201, and 202 do not satisfy this requirement.

Business Core: 39 credits

The following thirteen (13 courses) are required:

| | | | |
|-----|-----|--|------|
| ACC | 110 | Accounting for Business Majors | 3.00 |
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| BUS | 110 | Foundations of Business Information Systems | 3.00 |
| BUS | 228 | Business Statistics I | 3.00 |
| BUS | 229 | Business Statistics II | 3.00 |
| ENT | 200 | Entrepreneurship & Innovation | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| FIN | 202 | Introduction to Corporate Finance | 3.00 |
| IBU | 221 | International Business | 3.00 |
| LAW | 201 | Business, Law, and Society | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Major Requirements

Marketing Specialization Requirement: 15 Credits

Required Marketing Courses: 6 Credits

| | | | |
|-----|-----|---|------|
| MKT | 325 | Consumer Behavior | 3.00 |
| MKT | 331 | Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing | 3.00 |

Advanced Marketing Courses: 9 Credits

Any three (3) advanced MKT courses excluding MKT 201, MKT 325, MKT 331

Advanced Business Electives: 6 Credits

Choose two (2) advanced business courses numbered over 300

Capstone Experience- 3 Credits

| | | | |
|-----|-----|-----------------|------|
| BUS | 401 | Business Policy | 3.00 |
|-----|-----|-----------------|------|

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 60
 Minimum Advanced Credit Requirement: 48 (see above for details)

Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

ACCELERATED PROGRAMS

B.S./M.S. in Accounting

The B.S./M.S. in Accounting degree expands the undergraduate’s accounting knowledge through graduate coursework emphasizing practical application of accounting theory in the complexities of today’s international economic environment. This program meets the 150-hour Certified Public Accountant licensing requirements in New York State as well as in other states.

B.S. / M.S., Accounting

[Program Code: 19994]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits
 English Literature 6 credits
 Philosophy 6 credits
 Foreign Language not required

Social Sciences

History 6 credits
 Economics 6 credits

Science and Mathematics

Mathematics 3 credits
 Science 10 credits
 (BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts not required

Liberal Arts Elective Requirements:

Introductory Arts & Sciences
 electives (1) 7 credits
 (1) Any introductory or advanced course offered by Conolly College

Business Core: 30 credits

The following ten (10) courses are required:

| | | | |
|-----|-----|------------------------------------|------|
| ACC | 111 | Principles of Accounting I | 3.00 |
| ACC | 112 | Principles of Accounting II | 3.00 |
| BUS | 228 | Business Statistics I | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |

| | | | |
|-----|-----|---|------|
| FIN | 202 | Introduction to Corporate Finance | 3.00 |
| LAW | 211 | Introduction to Law and Legal Reasoning | 3.00 |
| LAW | 212 | The Legal Environment of Business | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Computer Science Core: 3 Credits

| | | | |
|----|----|--------------------------|------|
| CS | 9B | Spreadsheets | 1.00 |
| CS | 9E | Advanced Word Processing | 1.00 |
| CS | 9K | Advanced Spreadsheets | 1.00 |

OR

| | | | |
|----|-----|---|------|
| CS | 101 | Fundamentals of Computer Science and Information Sciences | 3.00 |
|----|-----|---|------|

Major Requirements

Accounting, Finance, and Taxation Requirements: 48 Credits

Must complete all 16 courses listed below:

| | | | |
|-----|-----|--------------------------------------|------|
| ACC | 221 | Intermediate Accounting I | 3.00 |
| ACC | 222 | Intermediate Accounting II | 3.00 |
| ACC | 329 | Accounting Information Systems | 3.00 |
| ACC | 331 | Management Accounting | 3.00 |
| ACC | 338 | Advanced Accounting | 3.00 |
| ACC | 442 | Auditing | 3.00 |
| ACC | 454 | Contemporary Topics in Accounting | 3.00 |
| ACC | 712 | Accounting Information Systems | 3.00 |
| ACC | 720 | Not-for-Profit/Government Accounting | 3.00 |
| ACC | 742 | Financial Statement Analysis | 3.00 |
| ACC | 752 | Advanced Auditing | 3.00 |
| ACC | 765 | Accounting and Reporting I | 3.00 |
| ACC | 766 | Accounting and Reporting II | 3.00 |
| FIN | 315 | Analysis of Financial Statements | 3.00 |
| TAX | 716 | Federal Income Tax Principles | 3.00 |
| TAX | 722 | Corporate Taxation | 3.00 |

Additional Required Graduate Courses: 15 Credits

| | | |
|------|--|------|
| BUSI | Any Advanced Business Course | 3.00 |
| NESS | | |
| ELEC | | |
| TIVE | | |
| GRA | Graduate Economics Course | 3.00 |
| D | | |
| ECO | | |
| ACC | Any 700 level Advanced Accounting or Taxation Course | 9.00 |
| TAX | | |

Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 90
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 3.0

MINORS

Minor in Accounting

The Accounting minor is designed to provide students with an extended background in accounting to complement their major. Accounting, at the core of all business, is critical for any other field in business as well as of interest to students from various disciplines leading to positions in government, not for profits, and corporations.

Accounting minor requires the following 15 credits:

| | | | |
|-----|-----|--------------------------------|------|
| ACC | 111 | Principles of Accounting I | 3.00 |
| ACC | 112 | Principles of Accounting II | 3.00 |
| ACC | 221 | Intermediate Accounting I | 3.00 |
| ACC | 329 | Accounting Information Systems | 3.00 |
| ACC | 331 | Management Accounting | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.0

Minor in Business

The Business minor is designed to give students a general introduction to the key fields of business. A student without any background in business can complete the 12-credit minor by taking 4 courses that are offered every semester. The business minor provides students with general knowledge in the areas of accounting, finance, management and marketing. Students will learn fundamental business systems, the organization of corporations, the structure of the U.S. financial system, basic accounting principles, and marketing activities

such as advertising and sales.

The business minor requires four courses (12 credits), which are:

| | | | |
|-----|-----|--|------|
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| MAN | 201 | Principles of Management | 3.00 |
| MKT | 201 | The Fundamentals of Marketing | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Entrepreneurship

The Entrepreneurship minor provides students with a practical yet academically sound opportunity to pursue their creative ideas to formulate business ventures. The minor focuses on “learning by doing” as students take their ideas from inception to a complete business plan for a new venture. The program emphasizes the integration of functional knowledge and skills with creative business and product/service development.

The entrepreneurship minor requires the following 15 credits:

| | | | |
|-----|-----|--|------|
| ENT | 200 | Entrepreneurship and Innovation | 3.00 |
| ENT | 301 | Developing a New Venture Value Proposition | 3.00 |
| ENT | 302 | Developing a New Business Model | 3.00 |
| ENT | 303 | Entrepreneurial Consulting | 3.00 |
| ENT | 304 | New Venture Planning | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Fashion Merchandising

Fashion is a global industry - fashion designers, manufacturers, merchandisers, and retailers from all over the world collaborate to design, manufacture, and sell clothing, shoes, and accessories. The industry is one of the most thriving and profitable in the world, and NYC is the industry capital. The minor in fashion merchandising will provide students with the skills and knowledge related successful job acquisition and career progression.

Fashion merchandising is a growing field. The Bureau of Labor Statistics reported that that careers in fashion merchandising are expected to rise 21 to 35 percent over the next decade, with

average earnings of \$50,000 to \$80,000 a year.

Program of Study (15 credits):

Required Courses (9 credits)

| | | | |
|-----|-----|--|------|
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| FM | 211 | Introduction to The Fashion Industry | 3.00 |
| FM | 346 | Fashion Marketing | 3.00 |

Advanced Courses – Select any two courses from the following (6 credits):

| | | | |
|----|-----|-----------------------|------|
| FM | 320 | Fashion Merchandising | 3.00 |
| FM | 330 | Fashion Retailing | 3.00 |
| FM | 340 | Textile Analysis | 3.00 |
| FM | 401 | Fashion Forecasting | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Finance

The Finance minor is designed to provide students with a solid knowledge of financial markets, financial concepts, statement analysis and techniques of financial management. Many of the finance courses require a background in accounting and quantitative analysis. Some courses have prerequisites not included in the minor. Consult the course descriptions to determine the prerequisites.

The finance minor requires the following 15 credits:

| | | | |
|-----|-----|--|------|
| FIN | 201 | Financial Markets and Institutions | 3.00 |
| FIN | 202 | Introduction to Corporate Finance | 3.00 |
| FIN | 315 | Analysis of Financial Statements | 3.00 |
| FIN | 325 | Financial Strategies in an Uncertain Economy | 3.00 |

One (1) advanced finance course numbered over 202.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Human Resource Management

The Human Resource Management minor helps prepare students for a career in the field of human resource (HR). The program has been developed to meet the certification requirements of the Society for Human Resource Managers and will provide students with skills and knowledge related to

critical HR topical areas.

The Bureau of Labor Statistics reports that “graduates with a bachelor's degree in human resource, human resource administration, or industrial and labor relations ... [have] become[s] increasingly important to the success of an organization. Some small and medium-size businesses that do not have separate human resource departments may assign various human resource responsibilities to some employees in addition to their usual responsibilities; others may contract with consulting firms to establish formal procedures and train current employees to administer programs on a long-term basis.

Program of Study (15 credits):

Required Courses (6 credits)

| | | | |
|-----|-----|--|------|
| BUS | 101 | Introduction to Business in the 21st Century | 3.00 |
| HRM | 355 | Human Resource Management | 3.00 |

Advanced Courses – Select any three courses from the following: (9 credits)

| | | | |
|-----|-----|---------------------------------------|------|
| HRM | 401 | Employee and Labor Relations | 3.00 |
| HRM | 402 | Compensation and Benefits | 3.00 |
| HRM | 403 | Training and Organization Development | 3.00 |
| HRM | 404 | Workplace, Safety & Health | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Management

The Management minor gives students a fundamental knowledge of management theory, organizational behavior, human resources development, and operations and service industry management. The Management minor is of use to any student interested in understanding why organizations are structured the way they are. Course content can be applied to many fields, including health, government, sales, and other disciplines where a positive management experience is desired.

The management minor requires the following 15 credits:

| | | | |
|-----|-----|--------------------------|------|
| MAN | 201 | Principles of Management | 3.00 |
|-----|-----|--------------------------|------|

Four (4) advanced management courses numbered over 300

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Marketing

The Marketing minor is designed to develop expertise in advertising, sales, promotion, and product development . The Marketing minor helps students understand how to promote products or ideas or institutions. It emphasizes how to develop an understanding of target audiences in order to design winning sales plans.

The Marketing minor requires the following 15 credits:

| | | |
|---------|---------------------------|------|
| MKT 201 | Fundamentals of Marketing | 3.00 |
|---------|---------------------------|------|

Four (4) advanced marketing courses numbered over 300

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Sport Management

Please see Division of Athletic Training, Health & Exercise Science for full details about the minor in Sport Management.

Minor in Health Care Management

Please see Division of Athletic Training, Health & Exercise Science for the full details about the minor in Health Care Management.

Business Courses

Accounting Courses

ACC 110 Accounting for Business Majors

This course is a survey of financial and managerial accounting for majors other than accounting. The course includes an overview of accounting responsibilities of the manager, including budgeting and decision-making. In addition, the course covers accounting procedures, preparation and the interpretation of financial statements and the need and procedures for internal controls.

The pre-requisites of BUS 101 and 110 are required.

Credits: 3

Every Fall and Spring

ACC 111 Principles of Accounting I

An introduction to the fundamental principles and theory of accounting applied to business organizations. Topics covered during the semester include the balance sheet, income statement, and the principles required to understand financial accounting information. Consideration is given to the recording process, income determination, and the effect of accounting concepts on financial statements.

Credits: 3

Every Fall and Spring

ACC 111W Principles of Accounting-Lab

The workshop reinforces the accounting principles, theories and applications, covered in Accounting 111. In addition, the lab/workshop is meant to help students with reading comprehension in the accounting field, critical thinking, problem solving, and to promote team work through guided studies. It is a Pass/Fail workshop. Special Fee: \$125.00.

Credits: 0

Every Fall and Spring

ACC 112 Principles of Accounting II

Building on Accounting 111, this course covers additional topics in financial statement development and the effect of cost relationships on management planning and supervising. Case analysis is utilized to provide a solid foundation in the principles of accounting.

The pre-requisite of ACC 111 is required.

Credits: 3

Every Fall and Spring

ACC 112W Principles of Accounting-Lab

The workshop reinforces the accounting principles, theories and applications, covered in Accounting 112. In addition, the lab/workshop is meant to help students with reading comprehension in the accounting field, critical thinking, problem solving, and to promote team work through guided studies. It is a Pass/Fail workshop. Special fee: \$125.00.

Credits: 0

Every Fall and Spring

ACC 120 Not-for-Profit/ Governmental Accounting

A study of budgeting, planning and reporting for nonprofit organizations, government agencies, hospitals and educational institutions. Fund accounting principles are covered.

The pre-requisites of ACC 111 and 112 are required.

Credits: 3

On Occasion

ACC 221 Intermediate Accounting I

An in-depth study of concepts of financial accounting and income determination; analysis of current accounting theory.

The pre-requisites of ACC 111 and 112 are required.

Credits: 3

Every Fall and Spring

ACC 222 Intermediate Accounting II

The course is a continuation of Accounting 221 and includes topics such as stockholder equity, retained earnings, earnings per share, stock options, revenue recognition, accounting changes and error analysis, statement of cash flows and full disclosure in financial reporting.

The pre-requisites of ACC 221 and FIN 201 are required.

Credits: 3

Every Fall and Spring

ACC 329 Accounting Information Systems

A study of the principles of computerized accounting, databases, and the way information flows through accounting systems. This course develops an understanding of accounting information, information technology, operational support and internal control.

The pre-requisites of ACC 111 and 112 are required.

Credits: 3

Every Fall

ACC 331 Management Accounting

A study of the principles of cost accounting in relation to managerial usage. Job order cost systems are developed, and direct costing, relevant costing, profit planning and budgeting are considered. Students will learn to relate these topics to real world businesses.

The pre-requisite of ACC 222 is required or permission from the Chairperson of the Department.

Credits: 3

Every Fall

ACC 338 Advanced Accounting

A study of consolidated financial statements, international accounting, partnerships, governmental accounting, bankruptcy, and other advanced topics.

The pre-requisite of ACC 222 is required.

Credits: 3

Every Fall

ACC 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Student may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

ACC 395 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ACC 396 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, a student must have upper junior or senior status; 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences; a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject; the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

ACC 442 Auditing

This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. The course covers a review of standards and procedures currently used by independent public accountants in examining financial statements and their applications in report preparation. The ethical concepts and requirements of the profession are reviewed together with an overview of the legal responsibilities of audit professionals.

The pre-requisites of ACC 221, 222, 329, 331 and 338 are all required.

Credits: 3

Every Spring

ACC 445 Federal Income Tax

This course is an introduction to basic federal tax. The application of federal requirements to individual tax returns is considered. The study of tax law will cover topics concerning income recognition, exclusions, property transactions, including capital gains and losses, and tax computations.

The pre-requisites of ACC 331 and 338 are required.

Credits: 3

Every Spring

ACC 454 Contemporary Topics in Accounting

A study of ethics, regulation, emerging issues and other topics relevant to contemporary accounting. The pre-requisites of ACC 331 and 338 are required.

Credits: 3

Every Spring

Business Courses

BUS 101 Introduction to Business in the 21st Century

This is an introductory course that provides a broad and comprehensive view of today's businesses in a dynamic, technology-driven global economy. This course provides a survey of the field of business and consists of specific topics including: starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American businesses.

Credits: 3

Every Fall and Spring

BUS 228 Business Statistics I

A study of the foundations in statistical methods as they apply to the analysis of business conditions and projections. Topics covered include: graphic and tabular representations, measure of central tendency and dispersion, probability, binomial and normal distributions, sampling distributions and hypothesis testing, simple regression and correlation analysis, and index numbers.

The pre-requisite of MTH 16 or MTH 30 or MTH 40 is required.

Credits: 3

Every Fall and Spring

BUS 229 Business Statistics II

This course prepares students to apply statistics and probability concepts to business decisions. Students learn important criterion for developing effective research questions, including the creation of

appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis including parametric and nonparametric tests of hypothesis and regression analysis.

The pre-requisite of BUS 228 is required.

Credits: 3

Every Fall and Spring

BUS 401 Business Policy

Study of administration and policy making from a top-management viewpoint. Integrates the marketing, financial, production and functional fields of management within a strategic management framework. Case study and/or business simulation techniques used.

Credits: 3

Every Fall and Spring

Finance Courses

FIN 201 Financial Markets and Institutions

This course is designed to familiarize students with the U.S. financial system - its financial institutions, financial markets, and financial instruments and its relationship to the aggregate economy with which the manager must interact when making financial or investment decisions on behalf of companies, nonprofit institutions, government agencies or individuals.

ACC 111, MTH 16 or MTH 30 OR BUS 101, BUS 110, MTH 16, or MTH 30.

Credits: 3

Every Fall and Spring

FIN 202 Introduction to Corporate Finance

This course is designed to familiarize students with the theory of value and financial decision making in the firm relating to financial analysis and planning, working capital management, investing in fixed assets, and the long-term financing of assets - concepts that apply to any type of company or nonprofit institution.

The pre-requisite of FIN 201 is required.

Credits: 3

Every Fall and Spring

FIN 315 Analysis of Financial Statements

Balance sheets and income reports are analyzed individually and comparatively for their value to owners, managers, investors and creditors. Determination of standard ratios and variations in earnings. Each student prepares an analysis of actual reports issued to the public.

The pre-requisite of ACC 110 or 111 is required; and the pre-requisite of FIN 202 is also required.

Credits: 3

Every Fall and Spring

FIN 325 Financial Strategies in an Uncertain Economy

This course examines the problems of making major financial decisions in a dynamic, uncertain

environment. External variables from financial markets, real goods markets, labor markets, and international markets, as well as fiscal policy implementation and monetary policy implementation are identified. The problems of monitoring and forecasting those variables are considered. Decision making is practiced.

The pre-requisites of FIN 202 and BUS 228 are required.

Credits: 3

Every Fall

FIN 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

FIN 395 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 396 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of business, Public Administration and Information Sciences, a cumulative quality-point ration of 3.00 and a 3.25 ration in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

FIN 397 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of FIN 101, FIN 102 and two advanced Finance courses.

Credits: 1 to 3

On Demand

FIN 403 Security Analysis

Qualitative and quantitative techniques used in evaluating securities, as well as practical tests of investment theories. Emphasis is placed on the special problems encountered in analyzing industrial, railroad, public utility, bank and insurance company issues, stressing economic as well as financial considerations.

The pre-requisites of FIN 202 and BUS 228 are required.

Credits: 3

Every Spring

FIN 404 Portfolio Management

Considers the most efficient methods of meeting the investment objectives of investors, both for individuals and for institutions. Portfolio patterns are analyzed and appraised in terms of those objectives, economic changes, interest rate movements, tax and legal considerations.

The pre-requisites of FIN 201, FIN 202 and BUS 229 are required.

Credits: 3

Every Spring

FIN 405 Corporate Financial Policies

A study of the cost of liquidity of an individual corporate enterprise. Problems are centered around capital budgeting, structure of capital, cost of capital, and mergers, acquisitions and corporate reorganization.

The pre-requisites of FIN 202 and BUS 228 or MTH 100 are required.

Credits: 3

Every Fall

FIN 407 Financial Management of Banks

A study of asset management, liability management, liquidity management, futures hedging, credit analysis and loan portfolio management, investment portfolio management, capital funds management, real estate appraisal, trust services and bank client services, including IRA and Keogh planning.

The pre-requisite of FIN 325 is required.

Credits: 3

On Occasion

FIN 409 International Finance

Analysis of the balance of payments and the International Monetary System. Includes the role of reserves in international payments, the adequacy of international liquidity, a study of the proposed international monetary arrangements, and the role of the World Bank, International Monetary Fund and other facilitating agencies.

The pre-requisite of FIN 202 is required.

Credits: 3

Every Spring

FIN 410 International Banking

A survey of the organization, structure, function and regulation of the international activities of U.S. banks. An examination is made of the role and impact of the international financial and money market activities, along with a comparison of foreign banking structure and organization with that of U.S. banks. The international lending decision process and the use made of the international banking facilities by multinational firms are also analyzed.

The pre-requisites of FIN 201 and FIN 202 are required.

Credits: 3

On Occasion

FIN 450 Seminar: Current Topics in Finance

Advanced financial topics. Required for all finance majors.

The pre-requisite of FIN 325 is required.

Credits: 3

Every Spring

Entrepreneurship Courses

ENT 200 Entrepreneurship and Innovation

This survey course will expose students through readings, cases, field trips, and guest speakers to what Joseph Schumpeter (1942) warmly called the "creative destructive" process of business and product / service formulation and implementation. This course will examine the literature of entrepreneurial behavior while focusing on several high visibility industries and businesses as well as include an examination of local entrepreneurs in the area. This course has been designed to stimulate interest in entrepreneurship in general and in particular instruct students about business startups and disruptive technologies. It may include such timely topics as greening and socially responsible businesses, not-for-profit entrepreneurship, the family firm, franchises, and intrapreneurship.

Credits: 3

Every Fall and Spring

ENT 301 Developing a New Venture Value Proposition

Targeted to students interested in creating and growing their own businesses, this course will focus on key marketing strategies particularly relevant for

new ventures. Students will: (1) apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and (2) understand the special challenges and opportunities involved in developing marketing strategies "from the ground up." This course will engage a series of entrepreneurs and entrepreneurial experts in fieldwork, case project opportunities, and as guest resources. Students will develop a comprehensive entrepreneurial marketing plan over the semester, selecting either their own business idea or an actual company's project, and choosing to work in teams or individually.

The pre-requisite of ENT 200 is required.

Credits: 3

Every Fall and Spring

ENT 302 Developing a New Business Model

Targeted to students interested in creating and growing their own businesses, this course will focus on financing new ventures as well as existing businesses. Students will examine the elements of entrepreneurial finance, focusing on start-up ventures, and the early stages of company development. The course addresses key questions which challenge all entrepreneurs; how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how funding should be structured. The subject aims to prepare students for these decisions, both as entrepreneurs and venture capitalists.

The pre-requisite of ENT 200 is required.

Credits: 3

Every Fall and Spring

ENT 303 Entrepreneurship Seminar

Targeted to students who have already developed a business plan as part of the Entrepreneurship Minor or who have developed a business / marketing plan on their own. Students will: (1) review business plans independently and / or as part of a case analysis, (2) review their own business plan and plans of their classmates, (3) have their plan reviewed by members of the business community and then rework the plan based upon their feedback, and (4) finalize their plans and present those plans to a panel of "experts" who deal with business startups and venture capital.

The pre-requisites of ENT 301 and ENT 302 are required.

Credits: 3

Every Fall and Spring

ENT 304 New Venture Planning

This is the capstone course for entrepreneurship majors. In this course, students will assimilate what they have learned in their previous entrepreneurship courses to produce a professional, actionable plan for a new business venture.

The pre-requisites of ENT 200, 301 and 302 are required or permission of the Instructor.

Credits: 3
Every Spring

ENT 399 Entrepreneurship & Innovation Summer Program

Students in this course will be given the opportunity to participate in a three-week intensive and experiential entrepreneurship experience in Turin, Italy July 9- July 28, 2017). The program is organized and hosted by the European Innovation Academy (<http://inacademy.eu/italy/>) and was jointly developed with professionals from world class partner universities and companies: UC Berkeley, Stanford University, Google, Amadeus, FCA, Ferrero and many others. Participating students will be able to work in teams and engage in high level mentorship from Google and Silicon Valley Mentors in order to develop and launch a business over the course of the program. Prior to going to Turin, student will engage in a series of face-to-face and online class meetings (during Summer I) in order to prepare for their participation in the European Innovation Academy program. Registration for this course will cover EIA program fees, accommodation and LIU-faculty-led instruction (during Summer I).

A pre-requisite of ENT 200 is required.

Credits: 3
On Demand

Fashion Merchandising Courses

FM 211 Introduction to the Fashion Industry

This is a beginning course in the study of fashion merchandising within the free enterprise system. The course is designed to blend both concepts and applications from the field of fashion. Topics include the evolution of fashion, the consumer's interaction with the market, production and acquisition of raw materials, an introduction to the textile industry, an overview of fashion accessories, and the buying and selling functions within the field of fashion merchandising.

Credits: 3
Every Fall

FM 320 Fashion Merchandising

This course provides a comprehensive look at the merchandising environment including the functions and objectives of the merchandising team and the principles and techniques of today's buyers, planners, product developers and the account executives. Content includes the fundamentals of fashion buying with instruction in planning, pricing, and purchasing retail fashion inventories as well as the identification of wholesale merchandise and media resources.

Credits: 3
Every Fall

FM 330 Fashion Retailing

This course provides an overview of fashion retailing procedures used in various types of retail

fashion companies. Content includes a study of profit and loss, pricing, markup, inventory control, shortages, forecasting, store organization and events as well as the wide variety of job opportunities available in the retail fashion industry.

Pre-requisites of MKT 201 is required.

Credits: 3
Every Fall

FM 340 Textile Analysis

This course is designed for students whose career direction will require knowledge of textiles as part of the professional prerequisites of industry. The major changes and development in the world of textiles will be covered with an emphasis of textiles as a major international industry. Terminology, organization, and structure of this multi-faceted industry will be highlighted. Working fabric specimens (fabric swatches) will be used in conjunction with the assignments to enhance the combined textbook/hands-on format.

Pre-requisites of MKT 201 is required.

Credits: 3
Every Spring

FM 346 Fashion Marketing

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

Credits: 3
Every Spring

FM 401 Fashion Forecasting

This course is a comprehensive study of trend forecasting, demographics and social issues that affect fashion and related industries. Students explore and apply various forecast research methods in preparation for developing, planning, purchasing, or merchandising apparel lines and collections. Using the case study method, trend research is evaluated through the use of scholarly texts, articles, databases, and relevant websites to identify opportunities for growth and profitability in a fashion business.

Pre-requisites of MKT 201 is required.

Credits: 3
Every Spring

Human Resource Management Courses

HRM 355 Human Resource Management

A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.

The pre-requisite of MAN 201 is required.

Credits: 3

Cross-Listings: HRM 355, MAN 355
Every Fall

HRM 401 Employee and Labor Relations

For organizations to be successful today the relationship between managers and employees must be handled effectively. Whether or not employees are represented by union issues such as employee health and safety, working conditions and security must be addressed. This course discusses the development and application of policies and procedures in addressing employee rights issues. The course focuses on union/management relations in the union organizing, collective bargaining and grievance/arbitration processes. The course provides students with an understanding of the legal, ethical and practical issues in union/management relations.

The pre-requisite of MAN 201 is required.

Credits: 3
Every Spring

HRM 402 Compensation and Benefits

This course offers an introduction to the systems, methods and procedures involved in the administration and oversight of compensation and benefits within organizations. In doing so, this course examines the theory and application of compensation programs. Topics include compensation theory, techniques and problems in job analysis and evaluation, benefits, and developing wage, and salary systems.

Credits: 3
Every Fall

HRM 403 Training and Organization Development

Theory and applications of training and development in organizations; focus on rapid changes in technology, alterations in the culture of organizations, dynamic market conditions, and the need for information sharing. Students are exposed to the planning, implementation, and evaluation of continuous skill development and organizational renewal.

Credits: 3
Every Fall

HRM 404 Workplace Safety & Health

Designed to provide students with an overview of elements which are incorporated in a comprehensive workplace health and safety program and the underlying legal environment. Emphasizes methods used to reduce accidents/injuries through application of workplace health protection and safety fundamentals. Topics include safety inspection, protocols, safety audits, data collection and analysis techniques, interpretation of safety data, implementation of safety programs, worker education and essential personal protection equipment.

Credits: 3
Every Spring

International Business Course

IBU 221 International Business

This course presents a broad overview of the fundamentals of international business and trade, and familiarizes the student with the basic terminology, key concepts and issues unique to the subject. The student studies the global economy including international trade, investments, and the business environments. The management of multinational firms is studied in the context of the international financial systems, global market research, and comparative advantage.

The pre-requisite of BUS 101 is required.

Credits: 3

Every Fall

Law Courses

LAW 201 Business, Law, and Society

This course explores the legal and social contexts within which businesses operate and the interaction between business entities and the American legal system. Students examine various areas of law that are inherently associated with operating a business enterprise, workplace issues, regardless of career path, and transactions that are commonplace in their daily lives. Topics include, but are not limited to, laws pertaining to contracts, sales, torts, antitrust, securities regulations, employment discrimination, as well as ethics, and the legal aspect of different business entities forms. Students from all disciplines should benefit from this course.

The pre-requisites of BUS 101 and BUS 110 required.

Credits: 3

Every Fall and Spring

LAW 211 Introduction to Law and Legal Reasoning

An introduction to law and the legal system, the case method of study, and legal reasoning. Topics covered are intentional torts, negligence, contracts, agency, employment law and the Uniform Commercial Code, particularly the law of sales and commercial paper.

Credits: 3

Every Fall and Spring

LAW 212 The Legal Environment of Business

Personal and real property law. The study of partnerships, limited liability companies, corporations, bailments and other forms of business organization, including an introduction to securities law. Also covered are insurance, suretyship, bankruptcy, estates and trusts, and an accountant's professional responsibility.

Pre-requisite of LAW 211 is required.

Credits: 3

Every Fall and Spring

Management Courses

MAN 201 Principles of Management

The human, material and capital resources of an enterprise must be managed effectively and efficiently. The practice of management requires foresight, intellectual skill, and conceptual insight into business realities and judgment. This course presents the process of managing as a rational and orderly activity leading to optimal results. Salient topics given special emphasis are environmental opportunities and constraints, entrepreneurship, planning and control, formal organization structure, the multidimensionality of organizations, individual and interpersonal behavior, and executive decision making.

The pre-requisite of BUS 101 is required.

Credits: 3

Every Fall and Spring

MAN 231 Managerial Communications

A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on communication both within the organization as well as outside it. This course develops the student's ability to read critically, to evaluate information, to present evidence to support conclusions, and to make recommendations in an effective written business style.

The pre-requisites of COS 50 and SPE 3 or SPE 3X are required or the pre-requisites of HSP 21 and HEG 21 and HEG 22 are required.

Credits: 3

Every Fall and Spring

MAN 350 Service Management

The course introduces students to the principal considerations of managing a service sector enterprise. Relevant topics include understanding the service process, the importance of customer contact and relationships with service organizations, productivity and quality as they relate to service enterprises. The provision of service is viewed as a series of integrated functions within the context of the enterprise.

Pre-requisite of MAN 201 is required.

Credits: 3

Every Fall

MAN 351 Managerial Planning and Control

A comprehensive study of how economic principles are applied to managerial planning, decision making and formulation of business policies. Concepts discussed are economic productivity and financial profitability, examining comparative advantages and finding profit-result areas, demand analysis, cost concepts and cost behavior, pricing objectives, and business strategies.

The pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 352 Organizational Behavior

An analysis of human behavior in the administration of organizations. Topics include organizational theories, individual and group behavior, attitudes, beliefs, motivations, communications and status hierarchies.

Pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 353 Operations Management

A systems approach to the principles of operation economics in product and service industries. Topics include job and facilities design, method analysis, scheduling techniques, automation, and work measurement and simplification

Pre-requisite of MAN 201 is required.

Credits: 3

Every Fall

MAN 354 Decision Making

The course is designed to develop the analytical and conceptual abilities of the decision-making process. Problem analysis, clarification of relevant facts, conflicting objectives and search for alternatives are studied. Emphasis is on the behavioral approach in decision making.

Pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 355 Human Resource Management

A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.

The pre-requisite of MAN 201 is required.

Credits: 3

Cross-Listings: HRM 355, MAN 355

Every Fall

MAN 356 Managerial Systems Analysis

A view of the business organization as a unified system of coordinated management processes for planning, organizing and controlling. Such management systems emphasize the way human and machine resources are tied together through information, communications and feedback systems.

The pre-requisite of MAN 201 is required.

Credits: 3

On Occasion

MAN 357 Seminar in Management Problems

A synthesis of management theory as applied to evaluating current business and socioeconomic problems. Analysis and discussion of case studies and contemporary management problems is conducted.

The pre-requisite of MAN 201 is required.

Credits: 3

Every Spring

MAN 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper or take a comprehensive examination (or both) in addition to all other course requirements.

Credits: 3

On Demand

MAN 395 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be under-taken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MAN 396 Honors Study

Honors Study is designed to give out-standing students an opportunity to do independent work in their major under the guidance of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be under-taken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MAN 397 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

The pre-requisites of MAN 201 and two advanced

Management courses are required.

Credits: 1 to 3

On Demand

MAN 405 Creating and Managing a Small Business

This course focuses on the steps needed to create and manage a small business. Students use knowledge of accounting, finance, management, and marketing to develop a business plan for a new small business venture. The course uses some case studies and original students business ideas.

Pre-requisites of MAN 201, ACC 112 and MKT 201 are required.

Credits: 3

On Occasion

Marketing Courses

MKT 201 The Fundamentals of Marketing

A detailed and critical analysis of the nature and purpose of marketing designed to give the student an overall view of the field. This course emphasizes the importance of integration and coordination of marketing activities so that practice and procedure can be geared to understanding effective operations. Consideration is given to such areas as the consumer and the market, product planning and development, distribution structure, pricing, marketing research, advertising and sales promotion, and the marketing of industrial goods and services. A fundamental approach to the area of model construction in marketing is also examined.

The pre-requisite of BUS 101.

Credits: 3

Every Fall and Spring

MKT 325 Consumer Behavior

The aspects underlying consumer decisions and experiences in relation to effective marketing management. This course includes an examination of the social sciences on which behavior is based, drawing on the fields of psychology, sociology, and cultural anthropology. Topics include learning, motivation, consumer attitudes, ethical issues, cross-cultural consumer behavior, and technological aspects influencing consumer behavior.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Fall

MKT 331 Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing

Marketing research viewed as a systematic problem-solving activity concerned with the compilation, analysis and interpretation of marketplace trends. Makes available the various techniques that are generally derived from the physical and social sciences.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Spring

MKT 333 Advertising and Marketing Communications

This course offers a comprehensive understanding of promotional tools using traditional and nontraditional marketing channels for designing communication strategies that are consistent with an organization's goals. Emphasis is placed on Integrated Marketing Communications (IMC) in order to provide synergy and consistency between different promotional tools for maximum effectiveness. Students learn how to plan, implement, control, evaluate, and adjust the IMC process in order to achieve marketing objectives.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 334 Advertising Management

This course focuses on the management of an advertising campaign and its development process. It examines the analysis of the target audience, the definition of objectives, the creation of advertising platforms, the determination of budget, the development of a media plan, the creation of an advertising message, the execution of the campaign, and the evaluation of advertising effectiveness. The course is intended to provide students with real-world experience in the development of advertising campaigns for actual organizations.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Spring

MKT 335 Digital Marketing

The rise of the Internet and its proliferation as a mass medium has impacted the traditional role of marketing. Business is becoming increasingly interactive, individualized, and efficient. The objective of this course is to give students an overview of utilizing the Internet as a marketing tool and to provide a practical framework for effective Internet marketing. Course topics include understanding the impact of the Internet on business, developing Internet marketing strategies, and describing the consumer online exchange process and its outcomes.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Fall

MKT 337 Advanced Market Research

The application of marketing research to problem areas such as sales management, market potential, advertising pre-testing and post-testing, and new product introduction and distribution. The use of marketing research as a tool in specialized areas such as sales forecasting, media evaluation, consumer motivation, and buyer behavior is explored. Mathematical programming and case studies are used.

The pre-requisite of MKT 201 and 331 are required.

Credits: 3

On Occasion

MKT 338 International Marketing

The rise of the global corporation is now an irreversible trend that poses many unique challenges not only to multinational American corporations but also to other worldwide corporations. The course deals with diversified socioeconomic and political environments in different parts of the world and considers basic marketing principles and tools as they relate to the international framework. International demand analysis, channels of distribution, technical and legal features of international exchange, pricing and credit arrangements, and advertising and promotion are considered.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 341 Sales Management

Analysis of sales strategy and adaptive selling methods. Topics include finding and reaching prospective buyers, developing effective sales presentations, handling objections, closing sales, and developing the personal attributes necessary for pursuing a career in sales.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Spring

MKT 342 Social Media Marketing

This course tracks contemporary market-place realities and their impact for future job search opportunities. To that end, it examines various marketing strategies to be applied to products or services selected by students. Designed to give students the opportunity for an in-depth assessment regarding future marketplace potential and all marketing implications. Three credits.

Prerequisites:

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

MKT 343 Healthcare Marketing

Focuses on the application of marketing principles and concepts to the healthcare industry, specifically with regard to hospitals and pharmaceutical and insurance firms. Topics include market segmentation, marketing mix, patient behavior, and strategic marketing planning.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 344 Sports Marketing

A comprehensive study of the dynamic growth of the sports industry in the U.S. and global markets and the role of sports marketing. The course examines the specific application of marketing principles and processes to sports products and to non-sports products through an affiliation with a sport. How sports organizations define their businesses as entertainment providers that use the latest marketing techniques to understand

consumers and provide sports products that satisfy their needs is discussed. Also explored is the role of major corporations in sponsorships, team and event promotions, and advertising in mass media such as national TV networks, cable TV, and the Internet.

Pre-requisite of MKT 201 is required.

Credits: 3

Every Fall

MKT 345 Telecommunications: Marketing in the Information Age

An exploration of the effect of the Information Age on the management of ideas, products, and services. A major consideration is the infrastructure implications of telecommunications on new products or services. Also explored is the significance of telecommunications for tomorrow's business environment.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 346 Fashion Marketing

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

MKT 350 Brand Management

This course introduces branding and brand management. The topics include how to develop a brand strategy, with customer based brand positioning, utilizing brand resonance and value chain; how to design and implement brand marketing programs, with brand elements, and by integrating marketing communications; how to measure and interpret brand performance based on sources and outcomes of brand equity, capturing customer mind-set and market performance, and; how to grow and sustain brand equity, with new products and brand extensions.

Pre-requisites of MKT 201 is required.

Credits: 3

Every Spring

MKT 351 Marketing Strategy

This course presents the marketing strategy concept as a management tool for optimizing profitability and long-term goals under uncertainty. It focuses on the marketer's deployment of resources to achieve stated goals in a competitive environment by following a unified, comprehensive, and integrated plan. Topics include environmental scanning, marketing opportunity and performance analysis, competitive forces analysis, brand positioning and management, optimal pricing, and distribution.

Pre-requisite of MKT 201 is required.

Credits: 3

On Occasion

MKT 393 Independent Study

For those students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project. Students may be required to write a research paper in addition to all other course requirements.

Credits: 3

On Demand

MKT 395 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MKT 396 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, 12 credits in one of the major fields of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research object or independent work to be undertaken and the name of the supervising faculty. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

MKT 397 Internship Study

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper

or complete a project in addition to all other course requirements.

The pre-requisites of MKT 201 and two advanced Marketing courses are required.

Credits: 1 to 3

On Demand

DEPARTMENT OF TECHNOLOGY, INNOVATION AND COMPUTER SCIENCE

Professors Chung, Rodriguez
Associate Professors Ghriga (Chair), League
Assistant Professor Shang
Adjunct Faculty: 9

In 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 of Technology, Innovation and Computer Science offers the Bachelor of Science in Computer Science and Bachelor of Science in Technology Management as well as minors in Computer Science and Technology Management, which are available to all LIU Brooklyn students. The Department also offers a MS in Computer Science.

B.S. in Computer Science

The B.S. in Computer Science degree focuses on the concepts and techniques used in the design and the development of advanced software systems, network designs and systems administration. Students in this program explore the conceptual foundations of computer science – its fundamental algorithms, programming languages, operating systems and software engineering techniques. In addition, they can choose from innovative electives, including artificial intelligence, database systems, graphical user interfaces, game development, e-commerce and computer networks, and system and network administration among others. As with the introductory sequence, these advanced courses stress hands-on learning. The B.S. in Computer Science prepares students for careers as system analysts, computer programmers, database administrators, network administrators, software developers, and many other technology-oriented careers.

Computer science majors are required to obtain at least a C grade in Computer Science 101 and Computer Science 102. A computer science major who receives below a C in Computer Science 101 may not advance to Computer Science 102 unless the student repeats the course and obtains a grade

of C or better. A computer science major who receives below a C in Computer Science 102 may not continue in the major unless the student repeats the course and obtains a grade of C or better. A 2.5 grade point average in all computer courses is required in order to graduate from this program.

B.S., Computer Science

[Program Code: 82160]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum requirements for this major are summarized below:

| | |
|--|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | not required |
| Social Sciences | |
| History | 6 credits |
| Economics | 6 credits |
| Science and Mathematics | |
| Mathematics | 3 credits |
| Sciences (BIO 22, CHM 21 & PHY 20) | 10 credits |
| Communication, Visual & Performing Arts | |
| Speech | 3 credits |
| Visual & Performing Arts | not required |

Liberal Arts Elective Requirements

| | |
|--|-----------|
| Introductory Arts & Sciences | 6 credits |
| Electives (1) | |
| Advanced Arts & Sciences | 4 credits |
| Electives (2) | |
| (1) Any introductory or advanced course offered by Conolly College | |
| (2) Any advanced course (numbered over 100) offered by Conolly College | |

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College and numbered above 202 offered by the School of Business, Public Administration and Information Sciences must be taken to meet the advanced credit requirement. Business courses numbered 101,110 and 201, 202, do not satisfy this requirement.

Major Requirements

All of the following Computer Science courses are required:

| | | |
|--------|---|------|
| CS 101 | Fundamentals of Computer Science and Information Sciences | 3.00 |
| CS 102 | Programming I | 4.00 |
| CS 117 | Programming II | 4.00 |

| | | |
|--------|---|------|
| CS 118 | Computer Architecture | 3.00 |
| CS 130 | Algorithms and Data Structures I | 3.00 |
| CS 132 | Discrete Structures in Computer Science | 3.00 |
| CS 148 | Database Management | 4.00 |
| CS 150 | Operating Systems | 4.00 |
| CS 154 | Networking | 4.00 |
| CS 164 | Software Engineering | 3.00 |

Business Requirement: 6 Credits

| | | |
|---------|---------------------------|------|
| MAN 231 | Managerial Communications | 3.00 |
| BUS 228 | Business Statistics I | 3.00 |

Advanced Computer Science Electives: 13 Credits

Any computer science course numbered over 102.

Business or Computer Science Electives: 9 Credits

Any introductory or advanced course offered by the School of Business, Public Administration and Information Sciences.

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 60
Minimum Advanced Credit Requirement: 48
Minimum Major GPA: 2.5
Minimum Overall GPA: 2.0

B.S. in Technology Management

The B.S. in Technology Management program offers academic preparation for IT careers as IT specialists in network and database administration, IT web services and IT operations. In addition, the new program will play a vital role in introducing timely and topical courses which will benefit the undergraduate students in the Department of Technology, Innovation & Computer Science.

The mission of the Technology Management program is to prepare students for technical, administration and management careers in the analysis, design, development, implementation, maintenance, support, operation and management of computer and networked information systems. Students will develop in-depth technical skills directly applicable to current technology environments in various industries with a broad understanding of the business context in the service sector.

The new program will enable the department to prepare graduates who have broad knowledge and skills to apply technology in the service economy. This is directly related to the mission of the department.

B.S., Technology Management

[Program Code: 34633]

Graduation Requirements

Students must satisfy the Placement, Proficiency, First Year Seminar and Core Curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Core Curriculum Requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language not required

Social Sciences

History 6 credits

Economics 6 credits

Science and Mathematics

Mathematics 3 credits

Sciences 10 credits

(BIO 22, CHM 21 & PHY 20)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts not required

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 offered by Conolly College of Liberal Arts & Sciences and numbered above 202 offered by the School of Business, Public Administration and Information.

Liberal Arts Elective Requirements:

Introductory Arts & Sciences 6 credits

Electives (1)

Advanced Arts & Sciences 4 credits

Electives (2)

(1) Any Introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

Computer Science requirement: the following five (5) courses, 19 credits, are required:

CS 101 Fundamentals of Computing 3.00

CS 102 Programming I 4.00

CS 117 Programming II 4.00

CS 148 Database Systems I 4.00

CS 154 Computer Network 4.00

Business Core requirement: the following nine (9) courses, 27 credits, are required:

ACC 110 Accounting for Business Majors 3.00

BUS 228 Business Statistics I 3.00

ENT 200 Entrepreneurship & Innovation 3.00

FIN 201 Financial Market & Institutions 3.00

MAN 201 Principles of Management 3.00

MAN 231 Managerial Communications 3.00

MAN 353 Operations Management 3.00

MKT 201 Fundamentals of Marketing 3.00

MIS 300 Strategic Information Technology 3.00

Advanced Computer Science Electives

Requirement: 8 credits

Capstone Experience: 6 credits required

CS 311 Capstone Project I 3.00

CS 312 Capstone Project II 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 60

Minimum Advanced Credit Requirement: 48

Minimum Major GPA: 2.5

Minimum Overall GPA: 2.0

MINORS

Minor in Computer Science

The computer science minor is designed to give the student of any discipline an excellent working knowledge of the field of computer science. A student with a minor in computer science will be able to integrate the practices of his/her major field of study with the growing area of computers. The minor gives a complete background knowledge of effective programming techniques and tools available to those working in the computer field.

The computer science minor requires the following courses:

CS 101 Fundamentals of Computer Science and Information Systems 3.00

CS 102 Programming I 4.00

CS 117 Programming II 4.00

CS 150 Operating Systems 4.00

and one of

CS 118 Computer Architecture or 3.00

CS 130 Algorithms and Data Structures 3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

Minor in Technology

The technology minor is designed to provide students with a broad introduction to computer technology. The instruction is focused on developing the skills needed in areas such as – databases, networks, web development, and

privacy and security-which are essential in today's work environment.

The technology minor requires the following courses:

CS 101 Fundamentals of Computer Science and Information Sciences 3.00

CS 102 Programming I 4.00

CS 148 Database Systems I 4.00

CS 154 Computer Networks 4.00

and one course from the following:

CS 120 Web Development 3.00

CS 158 Privacy and Internet Security 3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.0

Computer Science Courses

BUS 110 Foundations of Business Information Systems

This course introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations for today's management. The focus of this course is on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. The course takes place in a computer lab and helps students develop practical competences in the use of various computer systems and software. The course also provides a theoretical and practical introduction to systems and development concepts, technology acquisition, and various types of application software those has become prevalent or are emerging in modern organizations and society and that are essential to be competitive in today's job markets.

Credits: 3

Every Fall and Spring

CS 9 Introduction to Windows Environment

All the basic functions of Windows, such as working with Windows programs, customizing Windows, managing files and folders using Windows Explorer, Operating Systems, disk management and storage, and a brief introduction to Word Processing, Spreadsheets, and Database are explained. Emphasis is on hands-on work.

Credits: 1

Every Fall and Spring

CS 9A Word Processing

All the basic functions of a word processor, such as creating, editing and retrieving documents, enhancing and managing documents, creating graphics and charts are explained. Work is done with multiple documents. Touch-typing instructions are not part of the course.

The pre-requisite of CS 9 is required.

Credits: 1

Every Fall and Spring

CS 9B Spreadsheets

All the basic functions of spreadsheets, such as planning and designing a worksheet, building a worksheet with formulas, enhancing a worksheet, enhancing and managing workbooks, and creating a chart, are explained.

The prerequisite of CS 9 is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9C Fundamentals of Database

All the basic functions of a database, such as creating and designing tables, creating and using queries, creating and designing forms, and creating and using reports are explained.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 9D Statistical Packages for Social Sciences (SPSS)

This course will cover a broad range of statistical procedures that allow the summarization of data (computer means standard deviations), determines whether there are significant differences between groups (T-Test, Analysis of variance), examine relationship among variables (correlation, multiple regression), and graph results (Bar Charts, Line Graphs) are explained.

Pre-requisites of CS 9 and CS 9K are required.

Credits: 1

On Occasion

CS 9E Advanced Word Processing

This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. The student will focus on how to apply what was learned to perform computer-related tasks that will be needed in the office, school and every-day-life including document formatting for resumes, table design for questionnaires, mail merge for letters, document production for proposals, and form design for applications.

The prerequisite of CS 9A is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9F Introduction to Desktop Publishing

This course will cover the basic desktop publishing skills, such as creating a publication, working with text and graphics, customizing a publication, adding color, working with long publication, and publishing electronically.

Pre-requisite of CS 9E is required.

Credits: 1

On Occasion

CS 9H Internet (WWW)

All the basics of Internet, such as browsing the World Wide Web, retrieving, saving, and printing information obtained from the web, types of web resources, web search resources, successful search techniques, working with bibliographies and citing web sources, and using other methods to search the web are explained.

The pre-requisite of CS 9 is required.

Credits: 1

On Demand

CS 9J Web Page Design

All the basic functions of creating a web page, such as developing a basic web page, creating a hypertext links to a web page, designing a web page with fonts, colors, and graphics, are explained.

Pre-requisite of CS 9H is required.

Credits: 1

On Occasion

CS 9K Advanced Spreadsheets

This course was developed primarily as a hands-on learning experience. The student will learn how to apply software skills to meet real-world situations. Calculation of loan amortizations (worksheet building), developing payroll records (worksheet linking), charting, and investment analysis (financial and data analysis) are done as independent topics.

The prerequisite of CS 9B is required of all majors except students in the School of Business.

Credits: 1

Every Fall and Spring

CS 9L Advanced Fundamentals of Database

Students will study the advanced features of a database system such as design and create multiple tables, design and create multi-table queries, using calculation and action queries, and design and create reports, using form controls.

Pre-requisite of CS 9C is required.

Credits: 1

On Occasion

CS 9M PowerPoint

The student will learn how to transform ideas into professional and compelling presentations, such as creating, modifying, customizing presentations, enhancing charts, embedded objects and hyperlinks. Students will also learn how to use slide show features.

The pre-requisite of CS 9A or equivalent is required.

Credits: 1

Every Fall and Spring

CS 9N Advanced Web Page Design

The student will learn how to transform ideas into professional and compelling web pages. Topics include designing a web page with tables, using frames in a web site, and posting resumes to web pages. Students will develop their own web pages.

Pre-requisite of CS 9J is required.

Credits: 1

On Occasion

CS 9O Digital Imaging (Photoshop)

This course is designed for students with little or no Photoshop experience. Students will develop a working knowledge of the various tools and techniques used in the manipulation of digital images, apply these tools and techniques in the creation and editing of images in different contexts that range from Web to multimedia applications, including personal use and traditional print media. They will develop the ability to import images via scanners and digital cameras, enhance, colors, manipulate images, add image layers, and create animation. Weekly assignments will provide students with the opportunity to learn basic techniques and terminology and work with paint and illustration, graphics and images.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 9P Home Networking Basics

This course is designed for students with little or no computer experience. Students will develop a working knowledge of the various tools and techniques used to make computers more convenient, cost effective, and fun to use. Students will be taught how to connect computers together, about the various types of networks, appropriate network hardware installations, internet connections, network configuration including file sharing and folders, sharing printers and peripherals, and how to use the network to communicate with others.

The pre-requisite of CS 9 is required.

Credits: 1

On Occasion

CS 101 Fundamentals of Computer Science and Information Sciences

A broad overview of the main areas of study in Computer and Information Sciences. Topics include computer organization, information processing, algorithms, and programming. The main ideas behind the theory and design of Operating Systems, Databases, and Computer Networks, along with current views on the theory and practice of Software Engineering, and the basics of Artificial Intelligence are also explored. The course highlights the uses of computing systems in business, the sciences, and other professional fields. This course is required for all students majoring in Computer Science or Technology Management. It is also suitable for majors in other disciplines who want to go beyond being casual users of computers to gain a deeper appreciation of some of the most important computing and information technologies developed over the last fifty years. Three lecture hours, one hour lab.

Credits: 3

Every Fall and Spring

CS 102 Programming I

Problem solving, algorithmic design, and implementation using the C++ programming language are presented. Topics include fundamental data types and associated array types, I/O processing, conditional and loop constructs, use and implementation of functions. A brief overview of structures is given. Throughout the course, good programming styles and sound program construction are emphasized. Three lecture hours, one hour lab.

The pre-requisite of CS 101 is required.

Credits: 4

Every Fall and Spring

CS 117 Programming II

A continuation of CS 102 using the C++ programming language. Emphasis is on larger multi-file projects. Topics include file processing, pointers, dynamic memory allocation and its usage, string processing, aggregated data types, and their associated algorithms. Elements of object-oriented

programming, such as classes and their public interfaces" usage, are introduced. Three hours lecture, one hour laboratory.

The pre-requisite of CS 102 is required.

Credits: 4

Every Fall and Spring

CS 118 Computer Architecture

The course provides a comprehensive study of computer architecture and organization. Boolean algebra is introduced to teach digital devices. The operational units and their interconnections that realize the architectural specification of a computer are studied and their overall performance is analyzed. The design and implementation of a simple processor is an integral part of the course. Programming at different levels is also introduced.

Pre-requisite of CS 102 is required.

Credits: 3

Every Fall

CS 120 Web Development

Web page and Common Gateway interface (CGI) application development. Topics include HTML, Web browser and server communication using HTTP and HTTPS, browser state tracking, basic web server configuration settings, Client Side Java Scripting, back end database connectivity, and CGI application development using common tools and languages. Students are required to develop and complete several web based applications such as a shopping cart style website. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 128 Information Systems Analysis and Design

A comprehensive introduction to the fundamental concepts of systems analysis and design: industrial perspective of information technology; software process models, human factors, project management; requirements of engineering and analysis; and system modeling techniques, design methodologies, post-implementation analysis, and CASE tools support. Three hours lecture, one hour laboratory.

The pre-requisite of CS 117 is required.

Credits: 3

Every Fall

CS 129 E-Commerce Programming

The course is an introduction to the design, implementation, and the administration of e-commerce web sites. Students are expected to integrate several technologies to develop an e-commerce website which can display merchandise/services, accept orders, and process electronic payments.

The pre-requisites of CS 117 is required.

Credits: 4

On Occasion

CS 130 Algorithms and Data Structures I

A study of the design and representation of

information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

Every Fall

CS 132 Discrete Structures in Computer Science

A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 135 Compiler Theory and Design

An examination of fundamental compiler organization. Topics include lexical analysis, syntax analysis, abstract syntax trees, symbol table organization, code generation and code optimization. Students are expected to implement a compiler for a given language, using tools such as LEX and YACC. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

On Occasion

CS 140 Human-Computer Interaction

The course explores the design, evaluation, and implementation of interactive computing systems for human use. We will develop user interface prototypes according to cognitive principles and test them in real user scenarios.

The pre-requisite of CS/CIS 102 is required.

Credits: 3

Every Spring

CS 149 Database Systems II

A continuation of Database Systems I introduced in CS 148. The course focuses on database programming techniques and some topics in advanced database design. Topics include: object-oriented database features, PL/SQL database programming with exception and error handling, database security and authorization, and concurrency control and recovery. Other advanced topics and issues in distributed and Internet databases, and data warehousing are also covered. Three hours lecture, three hours laboratory.

Pre-requisite of CS 148 is required.

Credits: 3

On Occasion

CS 150 Operating Systems

An introduction to the fundamental concepts of operating systems: architectural support and operating systems interface; system calls; and process structure, concepts, management, interprocess communication, threads, memory management and virtual memory, file system interface and its implementation. Case studies from UNIX and Windows NT are examined. Three hours lecture, one hour laboratory.

The pre-requisite of CS 117 is required.

Credits: 4

Every Spring

CS 151 Programming Languages

A study of programming languages, environments, and tools. Modern software applications are increasingly implemented using a combination of different programming languages, each with its own strengths. Complex systems also incorporate "little languages" for specifying configuration details and business rules. In this course, students study language design issues, run-time organization, interpreters, programming environments, and other language-related tools. Three different languages are examined as case studies. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 153 System Software - C Language

System software implementation using C language. Topics include: functional decomposition, separate implementation code compilation, static and dynamic data structures, input/output, preprocessor facilities and the C Library.

Prerequisite CS 116 is required.

Credits: 3

On Occasion

CS 154 Computer Networks

An examination of the process used for data communication, including local area networks, satellite links, error handling, transmission capacity, circuit, packet and virtual networks, sliding window protocols, encryption, text compression, and distributed systems.

The pre-requisite of CS102 is required.

Credits: 4

Every Spring

CS 156 Internet Programming

A study of application programming for the Internet. Emphasis is on Java programming and object-oriented programming using the Java language. Java topics include classes, interfaces, polymorphism, threads, database-access, and applets. Students are required to complete projects that run on a web server. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 157 Graphical User Interface

Development of Graphical applications for either Microsoft Windows or Unix X-Windows using an integrated development environment. Topics include building and design of form windows, event handling, program structure, and database connectivity. Three hours lecture, one hour laboratory.

Pre-requisite of CS 102 is required.

Credits: 3

On Occasion

CS 158 Privacy and Internet Security

A broad survey of the security and privacy threats faced by today's networked computing systems, and of the tools and techniques available to counteract such threats. Topics covered include cryptographic methods, authentication, electronic mail security, computer viruses, Internet security threats, and firewalls. Concrete technologies are presented, such as Kerberos (networked authentication system), IPSec under Windows(privacy), and iptables under Linux (firewalls). The laboratory sessions give the students a chance to implement working security and privacy policies under both Windows and Linux. Three hours lecture, one hour laboratory.

The pre-requisite of CS/CIS 154 is required.

Credits: 4

Cross-Listings: CIS 158, CS 158

On Occasion

CS 160 Computer Graphics

An overview of Computer Graphics using the OpenGL standard for rendering graphics, across different platforms and hardware. OpenGL is the preferred standard of developers and amateurs alike to create and manage game programs and other animated graphics application. Topics include the management of windows environment, rendering of primitive objects and complex objects in 2D and 3D, use of light, texture and perspective manipulation to create 3D effects, binding images to objects, and adding sounds. Three hours lecture, one hour laboratory.

Pre-requisite of CS 117 is required.

Credits: 3

On Occasion

CS 161 Object-Oriented Programming

Comprehensive treatment of object-oriented programming design techniques in C++. Specific topics include encapsulation, object classes, inheritance, polymorphism and genericity. Templates and the Standard Template Library (STL) are thoroughly presented and used in program construction. Run-Time Type Identification (RTTI) is also covered. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 162 Artificial Intelligence I

An introduction to the processes by which machines simulate intelligence. Topics include knowledge-representation techniques, including the predicate logic, state space problem formulation, logical reasoning methods, exhaustive and heuristic search strategies, rule-based production systems and examples of expert systems. PROLOG programming explained comprehensively. Each student is required to implement a small rule-based system in PROLOG. Three hours lecture, one hour laboratory.

The pre-requisite of CS 117 is required.

Credits: 3

Alternate Fall

CS 163 Data Mining and Business Intelligence

The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems and machine learning. Introduction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

Pre-requisites of CS 130 and CS 162 are required.

Credits: 3

On Occasion

CS 164 Software Engineering

A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory.

Pre-requisite of CS 130 is required.

Credits: 3

Every Spring

CS 165 Component-based Software Development and Reusability

The course provides an in-depth introduction to reusability and Component-Based Software Engineering (CBSE). The basic concepts of components, interfaces, contracts, design patterns and frameworks are presented. Topics covered include: current Component specification techniques such as UML and the Object Constraint Language (OCL); Component Models and Technology such as COM, DCOM, .NET; and Component composition and Integration.

Pre-requisite of CS 128 or CS 164 is required.

Credits: 3

On Occasion

CS 167 System and Network Administration

This course is designed to teach students how to administer a small network: install operating systems and packages, partition the disk, configure the network (routing and IP assignment), secure the network by means of firewalls, configure the mail system as well as the Web services, create user accounts, install new hardware, and manage printers. Three hours lecture, one hour laboratory.
Pre-requisites of CS 118 and CS 154 are required.

Credits: 3

On Occasion

CS 168 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty. Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.

Credits: 3

On Occasion

CS 169 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty. Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.

Credits: 3

On Occasion

CS 311 Capstone Project

The purpose of the Capstone Project courses are to analyze, design, and implement meaningful Information System that integrates all the other areas in the CS curriculum, such as Procedural and Object-oriented Programming, Database development, Networking, Web development, etc. Students must submit a proposal for an Information Systems project. The proposal must include: Scope of the project, major requirements, analytical and development tools that will be used, Milestones, testing plans, Documentation plans and Training plans. Upon review and approval by the CS faculty, a faculty member will be assigned to the student to supervise all the stages of the project. After its completion, the student will make a presentation regarding all aspects of the project before the CS faculty.

Credits: 3

Every Fall and Spring

CS 312 Capstone Project

The purpose of the Capstone Project courses are to analyze, design, and implement meaningful Information System that integrates all the other areas in the CS curriculum, such as Procedural and Object-oriented Programming, Database development, Networking, Web development, etc. Students must submit a proposal for an Information Systems project. The proposal must include: Scope of the project, major requirements,

analytical and development tools that will be used, Milestones, testing plans, Documentation plans and Training plans. Upon review and approval by the CS faculty, a faculty member will be assigned to the student to supervise all the stages of the project. After its completion, the student will make a presentation regarding all aspects of the project before the CS faculty.

Credits: 3

Every Fall and Spring

CS 370 Computer Science Internship

An opportunity to extend classroom knowledge and gain direct practical experience in the computer field as an intern with a New York City government agency or with a major corporation in the metropolitan area. Students receive meaningful internship assignments and are directed by professionals in the normal working environment. Each student is required to schedule meetings with a faculty adviser, who provides academic supervision. May be taken twice for up to six credits. Completion of sophomore year and recommendation of the Department Chair are required.

Credits: 3

On Demand

CS 395 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 in the major subject, and the permission of the Chair of the Department and the Dean. Students must complete an application for Honors Study outlining the research or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

CIS 128 Information Systems Analysis and Design

A comprehensive introduction to the fundamental concepts of systems analysis and design: industrial perspective of information technology; software process models, human factors, project management; requirements of engineering and analysis; and system modeling techniques, design methodologies, post-implementation analysis, and CASE tools support. Three hours lecture, one hour laboratory.

The pre-requisite of CS 117 is required.

Credits: 3

Every Fall

MIS 300 Strategic Information Technology

This course provides students with insights and knowledge they need to become active participants in the implementation and management of strategic information technology. The course demonstrates how IT relates to competition and even survival of

today's corporations. Students learn how to recognize opportunities for companies and in the work environment and apply current technologies in innovative ways.

The pre-requisites of MAN 353, CS 148 and CS 158 are required.

Credits: 3

Every Fall and Spring

SCHOOL OF EDUCATION

LIU Brooklyn's School of Education prepares teachers, counselors 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 serving children, adults, and families in urban communities. All specialties, undergraduate and graduate, within the Teacher Education Program are accredited by the Teacher Education Accreditation Council (TEAC), now the Council for the Accreditation of Educator Preparation (CAEP).

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 is comprised of two departments: Teaching, Learning and Leadership (TLL) and Counseling and School Psychology (CSP). These departments provide educational opportunities leading to rewarding careers serving urban youth, adults, and families. TLL offers undergraduate and graduate degree programs in multiple teacher certification areas. CSP offers graduate programs in school counseling, mental health counseling, marriage and family therapy, 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 main office at 718-488-1055 or visit the website at www.liu.edu/brooklyn/soe.

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KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of LIU Brooklyn's School of Education addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet rising academic standards while recognizing the unique experiences and strengths of urban schools and their children? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators

To carry on the important mission of the LIU Brooklyn School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry of teaching and professional practice.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are

interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, and about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

LIU Brooklyn educators value being active inquirers, curious about social and natural phenomena, able to imagine, and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education's curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators' habits of being active inquirers, remaining "wide awake" in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment.

This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to act and to transform.

LIU Brooklyn educators are comfortable with inquiry and persevere with questions. We extend what learners bring by asking questions that widen their horizons of knowledge and experiences. We set up and construct learning contexts that stimulate active learning and the learner's curiosity, inquisitiveness and imagination. The Learning Center for Educators and Families (LCEF) provides experiences working with children and teachers in curriculum-related tasks, imagining, inventing, and investigating. LCEF also provides opportunities to conduct observations of student practice and to carry out research on the learning and development of children, adolescents and adults.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities. LIU Brooklyn educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context, and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students' ethnographic skills to study communities and to build transcultural understanding and empathy.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and in the wider community.

LIU Brooklyn educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City's children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American, Caribbean-American, Latino and recent immigrant communities that are prominent in Brooklyn schools, and we use this

knowledge in teaching. We also value ethnographic processes of observation and participation that enable us to gain understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners.

SOCIAL COMMITMENT and the building of a just and democratic society.

LIU Brooklyn educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

School of Education Resources

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, 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, 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, 718-780-8549.

Center for Urban Educators (CUE)

CUE's mission is the development of culturally relevant and effective practices for the work of teaching, learning, and mental health and well-being in schools and communities in the urban context. The vision of teaching and practice guiding the Center's work is one that supports teachers and mental health practitioners as socially responsible people who are intellectually engaged and act as advocates of children, families, and communities.

CUE's core values are beliefs in human capacity and worth in the importance of educating, and practicing for health and democracy. The Center puts diverse perspectives alongside each other with the aim of getting beyond convention and creating new possibilities for teaching and serving children, families and communities. In order to create these opportunities, CUE supports the use of observation, description, and story as ways of generating understanding out of lived experiences. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multi-faceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond LIU Brooklyn and supports publications and the annual CUE conference.

**DEPARTMENT OF
TEACHING, LEARNING AND
LEADERSHIP**

Professors Kesson (Chair), Rivera
Professors Emeriti Berkowitz, Kazlow, Long,
Nathanson, Pascale
Associate Professors Bains, Dyasi, Lava
(Associate Dean), Lehman, Lemberger
Associate Professor Emeriti Floyd, Zinar
Assistant Professors Black, Harris, Schlessinger,
Shuttleworth
Instructors McLaughlin, Walsh
Adjunct: 30

The Department of Teaching, Learning and Leadership offers several majors at the undergraduate level, all leading to NYS teaching certification. All majors emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork and student teaching placements are in partner schools especially selected for excellence and diversity. With our emphasis on practice, students are out in the schools – observing, learning and doing – from the very beginning.

The following majors are offered:

- B.S., Adolescence Urban Education (grades 7-12) in Biology, Chemistry, or Mathematics
- B.A., Adolescence Urban Education (grades 7-12) in English, Social Studies, or Spanish
- B.S., Adolescence/Middle Childhood Urban Education (grades 5-12) in Biology, Chemistry, or Mathematics
- B.A., Adolescence/Middle Childhood Urban Education (grades 5-12) in English, or Social Studies
- B.S., Childhood Urban Education (grades 1-6)
- B.S., Inclusive Early Childhood Education (birth-grade 2)

An optional extension in Middle Childhood Education (Grades 7-9) in English, biology, chemistry, mathematics or social studies is available for majors in Childhood Education.

An optional extension in Bilingual Education is available for majors in Childhood Education.

Students planning to teach at an elementary school level must major in Childhood Urban Education and have a concentration or second major in one of the accepted liberal arts and sciences areas. Childhood Education must be their first major.

**B.S. Inclusive Early Childhood
Education (Birth-Grade 2) (dual
initial certification)**

The Bachelor of Science in Inclusive Early Childhood Education Leads to dual certification in early childhood education and early childhood

special education, birth to grade 2. This program prepares students to teach in diverse early childhood education and care settings. An optional bilingual extension prepares students to teach in bilingual classrooms.

**B.S., Inclusive Early Childhood
Education (birth-grade 2)**

[Program Code: 22846]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Major Requirements

All of the following courses are required.

| | | |
|---------|--|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 349 | The Developing Young Child | 3.00 |
| TAL 360 | Foundations of Inclusive Education: Early Childhood | 3.00 |
| TAL 361 | Child Guidance and Partnerships | 3.00 |
| TAL 362 | Integrated Inquiry I: Curriculum, Instruction and Assessment | 3.00 |
| TAL 363 | Play in IECE | 3.00 |
| TAL 433 | Language and Literacy in the Early Childhood Years | 3.00 |
| TAL 434 | The Arts and Social Studies in IECE | 3.00 |

| | | |
|---------|---|------|
| TAL 435 | Integrated Inquiry II: Curriculum, Instruction and Assessment | 3.00 |
| TAL 436 | Language and Literacy in IECE | 3.00 |
| TAL 437 | Mathematics in IECE | 3.00 |
| TAL 438 | Science in IECE | 3.00 |
| TAL 455 | Student Teaching and Seminar in IECE | 6.00 |

Areas of Specialization for B.S. in Inclusive Early Childhood Education
Students must complete 30 credits in one of the following areas:

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Foreign Languages and Literature
- Psychology
- Social Science

See your Department of TLL Department advisor for information on choosing courses that meet the concentration requirements.

Optional Extension in Bilingual Education (9 credits)

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency.

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

Credit and GPA Requirements

Minimum Total Credits: 124
Minimum Specialization Credits: 30
Minimum Education Major Credits: 42
Minimum Major GPA: 3.0
Minimum Overall GPA: 2.75

**B.S. Childhood Urban
Education**

The 120-credit B.S. in Childhood Urban Education (Grades 1-6) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in childhood education, grades 1-6. It prepares students to teach in elementary school classrooms.

The major in Childhood Urban Education consists of 40 credits in teaching and learning. Optional extensions are available for students interested in teaching in middle schools (6 credits) or in bilingual classrooms (7 credits).

In addition, all Childhood Urban Education students must select a 30-credit concentration or a second major in a liberal arts and sciences area from among the following:

- Biology
- Chemistry

- Mathematics
- English
- History
- Humanities
- Foreign Languages and Literature
- Psychology
- Social Sciences

Students should consult with a TAL advisor regarding requirements for the concentration. If choosing a double major, students must select Childhood Urban Education as their first major. The requirements for the second major can be found in the relevant department's section of the bulletin.

An optional extension in Middle Childhood Urban Education (6 credits) is available for students who wish to teach one of the content areas (biology, chemistry, English, mathematics, or social studies) at the middle school level. Students interested in the middle childhood extension must have at least 30 credits in their chosen content area. An optional extension in Bilingual Education (7 credits) prepares students to teach in bilingual classrooms.

The Childhood Urban Education program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous section, Core Program in Teacher Education. Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education certification officer assists students in applying for certification when all requirements are met.

B.S., Childhood Urban Education (1-6)

[Program Code: 22846]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Major Requirements

All of the following courses are required.

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 301 | Observing and Describing Children | 3.00 |
| TAL 350 | The Developing Child | 4.00 |
| TAL 351 | Language and Literacy I | 3.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 353 | Creating Inclusive Classroom Communities | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 402 | Teaching and Learning Social Studies in Elementary Schools | 3.00 |
| TAL 403 | Teaching and Learning Mathematics/ Technology in Elementary Schools | 3.00 |
| TAL 404 | Teaching and Learning Science/ Technology in Elementary Schools | 3.00 |
| TAL 450 | Student Teaching in Childhood Education | 3.00 |
| TAL 451 | Student Teaching Seminar in Childhood Education | 3.00 |

Areas of Specialization for B.S. in Childhood Urban Education

Students must complete 30 credits in one of the following areas:

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Foreign Languages and Literature
- Psychology
- Social Science

See your Department of TLL Department advisor for information on choosing courses that meet the concentration requirements.

Optional Extension in Bilingual Education (9 credits)

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency.

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target

language.

Optional Extension in Middle Childhood (5-9) (7 credits)

An optional Middle Childhood Extension to the Childhood Certification is available.

Credit and GPA Requirements

| | |
|----------------------------------|------|
| Minimum Total Credits: | 120 |
| Minimum Specialization Credits: | 30 |
| Minimum Education Major Credits: | 40 |
| Minimum Major GPA: | 3.0 |
| Minimum Overall GPA: | 2.75 |

B.S. Middle Childhood & Adolescence Urban Ed: Biology

B.S., Middle Childhood & Adolescence Urban Education (5-12), Biology

[Program Code: 22855]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Biology Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required.

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |

| | | | |
|-----|-----|--|------|
| TAL | 350 | The Developing Child | 4.00 |
| TAL | 352 | Sociology and Education | 3.00 |
| TAL | 400 | The Developing Adolescent | 3.00 |
| TAL | 401 | Language and Literacy II | 3.00 |
| TAL | 408 | Middle Childhood Curriculum | 3.00 |
| TAL | 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL | 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL | 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL | 412 | Teaching and Learning Social Studies in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Biology Specialization Credits: 30
 Minimum Education Major Credits: 37
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.S. Middle Childhood & Adolescence Urban Ed: Chemistry

B.S., Middle Childhood & Adolescence Urban Education (5-12), Chemistry

[Program Code: 22856]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|-------------|-----------|
| Mathematics | 6 credits |
|-------------|-----------|

Laboratory Science 6 credits
 (BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Chemistry Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required.

| | | | |
|-----|-----|--|------|
| TAL | 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL | 251 | Students with Special Needs | 3.00 |
| TAL | 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL | 350 | The Developing Child | 4.00 |
| TAL | 352 | Sociology and Education | 3.00 |
| TAL | 400 | The Developing Adolescent | 3.00 |
| TAL | 401 | Language and Literacy II | 3.00 |
| TAL | 408 | Middle Childhood Curriculum | 3.00 |
| TAL | 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL | 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL | 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL | 412 | Teaching and Learning Social Studies in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Chemistry Specialization Credits: 30
 Minimum Education Major Credits: 37
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.A. Middle Childhood & Adolescence Urban Ed: English

B.A., Middle Childhood & Adolescence Urban Education (5-12), English

[Program Code: 22857]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

English Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required.

| | | | |
|-----|-----|--|------|
| TAL | 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL | 251 | Students with Special Needs | 3.00 |
| TAL | 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL | 350 | The Developing Child | 4.00 |
| TAL | 352 | Sociology and Education | 3.00 |
| TAL | 400 | The Developing Adolescent | 3.00 |
| TAL | 401 | Language and Literacy II | 3.00 |
| TAL | 408 | Middle Childhood Curriculum | 3.00 |
| TAL | 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL | 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL | 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL | 412 | Teaching and Learning Social Studies in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum English Specialization Credits: 30
 Minimum Education Major Credits: 37
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.S. Middle Childhood & Adolescence Urban Ed: Mathematics

B.S., Middle Childhood & Adolescence Urban Education (5-12), Mathematics

[Program Code: 22860]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Mathematics Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required.

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 350 | The Developing Child | 4.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 408 | Middle Childhood Curriculum | 3.00 |

| | | |
|---------|--|------|
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL 412 | Teaching and Learning Social Studies in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Mathematics Specialization Credits: 30
 Minimum Education Major Credits: 37
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.A. Middle Childhood & Adolescence Urban Ed: Social Studies

B.A., Middle Childhood & Adolescence Urban Education (5-12), Social Studies

[Program Code: 22858]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Social Studies Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required.

| | | |
|---------|--|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 350 | The Developing Child | 4.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 408 | Middle Childhood Curriculum | 3.00 |
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL 412 | Teaching and Learning Social Studies in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Social Studies Specialization Credits: 30
 Minimum Education Major Credits: 37
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.S. Adolescence Urban Education: Biology

B.S., Adolescence Urban Education (7-12), Biology

[Program Code: 22849]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|--|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|--|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Biology Specialization Requirements: 30 credits**Education Major Requirements****All of the following courses are required:**

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL 415 | Teaching and Learning a Language Other Than English in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Biology Specialization Credits: 30
 Minimum Education Major Credits: 30
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.S. Adolescence Urban**Education: Chemistry****B.S., Adolescence Urban Education (7-12), Chemistry**

[Program Code: 22850]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|--|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|--|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Chemistry Specialization Requirements: 30 credits**Education Major Requirements****All of the following courses are required:**

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL 415 | Teaching and Learning a Language Other Than English in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Chemistry Specialization Credits: 30
 Minimum Education Major Credits: 30
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.A. Adolescence Urban**Education: English****B.A., Adolescence Urban Education (7-12), English**

[Program Code: 22851]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|--|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|--|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

English Specialization Requirements: 30 credits**Education Major Requirements****All of the following courses are required:**

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |

| | | |
|---------|---|------|
| TAL 415 | Teaching and Learning a Language Other Than English in Middle and Secondary Schools | 3.00 |
|---------|---|------|

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum English Specialization Credits: 30
 Minimum Education Major Credits: 30
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.S. Adolescence Urban Education: Mathematics

B.S., Adolescence Urban Education (7-12), Mathematics

[Program Code: 22852]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Mathematics Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required:

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 352 | Sociology and Education | 3.00 |

| | | |
|---------|---|------|
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL 415 | Teaching and Learning a Language Other Than English in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Mathematics Specialization Credits: 30
 Minimum Education Major Credits: 30
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.A. Adolescence Urban Education: Social Studies

B.A., Adolescence Urban Education (7-12), Social Studies

[Program Code: 22853]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|-----------------|-----------|
| History | 6 credits |
| Social Sciences | 6 credits |

Science and Mathematics

| | |
|---|-----------|
| Mathematics | 6 credits |
| Laboratory Science (BIO, CHEM, and PHY) | 6 credits |

Communication, Visual & Performing Arts

| | |
|---|-----------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | 3 credits |

Social Studies Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required:

| | | |
|---------|---|------|
| TAL 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL 251 | Students with Special Needs | 3.00 |
| TAL 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL 352 | Sociology and Education | 3.00 |
| TAL 400 | The Developing Adolescent | 3.00 |
| TAL 401 | Language and Literacy II | 3.00 |
| TAL 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL 415 | Teaching and Learning a Language Other Than English in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Social Studies Specialization Credits: 30
 Minimum Education Major Credits: 30
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

B.A. Adolescence Urban Education: Spanish

B.A., Adolescence Urban Education (7-12), Spanish

[Program Code: 22854]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------|-----------|
| First Year Seminar | 1 credit |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

History 6 credits
 Social Sciences 6 credits

Science and Mathematics

Mathematics 6 credits
 Laboratory Science 6 credits
 (BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits
 Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Spanish Specialization Requirements: 30 credits

Education Major Requirements

All of the following courses are required:

| | | | |
|-----|-----|---|------|
| TAL | 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL | 251 | Students with Special Needs | 3.00 |
| TAL | 302 | Observing and Describing Middle Childhood and Adolescent Learners | 3.00 |
| TAL | 352 | Sociology and Education | 3.00 |
| TAL | 400 | The Developing Adolescent | 3.00 |
| TAL | 401 | Language and Literacy II | 3.00 |
| TAL | 421 | Language & Literacy III: The Adolescent Learner | 3.00 |
| TAL | 460 | Student Teaching in Adolescence Education | 3.00 |
| TAL | 461 | Student Teaching Seminar in Adolescence Education | 3.00 |
| TAL | 415 | Teaching and Learning a Language Other Than English in Middle and Secondary Schools | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Spanish Specialization Credits: 30
 Minimum Education Major Credits: 30
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.75

Teaching, Learning and Leadership Courses

TAL 201 Teaching: Imagine the Possibilities

An introduction for the preprofessional student to the possibilities and processes of professional life in diverse inclusive urban schools through initial exploration of school contexts, learning processes, roles of teachers, and the self as a prospective teacher. Guided school visits, reflective writings, and seminal readings enable students to examine the field of education from historical, sociological and philosophical perspectives. Selected Teaching and Learning faculty discuss such current trends as multiculturalism and the inclusion of students with disabilities. For all students considering teaching as a career choice. Fifteen hours of structured fieldwork required.

Credits: 3

Every Fall and Spring

TAL 250 Developmental Psychology

An introductory study of the physical, cognitive, social, language, emotional, and moral development of children, adolescents, and adults from birth through the lifespan. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to the ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in the teaching and learning process.

Credits: 3

Annually

TAL 251 Students with Special Needs

An introduction to the historical and legislative background of exceptionality and special education. An overview is presented of behavioral characteristics and special educational needs of students who are exceptional in sensorimotor, cognitive, social-emotional and linguistic development. Attention is given to implications for teaching and learning, identification, referral, IEP implementation, parent collaboration, and classification and organization for instructional purposes. Guided fieldwork experience is required.

Credits: 3

Annually

TAL 301 Observing and Describing Children

An introduction to a holistic method of observing and reflecting on children. Throughout the semester, students observe a child in home, school and community settings; this descriptive review process has as its philosophical foundation the premise that children construct knowledge and make meaning of their world. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required. *The pre-requisite of TAL 201 is required.*

Credits: 3

Every Fall and Spring

TAL 302 Observing and Describing Middle Childhood and Adolescent Learners

An exploration of the world of the middle childhood/adolescent learner using naturalistic inquiry methods such as participant observation and interviews in a variety of settings, including school, home and community. This descriptive review process has as its philosophical foundation the premise that all learners construct knowledge and make meaning within a sociocultural context. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required.

The pre-requisite of TAL 201 is required.

Credits: 3

Annually

TAL 349 The Developing Young Child

This course is an examination of the development and growth of young children in infancy through age eight using developmental, non-developmental, historical, and cultural perspectives and 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 language/literacy domains of development, and their relation to learning and socialization. Students will also examine the role of race, culture, class, language, dis/ability, and gender identities and expression in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings.

The pre-requisites of TAL 201 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 350 The Developing Child

An introductory examination of the process of change from birth through pre-adolescence in children from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform educational practices will be studied. Throughout the course, attention will be given to ways in which culture, race, class, ethnicity, gender; sexual orientation, language, and disability play a role in development and in the teaching and learning process. The course will also explore the lives of children who have disabilities from historical, legislative, educational, and autobiographical perspectives. The classification process in schools including how students are identified to have disabilities will be addressed. Students will have fieldwork experiences with children and will engage in different types of course assignments to develop discipline-specific writing skills. Writing-intensive course for the major.

Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 4

Annually

TAL 351 Language and Literacy I

A focus on emergent literacy, emphasizing the teaching of reading from a developmental socio-linguistic perspective and highlighting the relationship between language and literacy. Different theories of teaching reading and writing are discussed. Students become familiar with appropriate literature for young children as well as the concept of multiple literacies. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including the needs of children with disabilities, bilingual students and English-language learners. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience includes the home, community and classroom teaching environments. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 352 Sociology and Education

A field-based course in which students use the results of sociological research to inform their observation and analysis of schools and society. Emphasis is placed on such variables as parental involvement and home environment, race/ethnicity, and social class as well as school-related variables, including grouping and teaching practices, teacher attributes and expectations, class and school size, and curriculum. Students make an observational study in a classroom setting that addresses a problem of significance. Ten hours of structured fieldwork are required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

Annually

TAL 353 Creating Inclusive Classroom Communities

A course in which students explore ways to create peaceful democratic classrooms where all children are respected and valued. Emphasis will be on viewing behavior and classroom management contextually, with the aim of fostering social and emotional learning. Students will learn and practice methods of facilitating positive classroom climate, such as peer mediation, conflict resolution, and positive behavioral supports which promote interpersonal communication and social participation. 15 fieldwork hours required.

The pre-requisite of TAL 350 is required.

Credits: 3

Annually

TAL 356 Bilingualism Bilingual Education and Multiculturalism

An introduction to the individual, social, cognitive and linguistic nature of bilingualism, including issues related to assessment and second language acquisition. The course also addresses bilingual education policies, historical and legal foundations, program models, and practices, including the impact of culture on teaching and learning. Ten hours of structured fieldwork required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

On Occasion

TAL 360 Foundations of Inclusive Education: Early Childhood

Inclusive education is predicated on principles of equity and social justice; all children have the right to be valued members of a learning community. With inclusive early childhood settings as the hallmark of early education and care, students will explore their assumptions about ability/disability and diversity in relation to language, race, culture, class, and gender identities and expression. The history of the field of special education will be studied with particular emphasis on the inclusion movement. The various services and educational structures available for meeting the needs of all infants, toddlers, young children and their families/caregivers will be explored. Identification of students with disabilities and the special education classification/labeling system will be interrogated. Students will investigate the impact of the federally mandated IFSP and IEP on early childhood education. The critical role of families/caregivers in the education and care of young children with disabilities will be addressed alongside the various team approaches to service delivery. The interdisciplinary nature of the field also requires consideration of professional skills such as collaboration, consultation and communication. Professional practices and standards of highly-qualified early childhood and early childhood special education teachers will be surveyed and analyzed.

The pre-requisites of TAL 201 is required with a minimum GPA of 2.50 is required. Also a Co-requisite of TAL 349 is required.

Credits: 3

Annually

TAL 361 Child Guidance and Partnerships

This course will address positive child guidance and family/school/community partnerships, within inclusive urban education and care for children birth-grade 2. Constructivist approaches and inquiry-based practices will serve as the foundation for learning how to create programming that fosters positive social-emotional and moral development in children. Positive behavior supports will be discussed as a best practice response to challenging behavior. Students will be introduced to

appropriate and culturally sensitive guidance approaches that support the creation of caring, interpersonal and inclusive learning communities for children; learn ways to build and maintain rapport and partnerships with families from diverse racial, ethnic, cultural and socio-linguistic backgrounds, and develop collaborative relationships with community based service organizations that work on behalf of young children. Particular attention will be given to families of children with varied dis/abilities and those who speak a language other than English (LOTE).

The pre-requisites of TAL 360 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 362 Integrated Inquiry I: Curriculum, Instruction and Assessment

In this course students will explore various models for observing, recording, describing, and interpreting young children's growth and learning. Both qualitative and quantitative assessment strategies will be introduced and used for curriculum planning and program development in inclusive early childhood settings. Connections between assessment and the planning and implementation of inquiry and play-based curricular activities for children from diverse ability/disability, racial, ethnic, cultural, and linguistic backgrounds will be emphasized. Methods for distinguishing language difference from language disorder will be explored. Students will become familiar with methods, such as co-teaching, and materials that support learning in an inclusive early childhood educational setting. Particular attention will be given to embedding IFSP and IEP goals for children with disabilities into the routines and activities of early care and education programs spanning early intervention through kindergarten. Students will have opportunities to develop and implement individualized lesson plans for children framed within the NYS Learning Standards and NAEYC Guidelines for Developmentally Appropriate Practice (DAP).

The pre-requisites of TAL 360 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 363 Play in Inclusive Early Childhood Education (IECE)

This course will provide students with opportunities to reflect and build upon the theoretical and developmental theories learned as they relate to play in inclusive early care settings and early childhood classrooms. Students will learn about various play-based curricula, and will use qualitative methods to observe and assess child growth and learning through the study of individual and group play experiences. Particular attention will be given to the integrated nature of socio-dramatic play and scaffolding the subject

matter learning of early literacy and math/science. Students will learn to design environments that support meaningful play based experiences for young children with diverse needs and backgrounds.

The pre-requisites of TAL 360 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 400 The Developing Adolescent

A focus on the preadolescent and adolescent that examines the processes of growth and development in individuals from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform social and educational practices are studied. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in development and in the teaching and learning process. The impact of early developmental experiences on adolescent development is also investigated. Students have integrated fieldwork experience with adolescents in different settings. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

On Occasion

TAL 401 Language and Literacy II

A focus on the developing and fluent reader and the place of reading within the integrated curriculum. Linguistic and cognitive processes underlying comprehension are explored within a balanced literacy program of reading and writing instruction. Students become familiar with a variety of literature for children. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including issues of bilingualism and biliteracy. The role of assessment in planning instruction is also addressed, along with approaches to remediation of literacy difficulties. An integrated fieldwork experience focuses on small-group and classroom instruction. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350 and 351 or TAL 302, ALCX 702-705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 402 Teaching and Learning Social Studies in Elementary Schools

An introduction to a theme-based, inquiry-directed, literature-rich, multicultural approach to teaching and learning social studies. New York State social studies standards are reviewed, with a focus on learning goals, essential questions, portfolio assessment, and preparation for democratic

citizenship. Emphasis is placed on building broadly inclusive classroom communities. Strategies to meet individual learning needs within an inclusive model are discussed. The fieldwork component integrates course work and classroom practice. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 403 Teaching and Learning Mathematics/Technology in Elementary Schools

An inquiry-based approach to learning mathematics and technology as a tool for teaching. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic mathematical concepts such as variables, functions and measurements, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within a collaborative and inclusive model while addressing NYS/Common Core Learning Standards. Approaches to addressing difficulties in math will be explored. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 404 Teaching and Learning Science/Technology in Elementary Schools

An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic science concepts and skills, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing NYS/Common Core Learning Standards. Fifteen hours of structured fieldwork required.

The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 408 Middle Childhood Curriculum

An opportunity to create, evaluate and implement middle school curriculum by beginning with essential questions about language arts, mathematics, science and social studies. Students become familiar with NYS/Common Core Learning Standards and learn to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical

issues across subject areas is emphasized. Various inquiry and assessment methods to engage middle school learners are taught, and students learn how to collaborate with colleagues in a team approach. Thirty hours of structured fieldwork required.

Credits: 3

On Demand

TAL 411 Teaching and Learning English Language Arts in Middle and Secondary Schools

An examination of fundamental issues in the teaching of English language arts at the middle and secondary levels. New York State English Language Arts standards are reviewed, with a focus on reading and writing for information, literary interpretation, personal expression, and critical analysis. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Students are introduced to a range of literary genres and texts from a multicultural perspective and to various approaches to the teaching of writing. Applications of technology to teaching language arts are explored. The place of grammar in the English curriculum is also addressed. Emphasis is on formative assessment and strategies to meet individual learning needs within an inclusive model. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 412 Teaching and Learning Social Studies in Middle and Secondary Schools

An inquiry-directed, literature-rich, multicultural approach to teaching and learning Social Studies in middle and secondary schools. New York State Social Studies standards for history and social sciences are reviewed, with a focus on teaching strategies and methods, learning goals, essential questions, portfolio assessment, uses of technology, and literacy in the content area. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Strategies for meeting individual learning needs within inclusive classroom communities are emphasized. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools

An integrated inquiry-based approach to the teaching of mathematics and technology at the

middle and secondary school levels. Basic mathematics concepts, such as properties of numbers, algebraic expressions, solving linear equations, and geometry are reviewed. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students' diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students' subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 414 Teaching and Learning Science/Technology in Middle and Secondary Schools

An integrated inquiry-based approach to the teaching of science and technology at the middle and secondary school levels. The focus is on common themes, such as motion, energy, and form and function, which connect the life, physical, chemical, and earth sciences. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students' diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students' subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Demand

TAL 415 Teaching and Learning a Language Other Than English in Middle and Secondary Schools

An examination of issues and standards in teaching Languages Other Than English (LOTE) at the middle and secondary levels. Students analyze different strategies and materials used in middle and secondary schools to develop communicative fluency as well as literacy in a LOTE. Strategies are also developed to teach the literature in the LOTE, as well as the culture of the speakers of the LOTE. Differences in strategies between teaching a LOTE, teaching English as a second language, and teaching a heritage language in a bilingual classroom are addressed. Students design lessons

and thematic units, practice strategies, and develop competency in language assessment. Twelve hours of structured fieldwork required.

The co-requisites of TAL 406, 460 and 461 are required.

The pre-requisites of TAL 400 and 421 are required.

Credits: 3

On Occasion

TAL 417 Teaching in the Native Language in Bilingual Classrooms

An exploration of teaching models and strategies used to develop native language literacy (reading, writing, speaking and listening) and to use the native language in teaching content areas (mathematics, science and social studies). Students evaluate and select a wide variety of culturally appropriate native language curricula and resources to enhance literacy and content skills. In addition, students become knowledgeable about children's literature and media in the native language. Five hours of structured fieldwork required.

The co-requisite of TAL 418 is required.

The pre-requisites of TAL 350 and TAL 351 are required.

Credits: 2

On Occasion

TAL 418 Teaching in English in Bilingual Classrooms

An introduction to TESOL methods and materials. Students also learn strategies for teaching English language literacy and content area subject matter through the second language. Special attention is given to building on the native language knowledge base. Students evaluate and select a wide variety of culturally appropriate English language curricula and resources to enhance literacy and content skills, including children's literature and media. Five hours of structured fieldwork required.

The co-requisite of TAL 417 is required.

The pre-requisites of TAL 350 and 351 are required.

Credits: 2

On Occasion

TAL 421 Language & Literacy III: The Adolescent Learner

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills. Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse

abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

Credits: 3

On Demand

TAL 431 Methods of Teaching Art: Elementary

Hands-on use of the appropriate materials for the child in elementary school, such as paint, clay, papier mache and textiles. Includes lectures, readings, a museum visit and observations at an elementary school. 10 Hours of Fieldwork.

Credits: 3

Cross-Listings: ART 146, TAL 431

Every Fall

TAL 432 Methods of Teaching Art: Secondary

Use of materials and formulation of projects for students on the secondary level (7-12). Formal lesson plans are developed dealing with structured studio art classes in art history, drawing, painting, perspective, ceramics, photography and fiber design.

Credits: 3

Cross-Listings: ART 147, TAL 432

Every Spring

TAL 433 Language and Literacy in the Early Years

This course will provide students with a foundational understanding of the complex process of language and literacy development in children birth through age five. Students will learn about the developmental stages of oral and written language and also consider multiple modes of communication which can be supported with assistive technology. The diversity of children's language and literacy development, including facilitating and maintaining first language (L1) and first dialect (D1) will be explored as well as strategies to support early literacy development in school and in the home. Students will be exposed to current theories and research related to early language and literacy development as well as strategies for planning language and literacy environments and experiences that are socially, culturally, and developmentally appropriate.

The pre-requisites of TAL 362 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 434 The Arts and Social Studies in Inclusive Early Childhood Education (IECE)

This interdisciplinary course will introduce students to the theoretical and practical concepts related to teaching creativity and the arts alongside teaching social studies. The arts can serve as a vehicle for teaching about the social studies themes of character and community development, and civic engagement in urban early childhood settings birth-grade 2. Students will develop an appreciation for the arts and their place in diverse urban inclusive early childhood education and care settings, and explore a variety of media, methods, and materials used in creative activities such as art making, music,

and movement. Emphasis will be placed on differentiating teaching and guidance strategies in art making for young children, and the integrated nature of the arts and inquiry based social studies curriculum in inclusive early childhood and care settings. Current themes in social studies and the arts, as set forth by the National Art Education Association and the National Council for Social Studies (NCSS), will be explored.

The pre-requisites of TAL 362 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 435 Integrated Inquiry II: Curriculum, Instruction and Assessment

In this course students will explore various models for observing, recording, describing, and interpreting young children's growth and learning. Both qualitative and quantitative assessment strategies will be introduced and used for curriculum planning and program development in inclusive early childhood settings. Connections between assessment and the planning and implementation of inquiry and play-based curricular activities for children from diverse ability/disability, racial, ethnic, cultural, and linguistic backgrounds will be emphasized. Methods for distinguishing language difference from language disorder will be explored. Students will become familiar with methods, such as co-teaching and cooperative learning, and materials that support learning in an inclusive early childhood educational setting. Particular attention will be given to embedding IEP goals of children with disabilities into the routines, activities, and lessons in early childhood classrooms with particular attention to kindergarten, first, and second grade. Students will have opportunities to develop and implement individualized lesson plans for children that are framed within the NYS Learning Standards and NAEYC Guidelines for Developmentally Appropriate Practice (DAP).

Credits: 3

Annually

TAL 436 Language and Literacy in Inclusive Early Childhood Education (IECE)

The course will focus on the importance of language development as a precursor to literacy in children from ages five to eight, including children who grow up in bilingual environments and those who use alternative modes of communication. 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. Students will learn strategies for strengthening the first language (L1) and first dialect (D1) in young children who speak a LOTE. 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, storytelling, children's literature and the arts in the development of language and literacy will be explored. Current themes in language and literacy development as set forth by national associations such as the International Reading Association (IRA) will also be addressed.

The pre-requisites of TAL 433 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 437 Mathematics in Inclusive Early Childhood Education (IECE)

This course is designed to examine key principles for the effective teaching of mathematics in inclusive preschool-grade 2 classrooms. Students will learn about the foundational ideas of mathematical thinking and study inquiry-based approaches that can be used to engage young children in mathematical investigations. These approaches will focus on creating appropriate math learning environments that are non-discriminatory, inclusive, and supportive of cultural, linguistic, and gender diversity. Students will learn to lead and scaffold math investigations that draw on the child's inherent curiosities and adhere to the core teaching principles set forth by the National Council of Teachers of Mathematics.

The pre-requisites of TAL 435 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 438 Science in Inclusive Early Childhood Education (IECE)

This course is designed to examine key principles for the effective teaching of science in inclusive preschool-grade 2 classrooms. Students will learn about the foundational ideas of the sciences and scientific thinking and will study inquiry-based approaches that can be used to engage young children in science investigations. These approaches will focus on creating appropriate science learning environments that are non-discriminatory, inclusive, and supportive of cultural, linguistic, and gender diversity. Students will learn to lead and scaffold science investigations that draw on the child's inherent curiosities and adhere to the core teaching principles set forth by the National Science Teachers Association (NSTA).

The pre-requisites of TAL 435 is required with a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 450 Student Teaching in Childhood Education

A student teaching semester that prepares reflective teachers to create effective classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and

instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (either 1-3 or 4-6).

The co-requisite of TAL 451 is required and permission of the Department.

Credits: 3

Every Fall and Spring

TAL 451 Student Teaching Seminar in Childhood Education

A seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation; affect the lives of children and their own lives as teachers. Major strands underlying the childhood education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

The co-requisite of TAL 450 is required.

Credits: 3

Every Fall and Spring

TAL 455 Student Teaching and Seminar in Inclusive Early Childhood Education (IECE)

A student teaching semester that prepares reflective teachers to create inclusive early care programs, classrooms and schools for all urban early childhood 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/program, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating site. Programs, schools and classrooms are chosen with special attention to diversity; placement in an integrated co-teaching teaching classroom (ICT) with students with disabilities is required. Eighty days of student teaching will occur, satisfying NYSED certification requirements for early childhood education and early childhood special education. Students will complete the edTPA^ portfolio at their student teaching site. The university supervisor will conduct

a weekly seminar with student teachers where they will critically examine their work with young children.

Senior status required.

Credits: 6

Annually

TAL 460 Student Teaching in Adolescence Education

A student teaching semester that prepares reflective teachers to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 throughout the semester. In addition, they will be required to student teach for a minimum of 20 full days at the other level. Program approval required.

The co-requisite of TAL 461 is required.

Credits: 3

Every Fall and Spring

TAL 461 Student Teaching Seminar in Adolescence Education

A student seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation, affect the lives of children and their own lives as teachers. Major strands underlying the adolescent education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

The co-requisite of TAL 460 is required.

Credits: 3

Every Fall and Spring

TAL 465 Student Teaching in Art Education

A student teaching semester that prepares reflective art teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are

supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to art creativity and diversity. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The co-requisite of TAL 466 is required.

Credits: 6

Every Fall and Spring

TAL 466 Student Teaching Seminar in Art Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of art.

The co-requisite of TAL 465 is required.

Credits: 2

Every Fall and Spring

TAL 468 Student Teaching Seminar in Music Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of music. Departmental permission required.

The co-requisites of TAL 467.1 and TAL 467.2 are required.

Credits: 2

Every Fall and Spring

TAL 471 Teaching Physical Education Pre-K - Grade 6

A study of the basic principles, content, organization and curriculum in physical education for pre-k to 6th grade. Students learn to impart the knowledge and skills necessary for participation in a range of activities appropriate for pre-school and elementary school children and for the establishment and maintenance of personal fitness and health. Addresses a range of activities in multicultural contexts, including games that children in urban areas typically play. Students will become familiar with resources and opportunities

for physical activity in the community as well as professional organizations in physical education. Particular attention will be paid to the inclusion of diverse student groups, with emphasis on gender and learners with disabilities. Includes methods and teaching strategies, instructional technology, assessment techniques, and program evaluation with a focus on equity issues. 20 hours of fieldwork in physical education classes in elementary schools are required.

The pre-requisite or co-requisite is TAL 350 is required.

Credits: 2

On Demand

TAL 476 Teaching Physical Education Grades 7-12

A study of the basic principles, content, organization and curriculum in physical education for grades 7-12. Students learn to impart the knowledge and skills necessary for participation in a range of activities appropriate for adolescents and for the establishment and maintenance of personal fitness and health. Includes the organization and administration of physical education and athletics, including facilities, equipment, legal safeguards, and intramurals and extramurals. Students will also become familiar with resources and opportunities for physical activity for adolescents in the community. Particular attention will be paid to the inclusion of diverse student groups, with emphasis on gender and learners with disabilities. Includes methods and teaching strategies, instructional technology, assessment techniques, and program evaluation with a focus on equity issues. 20 hours of fieldwork in physical education classes in middle or secondary schools are required.

The pre-requisite or co-requisite of TAL 350 is required.

Credits: 2

On Demand

TAL 480 Student Teaching in Bilingual Childhood Education

A student teaching semester that prepares reflective bilingual education teachers to create excellent classrooms and schools in urban settings. Students participate in every aspect of practice, including implementation and assessment of dual language curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes and complexities of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (1-3 or 4-6). Program approval required.

The co-requisites of TAL 452 and TAL 481 are required.

Credits: 6

Every Fall and Spring

TAL 481 Student Teaching Seminar in Bilingual Childhood Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, students come to understand how to create meaningful relationships with children and the classroom community through an inclusive bilingual curriculum. They explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability, within the school culture.

The co-requisites of TAL 451 and TAL 480 are required.

Credits: 2

Every Fall and Spring

TAL 490 Student Teaching in Physical Education

A student teaching semester that prepares reflective physical education teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

The pre-requisite or co-requisite of TAL 471 and 476 is required. The corequisite of TAL 491 is required.

Credits: 6

Every Fall and Spring

TAL 491 Student Teaching Seminar in Physical Education

A student teaching seminar that gives students an opportunity to look closely and critically at their work in physical education settings. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the physical education classroom.

The co-requisite of TAL 490 is required.

Credits: 2

Every Fall and Spring

TAL 4671 Student Teaching in Elementary Music Education

A student teaching semester that prepares reflective music teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is a full-time, five day a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.2 and TAL 478 are required.

Credits: 3

On Demand

TAL 4672 Student Teaching in Secondary Music Education

A student teaching semester that prepares reflective music teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to music creativity and diversity. Student teaching is full-time, five days a week for 7 weeks in an elementary music program. Departmental permission is required.

The pre-requisites of MUS 109 and MUS 110 are required. The co-requisites of TAL 467.1 and TAL 468 are required.

Credits: 3

On Demand

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as to research, our programs address clinical health care, community-based health, rehabilitation 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; communication sciences and disorders, speech-language pathology; social work; and public health. The rich health professions education environment of the LIU-Brooklyn campus allows our programs introduce students to interprofessional education and practice.

Our programs span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School of Health Professions' faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in clinical practice and research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School of Health Professions integrates liberal arts education with advanced sciences and health-oriented curricula. On the undergraduate level, it offers the Bachelor of Science degree in health science, respiratory care, diagnostic medical sonography, communication sciences and disorders, sport management and sports sciences, as well as the B.A. in Social Work. It also offers combined BS/MS degrees in athletic training, and occupational therapy, BS/MS in communication sciences and disorders/speech-language pathology and a B.S. Health Science/Master Public Health.

All students are expected to complete 60 credits of liberal arts and sciences courses in addition to their specializations and professional studies. Proficiency and core courses for undergraduate programs are offered through Richard L. Conolly College.

For information, please contact the Dean's Office at 718-780-6578 or visit the website at www.liu.edu/brooklyn/shp.

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Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates, i.e., hospitals and clinics now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/ certification/registration agencies (NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Division Director and Associate Professor: Eugene Spatz, M.S.

Professor: Nikki Russo, M.S., ACSM cPT, Student Service Advisor

Associate Professor: Kevin Dufy, M.S., ATC, CSCS, CES, PES - Director, Athletic Training Education Program; Tracye Rawls-Martin, M.S., ATC

Assistant Professors: Gary Bernstein, M.S.; Brian Gilchrist, Ph.D., MPH; 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 Patten, PhD, MS Ed, ATC, EMT, Clinical Coordinator, Athletic Training Education Program; Anthony Ricci, MS, CNS

Adjunct Faculty: 60

The Division of Athletic Training, Health, and Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark or advance their career in the health professions. Our division offers bachelor's degrees in Physical Education, Sport Management, Sports Sciences and Health Science, B.S. in Fitness and Wellness/M.S. Physical Education Teacher Certification and B.S./M.S. degree in Athletic Training as well as an M.S. degree in Exercise Science with tracks in Exercise Physiology and Sports Nutrition, Strength and Conditioning and Sports Nutrition and Fitness for People with Disabilities. In addition, we offer two accelerated programs which includes a 3+3 BS in Health Science/ Doctorate of Physical Therapy and a 3+2 dual degree in BS in Health Science/ Master in Public Health. All degree programs offer classroom, laboratory and experiential learning. Each program requires participation in internships that may lead to future employment opportunities.

Our programs are complemented by excellent opportunities for hands-on experiences, applied research and community-based service that is responsive to the health and exercise needs of the diverse populations of New York City and the surrounding Tri-State area. Students enjoy the benefits of our relationships with the Steinberg Wellness Center and NCAA Division-I athletic teams, in addition, our off-campus ties include Pfizer Corporate Fitness, Brooklyn Nets, Velocity Sports Performance, La Palaestra Center for Preventive Medicine and other clinical affiliations that specialize in athletic training, fitness, rehabilitation, sport performance and sport management.

The Division of Athletic Training, Health and Exercise Science has 12 full-time faculty and

administrators and over 60 adjunct faculty who are highly recognized and diverse in terms of their backgrounds and their fields of interest.

The CAATE accredited Athletic Training Program prepares students for careers as entry-level certified athletic trainers and culminates in a B.S./M.S. in Athletic Training. Certified Athletic Trainers (ATCs) are health care professionals who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses that affect athletes and the physically active.

The American Medical Association recognizes Certified Athletic Trainers as health care professionals who prevent, rehabilitate and manage athletic injuries and general medical conditions in secondary schools, universities, clinics, professional athletics, the Department of Defense, sports medicine clinics and hospitals, the performing arts, physician offices, occupational workplaces and industry.

The athletic trainer's professional preparation is directed toward the development of specified competencies in the following 8 content areas which define the profession of athletic training: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of Injuries & Illnesses, therapeutic intervention, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

B.S. in Health Science

The 120-credit B.S. in Health Science offers a strong foundation of coursework and practicum experience in the sciences, health and wellness. The program is designed for students seeking entry-level positions in the health field, as well as those interested in advancing their educational and career opportunities in the health professions such as: nursing, public health, physical therapy, athletic training, occupational therapy, physician assistant, medicine, health administration, exercise science, nutrition and epidemiology.

The Health Science program offers two accelerated degree tracks for students seeking admission into either the Master of Public Health (MPH) or Doctor of Physical Therapy (DPT) program at LIU Brooklyn. The B.S. in Health Science will prepare students for graduate study in a number of areas related to the health professions. In addition, this program offers 15 minors that lead to various potential career opportunities.

Admission Requirements

To qualify for acceptance into the B.S. in Health Science program:

- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining at least a 2.0 overall grade point average
- Maintaining a minimum health science grade point average of 2.5
- Earning a grade of C or better in each health science course
- Fulfilling all field experience clearance requirements prior to the beginning of each field experience course

B.S. in Health Science

[Program Code 89168]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits

Biology 4 credits

BIO 3 or BIO 1

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts Not Required

(ART, DNC, MUS, THE)

Ancillary Course Requirements:

Must complete all the following Biology courses.

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

Choose one of the following Chemistry sequences.

CHM 1 Chemistry for Health Science I 4.00

or

CHM 3 Principles of Chemistry I 4.00

Choose one of the following Mathematics courses.

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Major Requirements

All courses listed below must be completed.

Students must earn grades of C and higher in all major courses.

HS 300 Introduction to Health Professions 3.00

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|----|-----|--|------|
| HS | 325 | Current Issues in Urban Health | 3.00 |
| HS | 340 | Nutrition and Wellness | 3.00 |
| HS | 355 | Diversity and Health Disparities | 3.00 |
| HS | 410 | Healthcare Organizations and Delivery | 3.00 |
| HS | 430 | Research in the Health Professions | 3.00 |
| HS | 460 | Ethical and Legal Aspects of Health Care | 3.00 |
| HS | 471 | Health Program Planning | 3.00 |
| HS | 490 | Practicum | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 27
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Health Science Major GPA: 2.5
 Minimum Overall GPA: 2.0

B.S. in Teacher of Physical Education in Urban Schools

The 120-credit B.S. in Teacher of Physical Education in Urban Schools (Pre-K-Grade 12) which is located in the Division of ATHES leads to the degree of Bachelor of Science and eligibility for initial NYS certification in physical education, pre-kindergarten to grade 12. It prepares students to teach physical education at any grade level.

The major in Physical Education consists of 34 credits in Physical Education and Sports Sciences and 30 credits in Teaching and Learning, including student teaching. Students may begin their physical education coursework in their freshman year. They are encouraged to seek guidance from the PE program coordinator and ATHES advisors as early as possible in their program.

The program is divided into a pre-professional stage and a professional stage. Students must meet the specific requirements for progression into the professional stage which includes completion of fieldwork hours, admission to student teaching, and graduation standards that are described in the previous section, Core Program in Teacher Education.

Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education certification officer assists students in applying for certification when all requirements are met.

B.S., Teacher of Physical Education in Urban Schools

[Program Code: 22847]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 3 credits
 (ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits

Laboratory Science 10 credits
 (BIO, CHEM, and PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits
 (ART, DNC, MUS, THE)

Major Requirements

The following courses are required:

PE/SP 17 Teaching Movement and 1.00
 S 112 Dance for Children 2.00
 or
 Yoga 101
 PE/SP S

PE/ 21 Sport, Functional 2.00
 SPS Training and Performance I

PE 23 Teaching Individual and 3.00
 Team Sports I

PE 22 Sport, Functional 2.00

OR 24 Training and Performance 3.00
 PE II
 Teaching Individual &
 Team Sports II

PE/ 140 CPR/ First Aid / Safety 3.00
 SPS

PE/ 150 Motor Learning 3.00
 SPS

PE/ 151 Functional Kinesiology 3.00
 SPS

PE/ 152 Exercise Physiology I 3.00
 SPS

PE/ 154 Adapted Physical 3.00
 SPS Education I

PE/ 156 Evaluation in Health and 3.00
 SPS Fitness

| | | | |
|-------|-----|--|------|
| SPS/ | 98 | Beginning Weight Training | 1.00 |
| PE | | | |
| SPS/ | 116 | Beginning Karate | 1.00 |
| PE | | | |
| SPS/ | 148 | Nutritional Aspects of Fitness and Sport | 3.00 |
| PE | | | |
| SPS/ | 190 | Neuroscience | 3.00 |
| PE | 155 | Group Exercise Leadership | 2.00 |
| OR | | | |
| PE/SP | | | |
| S | | | |

Teaching and Learning courses required:

| | | | |
|-----|-----|--|------|
| TAL | 201 | Teaching: Imagine the Possibilities | 3.00 |
| TAL | 301 | Observing and Describing Children | 3.00 |
| TAL | 350 | The Developing Child | 4.00 |
| TAL | 351 | Language and Literacy I | 3.00 |
| TAL | 352 | Sociology and Education | 3.00 |
| TAL | 471 | Teaching Physical Education Pre-K - Grade 6 | 3.00 |
| TAL | 476 | Teaching Physical Education to Adolescents | 3.00 |
| TAL | 490 | Student Teaching in Physical Education | 6.00 |
| TAL | 491 | Student Teaching Seminar in Physical Education | 2.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 30
 Minimum Physical Education Specialization Credits: 35
 Minimum Credits in Courses >100 Level: 48

Minimum Major GPA: 3.0
 Minimum Overall GPA: 2.67

B.S. in Sport Management

The Bachelor of Science in Sport Management at LIU Brooklyn is a joint 120-credit program offered between the Division of Athletic Training, Health, and Exercise Science (ATHES) and the School of Business. This unique interdisciplinary approach enables our students to develop and apply a strong foundation of business knowledge and skills to all aspects of the sports industry. Through our Sport Management program, students learn the most current trends, techniques, and strategies in management and marketing technology, ticket sales, sponsorships, branding, public relations, event planning, sports merchandising, facility management, and athlete representation. Students will also understand and

practice the essentials of leadership, communication, and teamwork skills that are critical to future career success.

B.S. in Sport Management

[Program Code 37045]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits

Social Sciences 3 credits

ECO 1 3 credits

Choose one of the following:

ANT 4 or 5, ECO 2, POL 11, SOC 3, PSY 3

Science and Mathematics

Mathematics 3-4 credits

Math 15 or Math 16 3 credits

Choose one of the following statistics courses:

QAS 228, MTH 100, PSY 150

Students must complete one of the following science sequences:

BIO 22, CHM 21, PHY 10-12 credits
20 or BIO 3, BIO 137,
BIO 138

Communication, Visual & Performing Arts

Speech 3 credits

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

Major Requirements

All Courses Listed Below Must Be Completed

ACC 110 Accounting for Non Business Majors 3 credits

BUS 101 Introduction to Business 21st Century 3 credits

BUS 110 Foundation of Business Systems 3 credits

ENT 200 Entrepreneurship 3 credits

FIN 201 Introduction to Finance 3 credits

MAN 201 Principles of Management 3 credits

MAN 231 Managerial Communications 3 credits

MKT 201 Fundamentals of Marketing 3 credits

MKT 344 Sport Marketing 3 credits

HS 497 Independent Study (Sport Management) 1 credit

SPS 176 Introduction to Sport Management 3 credits

SPS 186 Facility Management and Event Planning 3 credits

SPS 191 Leadership in Sport Management 3 credits

SPS 200 Sport Law 3 credits

SPS 206 Customer Relations in Sport Management 3 credits

SPS 216 Professional Selling and Communications for Sports 3 credits

SPS 265 Field Experience in Sport Management 3 credits

SPS 266 Internship in Sport Management 6 credits

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 55
Minimum Credits of Courses > 100 level: 48
Minimum Sport Management Major GPA: 2.0
Minimum Overall GPA: 2.0

B.S. in Sports Sciences

The 120 credit B.S. in Sports Sciences is designed to meet the growing need for health and fitness professionals versed in the science of exercise, physical activity and sport performance. Our four-year program focuses on such areas as exercise physiology, motor learning, conditioning for sport, nutrition, biomechanics, sport management and fitness programming for healthy and unhealthy populations, as well as those with disabilities. Our Exercise Physiology minor is accredited by the American Society of Exercise Physiologists (ASEP) and our program is recognized by the National Strength and Conditioning Association (NSCA).

Minors

The division offers 13 minors for students who are seeking to expand their knowledge and skills in a field related to their major. Students must consult their advisor when choosing a minor which typically consists of 12-15 credits in the following areas:

- Health and Exercise Psychology Minor
- Nutrition Minor
- Exercise Physiology Minor
- Sport Management Minor
- Health & Wellness Coaching Minor
- Inclusive Fitness Minor
- Strength and Conditioning Minor
- Yoga for Wellness Minor
- Personal Training Minor
- Autism and Developmental Disabilities Minor
- Health Care Management Minor
- General Health Science Minor
- Experiential Learning Minor

Admission Requirements

To qualify for acceptance into the B.S. in Sports Sciences program:

- Entering freshman must have a high school grade-point average of at least 80 and a combined SAT score of at least 800
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

B.S. in Sports Sciences

[Program Code 85143]

Graduation Requirements

Students must satisfy the Placement, Proficiency, Orientation and Core Curriculum criteria as outlined in the graduation requirements section of the LIU Brooklyn Undergraduate bulletin.

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

| | |
|---------------------------------|-----------|
| History | 6 credits |
| Social Sciences | 3 credits |
| PSY 3 | 3 credits |
| Choose one of the following | |
| ANT 4 or 5, ECO 1 or 2, POL 11, | |
| SOC 3 | |

Science and Mathematics

| | |
|-------------|-------------|
| Mathematics | 3-4 credits |
| Science | 4 credits |
| BIO 3 | |

Communication, Visual & Performing Arts

| | |
|--------------------------|--------------|
| Speech | 3 credits |
| Visual & Performing Arts | Not Required |
| (ART, DNC, MUS, THE) | |

Ancillary Course Requirements:

Must complete the following Biology course.

| | | |
|---------|-------------------------|------|
| BIO 137 | Anatomy & Physiology I | 4.00 |
| BIO 138 | Anatomy & Physiology II | 4.00 |

Major Requirements

All Courses Listed Below Must Be Completed.

| | | |
|---------|--|------|
| SPS 21 | Sport, Functional Training and Performance I | 2.00 |
| SPS 22 | Sport, Functional Training and Performance II | 2.00 |
| SPS 103 | Exercise Prescription I | 3.00 |
| SPS 120 | Anatomy of Exercise | 3.00 |
| SPS 121 | Introduction to Fitness and Exercise Science | 2.00 |
| SPS 140 | CPR and First Aid for the Health Care Provider | 3.00 |
| SPS 146 | Principles and Philosophy of Coaching I | 3.00 |
| SPS 148 | Nutritional Aspects of Fitness and Sport | 3.00 |
| SPS 150 | Motor Learning and Development | 3.00 |
| SPS 151 | Functional Kinesiology | 3.00 |
| SPS 152 | Exercise Physiology I | 3.00 |
| SPS 154 | Adapted Physical Education I | 3.00 |
| SPS 156 | Evaluation in Health and Fitness | 3.00 |
| SPS 195 | Culmination in Sports Sciences | 3.00 |
| SPS 264 | Field Experience | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 43
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above

Minimum Sports Science Major GPA: 2.0
 Minimum Overall GPA: 2.0

ACCELERATED PROGRAMS

B.S. Fitness and Wellness / M.S. Urban Physical Education BS/MS

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

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|----------------------------|-----------|
| First Year Seminar (FYS 1) | 1 credits |
| Core Seminar | 3 credits |

Humanities

| | |
|---------------------|-----------|
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | 6 credits |

Social Sciences

| | |
|--------------------------------------|-----------|
| History | 6 credits |
| Social Sciences (ANT, ECO, POL, SOC) | 3 credits |
| PSY 3 | 3 credits |

Science and Mathematics

| | |
|---------------------|-----------|
| Mathematics 11Z-12Z | 6 credits |
|---------------------|-----------|

| | |
|--------------------|-----------|
| Laboratory Science | 4 credits |
| BIO 3 | |

Communication, Visual & Performing Arts

| | |
|--------------------------|-----------|
| Speech 3 | 3 credits |
| Visual & Performing Arts | 3 credits |
| DNC 61 | |

Ancillary Course Requirements:

Must complete the following Biology courses.

| | | |
|---------|-------------------------|------|
| 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.

| | | |
|-------------|---|------|
| 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:

| | | |
|---------|-------------------------------------|------|
| 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: 9 credits/3 courses from the list below must be taken

| | | | |
|-----|-----|--|------|
| HS | 339 | 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 | 193 | Exercise Training for Individuals With Parkinson's Disease | 3.00 |

Physical Activity: 3 credits from the list below must be taken

| | | | |
|---------|-----|---|------|
| 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 | Tecahing 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

| | | | |
|-----|-----|--|------|
| 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

B.S. in Health Science / M.P.H. Public Health

This 138-credit accelerated dual degree program allows students to complete both the undergraduate degree of Bachelor of Science in Health Science (HS) and the graduate degree of Master of Public Health (MPH) coursework in five years, rather than the typical six years. Students apply to the MPH program in their third (junior) year. Students in the 3 + 2 B.S. HS/MPH program receive both degrees after completing all B.S. HS/MPH program requirements.

Application Requirements for the MPH phase: 3 + 2 B.S. HS/MPH Acceptance Criteria

1) Guaranteed Acceptance

Criteria for guaranteed acceptance into the 3+2 track.

ALL of the following criteria must be met for guaranteed acceptance:

- Meet with a health science advisor
- Apply in the junior year
- Complete at least 24 liberal arts and science credits at LIU
- Complete all required health science core courses (as shown on the 3+2 course sequence sheet under Year 3) are taken at LIU
- Achieve within the same trial of a Graduate Record Examination Revised (GRE) Test, a composite score of 308 or higher and 150 or above in verbal reasoning, 150 or above in quantitative reasoning, and 4.0 or above in analytical writing
- Achieve an overall undergraduate GPA of 2.8 or higher and a health science major GPA of 3.0
- Submit two references completed by individuals who can comment on your academic background, your volunteer and/or community service experience, and your potential as a public health professional
- Submit current resume including paid/volunteer work/community service

2) Competitive Acceptance

- Students in the 3+2 track who do not meet all of the requirements for guaranteed acceptance may apply to the MPH program as a "Competitive Acceptance" applicant for review as a "non-guaranteed acceptance" candidate/applicant.

B.S. Health Science / M.P.H. Public Health

[Program Code 33816]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|---|---|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | |
| PHI 61 and PHI 105 | 6 credits |
| Foreign Language | Not Required |
| Social Sciences | |
| History | 6 credits |
| Social Sciences (ANT 5 and PSY3) | 6 credits |
| Science and Mathematics | |
| Mathematics | 3-4 credits |
| Biology | 8 credits |
| BIO 1 and BIO 2 or BIO 3 and BIO 4 | |
| Chemistry | 8 credits |
| CHM 1 and CHM 2 or CHM 3 and CHM 4 | |
| Communication, Visual & Performing Arts | |
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | Not Required |
| Ancillary Course Requirements: | |
| Must complete all the following Biology courses. | |
| BIO 101 | Microbiology 4.00 |
| BIO 137 | Anatomy and Physiology I 4.00 |
| BIO 138 | Anatomy and Physiology II 4.00 |
| Choose one of the following Mathematics courses. | |
| MTH 100 | Introductory Statistics 3.00 |
| PSY 150 | Statistics in Psychology 3.00 |
| Major Requirements | |
| Must Complete All Undergraduate Courses Below. | |
| HS 300 | Introduction to Health Professions 3.00 |
| HS 325 | Current Issues in Urban Health 3.00 |
| HS 340 | Nutrition and Wellness 3.00 |
| HS 355 | Diversity and Health Disparities 3.00 |
| HS 410 | Healthcare Organizations and Delivery 3.00 |
| HS 430 | Research in the Health Professions 3.00 |
| HS 460 | Ethical and Legal Aspects of Health care 3.00 |
| HS 471 | Health Program Planning 3.00 |
| HS 490 | Practicum 3.00 |

The following are the course requirements for the Public Health, Master of Public Health plan.

Must Complete All Graduate Courses Below:

| | | |
|---------|--|------|
| MPH 600 | Foundations of Public Health and Health Education | 3.00 |
| MPH 610 | Principles of Epidemiology | 3.00 |
| MPH 615 | Principles of Biostatistics | 3.00 |
| MPH 620 | Social and Behavioral Sciences in Public Health | 3.00 |
| MPH 625 | Environmental Health Issues in Public Health | 3.00 |
| MPH 735 | Research Methods in Public Health and Health Education | 3.00 |
| MPH 740 | Public Health Planning, Implementation and Evaluation | 3.00 |
| MPH 745 | Teaching and Organizing for Health | 3.00 |
| MPH 750 | Public Health Policy, Advocacy and Leadership | 3.00 |
| MPH 755 | Health Communications Issues and Strategies | 3.00 |
| MPH 798 | Public Health Capstone Seminar | 3.00 |
| MPH 799 | Public Health Field Practicum | 3.00 |

Of the following undergraduate elective courses only one is required:

A minimum of 42 credits are required for the Master of Public Health plan.

Elective Graduate Courses in the Master of Public Health Plan

Of the following graduate elective courses only two are required:

| | | |
|---------|---|------|
| MPH 500 | Public Health Application | 3.00 |
| MPH 509 | of Informatics Physical Activity in Public Health | 3.00 |
| MPH 510 | Public Health Preparedness | 3.00 |
| MPH 515 | Public Health Implications of HIV/AIDS | 3.00 |
| MPH 520 | Public Health Nutrition | 3.00 |
| MPH 525 | Social Marketing Strategies for Improving Public Health | 3.00 |
| MPH 530 | Global Public Health Challenges | 3.00 |

| | | |
|---------|------------------------------------|------|
| MPH 535 | Infectious Diseases and | 3.00 |
| MPH 540 | Public Health Practice | 3.00 |
| MPH 545 | Current Issues in Public Health I | 3.00 |
| | Current Issues in Public Health II | |

See the LIU Brooklyn Graduate Bulletin for M.P.H. Course Descriptions.

Credit and GPA Requirements

- Minimum Total Credits: 138
- Minimum Liberal Arts and Sciences Credits: 64
- Minimum Major Credits Undergraduate: 27
- Minimum Major Credits Graduate: 42
- Minimum Credits of Courses . 100 Level: 48
- Ancillary Course Requirements: See Above
- Minimum Major GPA: 3.0
- Minimum Overall GPA: 2.8

B.S. / M.S. in Athletic Training

The 158-credit dual B.S./M.S. degree in Athletic Training, offered by the Athletic Training Program (ATP), prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC®). One of only four B.S./M.S. programs offered in the United States, the ATP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and provides entry-level students with learning experiences in the classroom setting, that are supplemented by a broad array of professional field experiences.

The comprehensive curriculum is divided into two phases: a three-year, pre-professional phase and a two-year, professional phase. Students entering without a bachelor's or an associate's degree are required to complete the full five years of study. Those holding a previous degree are required to complete two years professional phase of study, providing there are adequate credits in liberal arts and sciences for the bachelor's portion of the degree.

The expanded, two-year professional phase offers students the chance to take more advanced courses, train with mentors, and the opportunity to integrate a variety of clinical education experiences. Students will also have the opportunity to earn additional professional credentials including the CSCS, CES, and ISSN. At the end of the professional phase, students will receive a combined Bachelor of Science/Master of Science degree and will be eligible to sit for the Board of Certification examination for Certified Athletic Trainer to earn the ATC® credential.

Hallmarks of the ATP include clinical learning experiences with opportunities for students to work side-by-side with highly experienced certified athletic trainers; state-of-the-art laboratory facilities that allow students to gain significant experience in all areas of clinical practice; individualized instruction provided by advanced teaching fellows; and a mentorship program that promotes further sharing of

knowledge and experience.

Program Goals

- To prepare student to pass the BOC examination for athletic trainers through required GPA and competency/proficiency evaluation minimum
- To offer clinical experiences in appropriate settings that provide adequate exposure to required clinical education competencies and proficiencies
- To provide network opportunities for possible future employment

Accreditation

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Athletic Training Candidacy

Prior to entering the professional phase of the Athletic Training program, students can attend LIU Brooklyn on a part- or a full-time basis, completing their courses in the pre-professional phase of the program. Students have at least three years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability and complete their prerequisite work.

At the end of their pre-professional course of study, students apply for admission into the professional phase of the program. Admission to the professional phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the pre-professional phase and meeting minimum application criteria does not by itself guarantee entrance into the professional phase of study.

Application to the Professional Phase

All pre-athletic training candidates, LIU students and transfer applicants seeking admission to the program’s professional phase must:

- Have a cumulative college grade point average of at least 2.75 or better
- Have satisfactorily completed all prerequisite work
- Submit official transcripts from all colleges and universities attended (Grades more than 10 years old cannot be accepted.)
- Submit two letters of recommendation from individuals involved in the field of athletic training (at least one from an ATC)
- Submit a completed Athletic Training professional phase program application
- Have completed a minimum of hours of volunteer work experience under the supervision of a certified athletic trainer
- Completed at least 91 credits prior to application into professional phase.
- Meet the technical standards of the program (see technical standards below)

Transfer Student Policy

Students from other colleges and universities who satisfy the prerequisite requirements may apply for admission to the professional phase of the

B.S./M.S. degree program. However, the student must first be accepted to LIU Brooklyn as an undergraduate transfer student through the Office of Admissions application process. Once Office of Admissions accepts the student, the application to the professional phase will then be evaluated. At this time, students may petition the program for acceptance of the following professional phase courses from their previous institution: SPS 151,152,189. No other professional phase SPS or EXS courses are eligible for transfer.

Technical Standards for the Athletic Training Program

The Athletic Training Program (ATP) at LIU is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the technical standards.

Student Health Records

Students must annually present a completed LIU Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

B.S. / M.S., Athletic Training

[Program Code 24403]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

| | |
|--------------------------------------|--------------|
| Core Seminar | 3 credits |
| Humanities | |
| English Composition | 3 credits |
| English Literature | 6 credits |
| Philosophy | 6 credits |
| Foreign Language | Not Required |
| Social Sciences | |
| History | 6 credits |
| Psychology | 3 credits |
| Social Sciences (ANT, ECO, POL, SOC) | 3 credits |
| Science and Mathematics | |
| Mathematics | 3-4 credits |
| Laboratory Science (BIO 3) | 4 credits |

Communication, Visual & Performing Arts

| | |
|---|--------------|
| Speech | 3 credits |
| Visual & Performing Arts (ART, DNC, MUS, THE) | Not Required |

Ancillary Course Requirements:

Must complete the following science courses.

| | | |
|---------|---------------------------------|------|
| BIO 137 | Human Anatomy and Physiology I | 4.00 |
| BIO 138 | Human Anatomy and Physiology II | 4.00 |
| CHM 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 | 709 | Clinical Education in Athletic Training III | 5.00 |
| EXS | 710 | Organization and Administration in Athletic Training | 3.00 |
| EXS | 711 | Clinical Education in Athletic Training IV | 4.00 |
| EXS | 721 | Seminar: Current Issues and Topics in Athletic Training | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 158
 Minimum Liberal Arts and Sciences Credits: 64
 Elective Credits: 27
 Minimum Major AT Credits Undergraduate: 27
 Minimum Major AT Credits Graduate: 40
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Major GPA: 2.75 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

MINORS

Minor in Autism and Developmental Disabilities

The 12-credit minor in Autism and Developmental Disabilities is an interdisciplinary plan of study which students choose from a variety of courses pertaining to people with developmental disabilities.

Autism and Developmental Disabilities Minor

Required Courses

All of the following:

| | | | |
|----|-----|--|------|
| HS | 472 | History, Philosophy and Psychosocial Aspects of Disability | 3.00 |
| HS | 474 | Autism Spectrum and Other Developmental Disabilities | 3.00 |
| HS | 477 | Applied Behavioral Analysis and Program Design | 3.00 |

Select one course (three credits) from the following:

| | | | |
|----|-----|--------------------------|------|
| HS | 478 | Case Management Services | 3.00 |
|----|-----|--------------------------|------|

| | | | |
|-----|-----|-----------------------------|------|
| SLP | 126 | American Sign Language I | 3.00 |
| SPS | 119 | LYoga Therapy | 3.00 |
| SPS | 154 | Adapted Physical Activity | 3.00 |
| TAL | 251 | Students with Special Needs | 3.00 |
| PSY | 107 | Developmental Psychology I | 3.00 |
| PSY | 110 | Abnormal Psychology | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12
 Minimum Minor GPA: 2.0
 A grade of 'C' or higher must be earned in all minor courses

Minor in Disaster Preparedness and Sustainability

This 12-credit minor is designed for students who wish to learn and prepare for new careers in the areas of disaster preparedness and sustainability. Students will acquire knowledge and skills in how to safeguard communities and respond to public health threats such as infectious diseases and natural and man-made disasters.

In addition, students will be prepared to sit for the following national recognized certifications through online assignments and exams:

- FEMA IS-230.D: Fundamentals of Emergency Management
- FEMA IS-240.A: Leadership and Influence
- FEMA IS-700.a: National Incident Management System (NIMS)

Disaster Preparedness and Sustainability Minor

The following four courses (12 credits) are required:

| | | | |
|-----|-----|---|------|
| HS | 320 | Environmental Health Issues | 3.00 |
| HS | 321 | Sustainability and Health | 3.00 |
| HS | 322 | Disaster Preparedness | 3.00 |
| SPS | 140 | choose one of the following | 3.00 |
| HS | 323 | following CPR and First Aid for the Health Care Provider Introduction to Emergency Management | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12
 Minimum Minor GPA: 2.0
 A grade of 'C' or higher must be earned in all minor courses

Minor in Experiential Learning

The 12 credit Experiential Learning Minor provides students with a unique opportunity to

gain on-campus hands on experiences working with people with various chronic diseases and disabilities. Under the supervision and guidance of the LIU faculty of professionals, students develop knowledge, skills, and values from practical experiences outside of the traditional academic classroom setting. Each experience is well planned with a community partner; such as the Parkinson's Foundation, Association for Help of Retarded Children (AHRC), and the National Society for Multiple Sclerosis (NYC chapter) and is designed to promote interprofessional education, community service, professional and career development and leadership.

Experiential Learning Minor

The following course is required:

| | | | |
|-----|-----|-------------------|---|
| HS | 499 | Independent Study | 3 |
| OR | 263 | Practicum | 3 |
| SPS | | | |

Please select 3 from the following courses:

| | | | |
|-----|------|--|---|
| HS/ | 302/ | Adapted Aquatics for | 3 |
| SPS | 102 | People with Multiple Sclerosis | |
| HS/ | 307/ | Ai Chi Aquatics for | 3 |
| SPS | 107 | People with Developmental Disabilities | |
| HS/ | 331/ | Adapted Aquatics for | 3 |
| SPS | 131 | Children with Autism | |
| HS/ | 332/ | Health Advocacy and | 3 |
| SPS | 132 | Wellness for People with Intellectual Disabilities | |
| HS/ | 393/ | Exercise Training for | 3 |
| SPS | 193 | People with Parkinson's Disease | |

Credit and GPA Requirements

Minimum Total Credits: 12
 Minimum Minor GPA: 2.0
 A grade of 'C' or higher must be earned in all minor courses

Minor in Exercise Physiology

Through laboratory study, hands on experience, and exercise testing, students learn how to promote and improve health and fitness, prevent and treat illness and disease, restore and enhance muscle and cardiovascular function. Students will learn how to help individuals reach their peak performance.

Exercise Physiology Minor

Required Courses

All of the following:

| | | | |
|-----|-----|---|------|
| SPS | 104 | Exercise Prescription II | 3.00 |
| SPS | 182 | Exercise Physiology II | 3.00 |
| SPS | 210 | Personal Training Certification Preparation | 3.00 |

SPS 263 Practicum (Exercise Physiology) 3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in General Health Science

For Non-Health Science Majors only

This 12-credit General Health Science minor is designed to provide students with a basic knowledge and foundation in wellness and nutrition, medical terminology, inter-professional education and practice, urban health issues, health disparities, and health care organizations and services. This minor is very beneficial to any student interested in entering a health field.

General Health Science Minor

The following course is required:

HS 300 Introduction to Health Professions 3.00

and

Three courses (9 credits) in Advanced Health Science courses numbered above 100.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in General Sport Sciences

For Non--Sports Science Majors only

This 12-credit General Sport Sciences minor is designed to provide students with a basic knowledge and practical skills in exercise, nutrition and fitness. The General Sport Sciences minor is of use to any student interested in enhancing their own personal health and wellness and/or seeking to enter a health field.

General Sports Sciences Minor

The General Sports Sciences minor consists of four courses (12 credits), which are

Required Courses

| Course # | Course Name | Credits |
|----------|----------------------------------|---------|
| SPS 156 | Evaluation of Health and Fitness | 3 |

Three advanced Sports Sciences classes numbered above 100.

Students must have completed all prerequisites prior to registering for the required courses.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health and Exercise Psychology

The 12 credit minor is designed to introduce students to the theoretical and applied foundations of Health and Exercise Psychology (HEP). Students will learn theoretical frameworks and philosophical underpinnings of the psychology of sport, exercise and physical activity as well as the practical applications of such theories to a wide range of exercisers and athletes across the lifespan.

Health and Exercise Psychology Minor

Following three courses (9 credits) are required:

| | | | |
|--------|---------|--|---|
| SPS/HS | 175/375 | Basic Skills in Health and Exercise Psychology | 3 |
| or | 375 | Advanced Skills in Applied Sport Psychology | 3 |
| EXS | 567 | Psychology of Women in Sport and Physical Activity | 3 |

| | | | |
|--------|---------|--|---|
| SPS/HS | 178/378 | Health and Exercise Psychology Seminar | 3 |
| or | 578 | Psychology of Women in Sport and Physical Activity | 3 |

| | | | |
|-------|---------|--|---|
| SPS/H | 182/382 | Health and Exercise Psychology Seminar | 3 |
|-------|---------|--|---|

With the help of an advisor please select one of the following:

| | | | |
|-----|-----|--|---|
| SPS | 180 | Sport Psychology | 3 |
| or | 565 | Psychology of Exercise and Physical Activity | 3 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health & Wellness Coaching

This 12-credit minor in Health and Wellness Coaching is designed for students who would like to pursue a career helping people identify and achieve their health-related goals. Students learn wellness coaching strategies to encourage health promotion, lifestyle management, and motivational techniques, along with practices in physical activity, nutrition, stress reduction and mindfulness. The completion of this minor will prepare students for the Health Coach Certification through the American Council on Exercise (ACE). Certified Health Coaches are in high demand in health care facilities, worksite wellness programs, fitness and wellness centers, and working with private clients.

Health and Wellness Coaching Minor

All of the following three courses (9 credits) are required:

| | | | |
|--------|---------|--|------|
| HS | 339 | Health and Wellness | 3.00 |
| HS/SPS | 361/161 | Health Coach Certification Preparation | 3.00 |
| HS | 341 | Nutrition Across the Lifecycle | 3.00 |

Choose one course (three credits) from the following:

| | | | |
|-----|-----|------------------------|------|
| HS | 350 | Health Behavior Change | 3.00 |
| PSY | 190 | Health Psychology | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health Care Management

The 15-credit Health Care Management minor in the Division of ATHES is designed for students who want to pursue a career as healthcare administrators and managers. Students will acquire the basic business and healthcare knowledge, skills, and competencies to fill a variety of entry-level roles in such areas as health insurance, case management, human resources, marketing, sales, facility operations and office administration.

These positions are found in almost all healthcare delivery settings including hospitals, home health agencies, long-term care facilities, medical group practices, pharmaceutical companies, fortune 500 companies, medical equipment companies, governmental agencies, and health insurance institutions. Health Care Management provides excellent opportunities for employment due to the tremendous expansion and diversification of the health care industry.

Minor in Health Care Management Requirements

Required Courses

| | | | |
|-----|-----|---|------|
| BUS | 110 | Foundations of Business Information Systems | 3.00 |
| HS | 400 | Introduction to Health Care Management | 3.00 |
| HS | 420 | Essentials of Health Care Marketing | 3.00 |
| HS | 465 | Quality Improvement in Healthcare | 3.00 |
| MAN | 231 | Managerial Communications | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

A grade of "C" or higher must be earned in all minor courses

Minor in Inclusive Fitness

The 12-credit Inclusive Fitness minor is designed for students who are seeking to become a fitness professional involved in developing individualized exercise programs for individuals who may have a physical, cognitive or sensory disability. The completion of the minor prepares students to sit for the Certified Inclusive Fitness Trainer (CIFT) exam offered by the American College of Sports Medicine (ACSM) and the National Center for Health, Physical Activity and Disability (NCHPAD).

Inclusive Fitness Minor

Requires the following four courses (12 credits):

| | | | |
|-----|-----|--|------|
| SPS | 104 | Exercise Prescription II | 3.00 |
| SPS | 149 | Exercise and Older Adult | 3.00 |
| SPS | 193 | Exercise Training for Individuals with Parkinson's Disease | 3.00 |
| SPS | 502 | Inclusion Fitness Certification | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Nutrition

The Nutrition minor consists of 12 credits. The courses in the minor are designed for students who are working towards an undergraduate degree in Health Science, Sports Sciences, Biology, and other majors who are interested in developing a broad foundation of nutrition knowledge to enhance their primary field of study.

Nutrition Minor

Following three courses (9 credits)

| | | | |
|-------|--------|---------------------------------|---|
| SPS/H | 139/33 | Health and Wellness | 3 |
| S | 9 | | |
| HS | 341 | Lifecycle Nutrition | 3 |
| EXS | 555 | Nutrition for Weight Management | 3 |

Select one of the following (this may depend on your major)

| | | | |
|-----|-----|--|---|
| SPS | 148 | Nutritional Aspects of Fitness & Sport | 3 |
| | OR | | |
| HS | 340 | Wellness and Nutrition | 3 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Personal Training

For Non-Sports Science Majors

This 12-credit Personal Training minor is designed for students who want to pursue a dynamic career in the rapidly growing fitness and wellness industry. Students will learn how to assess clients in various fitness components including strength, cardiorespiratory fitness, flexibility and balance. Students will learn how to create client-centered, goal-specific, safe and effective fitness programs.

Personal Training Minor

Requires the following four courses (12 credits):

| | | | |
|-----|-----|---|------|
| SPS | 103 | Exercise Prescription | 3.00 |
| SPS | 156 | Evaluation of Health & Fitness | 3.00 |
| SPS | 210 | Personal Training Certification Preparation | 3.00 |
| SPS | 263 | Practicum (Personal Training) | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Sport Management

The Sports industry in Brooklyn and in New York City as a whole is a vital part of the local culture, flavor, and economy. The headquarters of MLB, NBA, NFL, NHL, and MLS, all call New York City home. The proximity of LIU Brooklyn to the largest and most rapidly expanding sports industries in the world, provides our students with a decided edge in the field, and affords them the opportunity to grow their skills in all aspects of the Business of Sports Management.

The 12-credit minor in Sport Management is open to all LIU students and provided excellent preparation for entry-level positions and graduate study in Sport Management. If you see yourself as a professional working behind the scenes in sports; whether on the business side or the facility managements side, this minor may be just right for you. Students will learn essential skills in sport marketing, sales, customer relations, event planning, applied management, and facility management.

Sport Management Minor

Requires Both of the following courses (6 credits):

| | | | |
|-----|-----|----------------------------------|------|
| SPS | 176 | Introduction to Sport Management | 3.00 |
| SPS | 186 | Sport Facilities | 3.00 |

Remaining 6 credits may be comprised of any two of the following courses (6 credits):

| | | | |
|-----|-----|--|------|
| SPS | 177 | Branding in Sport Culture | 3.00 |
| SPS | 181 | Business Model of NBA Franchise | 3.00 |
| SPS | 191 | Leadership in Sport Management | 3.00 |
| SPS | 200 | Sports Law | 3.00 |
| SPS | 206 | Customer Relations in Sport Management | 3.00 |
| SPS | 216 | Professional Selling in Sports | 3.00 |
| EXS | 575 | Fitness and Management | 3.00 |

Students must complete all prerequisites prior to registering for the required courses. A grade of "C" or higher must be earned in all minor courses. **** Students who are currently completing the BS in Sport Management are not eligible for the minor in Sport Management***

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Strength & Conditioning

This 12-credit Strength & Conditioning minor is designed for students who want to pursue a career training athletes as a Strength and Conditioning (S&C) Coach. S&C coaches work

Strength & Conditioning Minor

Requires the following four courses (12 credits):

| | | | |
|-----|-----|--|------|
| SPS | 115 | Principles of Resistance Training | 3.00 |
| SPS | 157 | Fitness Evaluation for Athletic Performance | 3.00 |
| EXS | 508 | Certified Strength and Conditioning (CSCS) Preparation | 3.00 |
| SPS | 263 | Practicum in Strength & Conditioning | 3.00 |

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Yoga for Wellness

This 12-credit minor Yoga for Wellness is a comprehensive program drawing from yoga's vast and ancient teachings. The minor consists of the following yoga history, theory, and philosophy as well as yoga and lifestyle: developing a regular personal practice and lifestyle based around healthy

and thoughtful living; yoga in action: providing a deeper understanding of yoga within a larger sphere of social engagement; and yoga therapy: how to bring yoga, mindfulness, and meditation techniques into therapeutic settings. All courses will balance experiential learning with history and philosophy. Students will have ample opportunity to develop strategies for how to apply skills gained in these courses to their chosen professions.

Yoga for Wellness Minor

Requires the following five courses (12 credits):

SPS/H 112 Yoga 101 2.00
S

SPS/H 129 Yoga Therapy 3.00
S

SPS/H 123 Yoga in Action 3.00

S 124 Yoga & Mindfulness for 3.00

SPS/H Living

S

SPS/H 130 Yoga Practicum 1.00

S

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Health Science Courses

HS 130 Yoga Practicum

Practicum is a one credit course with a prerequisite of Yoga 101, Yoga & Lifestyle, Yoga in Action, and Yoga Therapy. Students work one on one with a professor to develop teaching tools for their chosen field or major.

Pre-requisites: HS/SPS 112, HS/SPS 123, HS/SPS 124, HS/SPS 129

Credits: 1

Cross-Listings: HS 130, SPS 130

On Demand

HS 300 Introduction to Health Professions

This course will provide an introduction to various professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local level. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions and professional behavior, related values, interests and ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/environment and educational, training and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills. Students will also be required to create a professional resume that may be used for future opportunities.

Credits: 3

Every Fall, Spring and Summer

HS 320 Environmental Health Issues

This course explores the relationship of people to their environment - how it affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. This course will give students a basic understanding of how environmental factors impact the health of people and the community, and of the efforts made to prevent or minimize the effects of negative impacts. Emphasis is on providing a general understanding of how environmental factors are involved in the transmission of communicable diseases and on some of the health hazards resulting from exposure to chemical and physical materials in our environment.

Credits: 3

Every Fall

HS 321 Environmental Sustainability and Health

In this course we will cover the basics of sustainability and environmental health hazards. We will analyze different aspects of greening NYC and study the PlaNYC 2030. We will focus on analyzing energy and water conservation methods. We will learn about calculation tools and green

certification: Life Cycle Assessment, Carbon Footprint, Benchmarking, Energy Star and LEED Green Buildings Rating System.

Credits: 3

Every Spring

HS 322 Disaster Preparedness

This introductory course will cover the history and current processes of Emergency Management Systems. Effective emergency planning is the key to surviving natural and man-made disasters. We will analyze methods of the Disaster Preparedness on the following levels: home, community, city and nation. Students will learn about the structure and role of major organizations and agencies like: Red Cross, NYC OEM and US FEMA. The class will include review of the chemical, biological, radiological hazards.

Credits: 3

Every Fall

HS 323 Introduction to Emergency Management

Students learn about mitigation, response and recovery to natural disasters (e.g. hurricanes, epidemics), terrorism or accidents (e.g. fires, hazardous spills) and acquire an understanding establishing command centers, coordinating communication, evacuating citizens, and executing clean-up operations to protect human and wildlife populations and natural resources.

Credits: 3

Every Spring

HS 325 Current Issues in Urban Health

This course is intended to explore the most frequent and significant diseases and conditions that health professionals may encounter in an urban setting. This will include conditions, like diabetes, obesity, HIV/AIDS, asthma, substance abuse, mental illness, Alzheimer's disease, cardiovascular disease, cancer. Students will be able to identify basic physiological causes, disease processes, signs, symptoms and unique health challenges facing cities as well as the role of the health professional in prevention and treatment.

Credits: 3

Every Fall, Spring and Summer

HS 326 Human Diseases

This course will focus on the pathophysiology of human diseases that commonly affect the major human body systems. The diseases that will be covered in this course will be reviewed and studied in greater detail. Topics include: Etiology of diseases, Epidemiology, Diagnosis, and Treatment. This course will also include the basic physiology of the human body systems and how the immune system plays a role in targeting diseases. This course will provide a strong foundation in the physiology of human diseases for those students who are seeking to pursue the clinical health professions.

Credits: 3

Every Fall and Spring

HS 331 Adapted Aquatics for Children with Autism

This course is designed to enable children with Autism to experience water, fun, safety and success. Students will assist children with autism, under faculty supervision, in a one-to-one teaching ration using a developmental skill progression model from acclimation to water, to movement exploration in water, to floating and pre-beginner swim skills. Through lecture, laboratory and hands-on experience, students will also learn about autism and how to adapt aquatic activities to meet each child's needs. The application of principles of safety in the aquatic environment is always emphasized.

Credits: 3

Every Fall

HS 332 Health Advocacy and Wellness for People with Intellectual Disabilities

This course introduces principles of health advocacy and wellness into an adult day habilitation environment at LIU for adults with intellectual disabilities. Through lecture, simulations, laboratory and hands-on experiences, students learn about intellectual disabilities and how to organize, adapt and present wellness activities such as health eating, stress reduction, basic first aid, relaxation, exercise and socialization to meet each individual's needs. Students will support participants with intellectual disabilities in the wellness classes and develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety and how to assist people to become more independent.

Credits: 3

Every Fall, Spring and Summer

HS 339 Health and Wellness

This course provides a holistic approach of what it really means to be healthy today. It explores the positive mind and body relationship to achieve a healthy and active lifestyle. Topics include managing stress, wellness principles, nutrition guidelines, aging and disease prevention, spiritual perspectives and physical activity and exercise protocols.

Credits: 3

Cross-Listings: HS 339, SPS 139

Every Spring

HS 340 Nutrition and Wellness

This course provides an introduction to nutrition science, and the role of nutrition in health and disease. Topics covered include: nutrient characteristics, requirements, food sources, energy balance, weight control, dietary guides and diet planning. Nutrition requirements for wellness and socio-economic factors that affect food production and consumption will also be discussed.

The pre-requisites of BIO 3, and CHM 3 or CHM 3X are required.

Credits: 3

Every Fall, Spring and Summer

HS 341 Life Cycle Nutrition

This course explores the relationship between nutrition and growth, development, and normal functioning of individuals through each stage of life from infancy to senior adults. It covers the physiological, biochemical, sociological, and developmental factors that affect nutrient requirements, deficiencies, and recommendations at various stages of the life cycle. In order to address nutritional needs, the course also provides specific community nutrition methods for planning, developing, and implementing health eating interventions. Special topics include heart disease, diabetes, pregnancy, and lactation, food habits of children and those associated with aging.

Credits: 3

Every Spring

HS 350 Health Behavior Change

This course is designed to introduce future health professional to social and behavioral science theories and models that will help them explain and manage people's health behaviors whether in a health care community, home, school or work setting.

Credits: 3

Every Fall

HS 355 Diversity and Health Disparities

This course will explore the disparities in health status, life expectancy and healthcare in the United States. Important factors such as diversity, culture, socio-economic status, gender, geography, and access will be analyzed. Students will learn a systematic approach to the process of achieving culture competence and skills necessary to deliver health programs and services with a diverse population.

Credits: 3

Every Fall, Spring and Summer

HS 361 Health Coaching Certification**Preparation**

This course is designed to provide theoretical knowledge and practical skills in preparation for the well-recognized American Council of Exercise (ACE) national certification exam in Health Coaching. Topics include effective coach-to-client communication techniques, understanding behavioral, nutritional, and physiological sciences (particularly as they relate to the client with obesity), health screening and assessment, guidelines for designing and implementing safe and effective exercise, wellness, and health programs. In addition, students will learn about the legal professional responsibilities and roles of the health coach. This course requires additional fees

Credits: 3

Cross-Listings: HS 361, SPS 161

Every Fall

HS 375 Basic Skills in Health and Exercise Psychology

Basic Skills in Health and Exercise Psychology will

teach students the necessary interviewing skills and strategies to build healthy, supportive, and therapeutic working relationships with athlete(s) and/or exerciser(s). 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. 3 credits

Credits: 3

Every Spring

HS 382 Health and Exercise Psychology Seminar

This course will be conducted in LIU's Center for Performance Excellence in Applied Kinesiology (PEAK). The seminar course will be designed to expose students to a specific area of exercise and sport psychology. Students will gain or enhance exercise and sport psychology knowledge and explore an area of interest related to exercise and sport psychology research and/or practice. Students will participate in weekly supervised exercise and sport psychology-related research, reading, practice, and education. Students will be expected to assist in the completion of a current project in PEAK, as well as the capstone assignment. 3 credits.

Credits: 3

On Demand

HS 393 Exercise Training for Individuals With Parkinson's Disease

Through lecture and clinical study students will learn to design exercise training programs for individuals with Parkinson's disease in a group setting by implementing cardiovascular and resistance training to improve and maintain physical function and quality of life. Students will become familiar with the role of community-based support groups and how to build a relationship as health professionals with support group members. Students will observe functional assessments of individuals with Parkinson performed by faculty and staff of the program and will learn about ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide basic information about the causes, presentation, progression and treatment of Parkinson's disease with special emphasis on the role of exercise as non-medical treatment. The role of government funding and advocacy will also be considered for conditions like PD that require significant long-term financial, health, and socio-emotional support.

Credits: 3

Cross-Listings: HS 393, SPS 193

Every Fall and Spring

HS 400 Introduction to Health Care Management

Undergraduate Health Care Management

Education is now recognized as a significant component of the health care delivery matrix. This course is designed to provide students with the knowledge, skills and competencies needed to obtain entry level positions in various areas of health care delivery settings, including hospitals, medical group practices, government agencies, home health care agencies, long term care facilities, private and group practice settings, insurance institutions and various clinical and non-clinical settings. Students will explore important issues in health care such as cost management, ethics, marketing, strategic planning, information technology, case management and human resources.

Pre-requisite of HS 300, 325, 355 or 410 is required

Credits: 3

Every Fall and Spring

HS 410 Healthcare Organizations and Delivery

This course is designed to help students understand the complexities of the US healthcare delivery system. American health care delivery will be presented in the context of current developments in health reform with references to specific provisions of the Affordable Care Act of 2010. Specific topics will include components of the US Health care systems, health promotion and disease prevention, Medicaid, Medicare, inpatient facilities and services, managed care and integrated organizations, long term care, financing health services for special populations, cost, access and quality care, health policy, Healthy People 2010 and 2020 as well as the future of health services delivery.

Credits: 3

Every Fall, Spring and Summer

HS 420 Essentials of Health Care Marketing

This course provides students with the knowledge of the principles of marketing and their application in healthcare. Students will examine the major environmental changes in healthcare as they relate to key areas of marketing. Topics include influencing health promotion and healthcare through marketing, issues and value to the customer, new health care delivery models, increasing competition and linking theory with actual marketing strategies. Real life examples, case studies, simulations and guest presenters from the field will enhance the presentation of course content.

The pre-requisite of HS 400 is required.

Credits: 3

Every Fall and Spring

HS 430 Research in the Health Professions

In this course, you will study the basic methods used in health science research and learn how to interpret the findings from this research. You will be introduced to the scientific method, research ethics using human subjects, causation theory, hypothesis formation, measurement theory, quantitative and qualitative research methods, evaluation research and descriptive statistics. This

course will be writing intensive and include a variety of class activities to help develop your methodological skills: critiquing research articles, using the World Wide Web, analyzing social data, writing, discussions, and working on a research project.

The pre-requisite of MTH 100 or PSY 150 is required.

Credits: 3

Every Fall and Spring

HS 460 Ethical and Legal Aspects of Healthcare

This course will focus on the ethical and legal dilemmas facing health professionals and administrators in planning and delivering quality healthcare and prevention services. Basic principles and practices of health ethics and law will be presented and applied through the use of case studies and role play. Topics covered included: patient rights, government regulations, HIPPA requirements and confidentiality, ethics of quality care, incident reporting, protecting health information, precedent-setting court cases, financing healthcare and prevention services, tort reform and culture of compassion and truth telling. Students will develop critical thinking skills needed for the ethical decisions they will confront in the health care environment.

Credits: 3

Every Fall and Spring

HS 464 Healthcare and Human Resource Management

This course will provide an introduction to Human Resource Management (HRM). Students will be exposed to an overview of human resource policies, applications and competencies used within the healthcare field. Students will gain an understanding of the role of Human Resources, aspects of healthcare management, and discover strategies used by organizations, and mandated procedures that impact employees within the workplace. Various topics will be reviewed, such as: HR related-legislation, creating a functional job analysis, labor policies, unionization, types of careers in health care, recruitment and retention, benefits, training and development, performance evaluation and employee relations. Students will recognize key concepts and characteristics of human resource management as an important part within today's workforce. Students will explore real methodologies within the human resources field and approaches that are used to build stronger employee performance, communication, skills, and job enrichment; while examining trends, the labor movement, culture of work environments, and legal requirements.

The pre-requisite of HS 400 is required.

Credits: 3

Every Spring

HS 471 Health Program Planning

Health promotion initiatives are planned, developed, and implemented to prevent illness,

diseases, and injuries. Comprehensive, evidence-based, and cost-effective health promotion initiatives, including strategies, policies, and programs, are designed to increase the longevity and quality of life in Americans, while reducing health care costs on individuals, families, their employers, and the government. In this course, students receive an overview of the planning, development, and implementation of health promotion programs. This course will also be writing intensive and include a variety of class activities to help develop your writing and analytic skills.

The pre-requisite of HS 430 is required.

Credits: 3

Every Fall and Spring

HS 465 Quality Improvement in Healthcare

This course provides students with the tools and techniques/strategies to improve healthcare quality and patient outcomes. Topic areas include: role of the patient; patient satisfaction; measuring quality improvement (QI) of patient care; process tools in QI; process control; assessing risk and harm in patient care; approaches to improvement; statistical applications; cost reduction; and performance improvement systems. The challenges of implementing quality improvement are addressed using case studies, as well as examples in a variety of healthcare organizations.

The pre-requisite of HS 400 is required.

Credits: 3

Every Fall and Spring

HS 472 History, Philosophy and Psychological Aspects of Disability

This course focuses on topics related to the history, philosophy and psychological aspects of disability. We will explore such areas as: institutions and the Willowbrook Court Decree, models of disability, concept of normalization, experiences and perspectives of people with disability, person-centered planning, the inclusion movement, politics of reasonable accommodation, Americans and Disabilities Act, self-empowerment, communication and collaborate planning and other factors facing people with disability, as well as the fields of professional practice.

Credits: 3

Every Spring

HS 474 Autism Spectrum Disorders and Other Developmental Disabilities

This course is designed to provide an overview of Autism Spectrum Disorders and Intellectual Disabilities, characteristics, causation, screening techniques, diagnosis and treatments of autism from a medical and neurological perspective. Issues such as classification, diagnostic instruments, communication assessments and skill development will be addressed. The student will gain understanding of the cognitive and social functioning of the person with ASD with a particular emphasis on style of learning, theory of

mind, role of executive functioning, over selectivity, joint attention, generalization difficulties and health issues. Normal human growth and development in comparison to atypical development stages will be addressed in the cognitive, motor, and language developmental areas. Students who complete this course will have an understanding of ASD and Intellectual Disabilities and the role of the family during diagnosis and treatment.

Credits: 3

Every Fall

HS 477 Applied Behavior Analysis and Program Design

This course will provide students with the understanding of Applied Behavior Analysis both in theory and practice. Students will learn the principles of ABA such as positive reinforcement, fixed schedules of reinforcement, task analysis, prompt fading, functional behavioral analysis, positive behavior support, self reinforcement, modeling, discrete trial, picture activity schedules, picture rehearsal and token economies while applying these principles in the wellness, leisure, habilitation and residential programs.

The unique needs and characteristics of each individual with a developmental disability will be explored from infancy into adulthood to develop instructional strategies and behavior management programs. Various program models will be investigated throughout the individual's life cycle in various settings.

Credits: 3

Every Fall

HS 478 Case Management Services

This course will examine concepts and principles of case management practice with special populations. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability and empowerment, while identifying and collaborating with resources and agencies. Emphasis is placed on care coordination, type of delivery agency, negotiation in brokering for health care services by utilizing the application of case management models. Students will understand health care priorities on the national and local level.

Credits: 3

Cross-Listings: HS 478, SWK 134

Every Fall

HS 479 Case Management: Practice with Populations at Risk

This course provides students the opportunity to hear case managers present actual cases based on "case of the week model." Students will develop hands on experience through presentations from experts in the varied fields in which case management is practiced. Students will build on their case management knowledge by applying theories to real work case management situations. *The pre-requisite of HS 478 or SWK 134 is*

required

Credits: 3

Every Spring

HS 480 Stress Management

An analysis of the sources and consequences of stress and stress reaction in a variety of daily living settings; examination of a variety of instruments used to measure stress levels. Exploration of personal lifestyle with regards to present stress levels and coping abilities; Practical application of intervention techniques designed to enhance adjustment to the demands of stress. This course will be helpful to all students for their personal and professional lives.

Credits: 3

Every Fall and Spring

HS 490 Practicum

The student, in consultation with the instructor will complete a minimum of 120 hours of fieldwork at a medical, social service or public health agency/organization. This is a culmination course designed to integrate theory and application acquired throughout the Health Science Curriculum. The student is required to attend scheduled course sessions on campus and satisfactorily complete all assignments as outlined in course syllabus.

The student must be active in the Health Science or Public Health major and must be a Senior in order to register for this course.

Credits: 3

Every Fall, Spring and Summer

HS 497-499 Independent Study

Students taking the Independent Study are expected to research an aspect of Health Science under the supervision of a faculty advisor. Included in this research can be a practicum/internship experience of a minimum of 30 hours. Alternatively, a student is able to produce a study of an approved topic, including a thorough literature review and assessment of the topic. With both options, a final summary project, pre-approved by the faculty advisor, will be presented at the end of the experience.

Credits: 1

On Occasion

Physical Education Courses

PE 2 Introduction to Golf

An introduction to the fundamentals of golf, including stance, grip and swing, as well as to course play, selection of equipment, safety, and golf terminology. Two hours.

Credits: 1

On Occasion

PE 4 Fitness and Wellness

An overview of the factors that influence personal wellness. Includes topics related to nutrition, environmental factors, exercise, and social and

emotional components of physical activity that affect the life-style choices made to pursue a healthy state of being.

Credits: 3

Every Fall and Spring

PE 13 Beginning Aerobic Dance 1

An introduction to aerobic training in a comprehensive program of physical fitness using multi-impact and cross-training techniques to develop and improve cardiovascular fitness. Personal journals are kept in which students record their progress and understanding of the health benefits of nutrition, flexibility, balance, strength and endurance. Three hours. (Same as PE 13.) Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13, PE 13

Alternate Years

PE 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. (Same as PE 13A.) Prerequisite: Doctor's permission. May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 13A, PE 13A

Alternate Years

PE 17 Teaching Movement and Dance for Children

Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, games, fitness, and enjoyment of movement.

Credits: 1

Cross-Listings: PE 17, SPS 17

On Occasion

PE 21 Sport, Functional Training and Performance I

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.

Credits: 2

Cross-Listings: PE 21, SPS 21

Every Fall

PE 22 Sport, Functional Training and Performance II

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.

Credits: 2

Cross-Listings: PE 22, SPS 22

Every Spring

PE 23 Teaching Individual and Team Sports I

Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of soccer, softball, and volleyball.

Credits: 1

Every Fall

PE 24 Teaching Individual & Team Sports II

Instruction in the fundamental skills, techniques, teaching methods, safety and coaching tactics of basketball and racquet sports.

Credits: 1

Every Spring

PE 47 Personal and Community Health

An introduction to personal and community health issues and challenges that affect the allied health practitioner. Emphasis is placed on the student's understanding, attitudes, knowledge and behavior with regard to critical health issues affecting contemporary living. Areas of inquiry include substance abuse, nutrition, stress, consumer-related issues, alcohol and tobacco and complementary alternative medicine.

Credits: 2

Every Spring

PE 58 Introduction to Modern Dance 1

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course. Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance. Three hours.

(Same as PE 58.)

May be taken twice for credit.

Credits: 3

Cross-Listings: DNC 1, PE 58

Every Fall and Spring

PE 140 CPR and First Aid for the Health Care Provider

An opportunity for students, upon successful understanding of the theory and practice, to earn certification cards in CPR and Standard First Aid.

PE 142 Care and Prevention of Athletic Injuries

This course provides students who are interested in becoming coaches, fitness instructors and conditioning specialists with an understanding of the care and prevention of athletic injuries. Students learn common cues to identify injuries, explanation of symptoms, anatomical illustrations, care and management options, administering first aid for bleeding, tissue damage and unstable injuries and returning athletes/ individuals to physical activity or play. The course also addresses concussion recognition, referrals and dangers of using steroids and performance enhancing drugs as well as developing protocols to prevent injuries.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 142, SPS 142

Every Fall and Spring

PE 146 Principles and Philosophy of Coaching I

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

Pre-requisite of SPS 21 or SPS 22 is required.

Credits: 3

Cross-Listings: PE 146, SPS 146

Every Spring

PE 150 Motor Learning and Development

This course provides students with a framework for understanding motor learning and development and how they interact and effect each other. By understanding the factors that influence the development of motor skills across the life span, students will become better prepared to teach movement skills effectively at any chronological age and at any skill level.

The pre-requisite of SPS 21 is required.

Credits: 3

Cross-Listings: PE 150, SPS 150

Every Spring

PE 151 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 151, SPS 151

Every Fall and Spring

PE 152 Exercise Physiology I

This course will consider the physiologic effects of exercise on the human body, covering topics such as bioenergetics, energy transfer and thermogenesis. The effect of activating on several physiologic

support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

The pre-requisite of BIO 137 or CHE 3X is required.

Credits: 3

Cross-Listings: PE 152, SPS 152

Every Fall

PE 153 The School Health Program

An examination of the role of the school, community and outside agencies in the development of school health programs. The development of skills in organizing and evaluating curricula for health instruction is studied. Includes methods of implementation and administration of health services in the school setting.

The pre/co-requisites of PE 4, 5, or 47 are required.

Credits: 3

On Demand

PE 154 Adapted Physical Education I

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee.

The pre-requisite of co-requisite of PE 151/SPS 151 is required.

Credits: 3

Cross-Listings: PE 154, SPS 154

Every Fall

PE 156 Evaluation in Health and Fitness

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health and fitness. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

Credits: 3

Cross-Listings: PE 156, SPS 156

Every Fall and Spring

Sports Sciences Courses

SPS 17 Teaching Movement and Dance for Children

Students will practice and learn the strategies and progressions for teaching fundamental movement skills, rhythmic activities, and dance to preschool and elementary age children, including locomotion, manipulation, gross motor skills, and rhythm and

dance from diverse cultures. In addition, students learn how to present different teaching styles, make the gymnasium safe, establish protocols and rules, provide feedback and motivate children. Focus is on inclusive activities, games, fitness, and enjoyment of movement.

Credits: 1

Cross-Listings: PE 17, SPS 17

On Occasion

SPS 21 Sport, Functional Training and Performance I

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times.

This course has an additional fee.

Credits: 2

Cross-Listings: PE 21, SPS 21

Every Fall

SPS 22 Sport, Functional Training and Performance II

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

The pre-requisite of SPS 21 or PE 21 is required or permission of the Division.

Credits: 2

Cross-Listings: PE 22, SPS 22

Every Spring

SPS 26 Beginner Swimming

This class requires no previous water experience and is geared toward dealing with beginning development of strokes including self-help and survival skills. Students will learn how to travel through the water with a basic paddle stroke. Front crawl, back crawl, elementary backstroke, and basic safety skills are covered. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 1

Every Fall and Spring

SPS 52 Intermediate Swimming

Refine front/back crawl and backstroke. Further develop breaststroke and sidestroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 1

Every Fall and Spring

SPS 62 Advanced Swimming and Fitness

This course is designed to refine strokes so students swim with more ease, efficiency, power and smoothness over greater distances. In addition,

students will create and present a swim fitness program and understand its related health and wellness benefit.

Credits: 1

On Occasion

SPS 80 Beginning Fitness and Exercise for Living

This course will investigate the effects of physical activity on the human body, the training modalities used to enhance physical, mental and cognitive lifestyles.

Credits: 1

Every Fall

SPS 81 Intermediate Fitness and Exercise for Living

This course will investigate the effects of physical activity on the human body and the training modalities used to maintain a healthy lifestyle.

Pre-requisite of SPS 80 is required.

Credits: 1

Every Spring

SPS 82 Aerobic Fitness and Endurance Exercise

An exploration of the physiology of aerobic fitness through lectures as well as hands-on activities.

Topics include standards used for measurement of intensity, prescription of exercise, and aerobic fitness and performance in work and sports.

Current trends in aerobic exercise and fat metabolism are reviewed.

Credits: 2

Every Spring

SPS 91 Pilates for Health Professionals

This course is an introduction to Pilates for students interested in or enrolled in the Health Professions. Students practice group mat exercises that are designed to improve core muscle strength, balance, muscle control, spinal and pelvic alignment and flexibility. Development of strength and control in abdominal, back and hip muscles is important for preventing back pain as well as enhancing activities of daily living, functional movement and sport performance.

Credits: 2

Every Fall

SPS 98 Beginning Weight Training

The theory and application of basic weight training techniques with an emphasis on personal programs. Students will be required to explain and demonstrate specific exercises. This course has an additional fee.

Credits: 1

Cross-Listings: PE 98, SPS 98

Every Fall and Spring

SPS 100 Special Olympics, Theory and Practice I

An overview of people with intellectual disabilities and the role of the Special Olympics. Through lecture and practical hands-on experiences, students learn how to conduct a Special Olympics training session, assess athletes, and teach sport specific skills to this population.

Credits: 1

On Occasion

SPS 101 Special Olympics Theory and Practice II

A continuation of SPS 100.

Pre-requisite of SPS 100 is required.

Credits: 1

On Occasion

SPS 102 Adapted Aquatics for People with Multiple Sclerosis

This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with multiple sclerosis (MS). Through lecture, simulations, laboratory and hands-on experience students learn about MS and how to organize and adapt activities to meet each individual's needs. Students will support participants with MS in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.

Credits: 3

Every Spring

SPS 103 Exercise Prescription I

This course is designed to teach students how to prescribe exercise for healthy individuals based on information gathered in the fitness evaluation, client health history and lifestyle questionnaire. Areas addressed will include flexibility, strength, cardio-respiratory endurance and body composition. Laboratory experiences and case studies are used to study problems and develop exercise solutions.

Credits: 3

Every Fall and Spring

SPS 104 Exercise Prescription II

This course is based on the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription. ACSM's principles are applied to develop appropriate exercise programming for individuals with musculoskeletal, neurological, auto-immune and cardiovascular impairments. Laboratory experiences and case studies are emphasized.

The pre-requisite of SPS 103 is required.

Credits: 3

Every Fall

SPS 105 Lifeguard Training

This course gives the most current instruction in the American Red Cross lifeguard training techniques, First Aid and CPR skills required to gain eligibility for a lifeguard position. Upon successful completion, a student will earn certifications in both American Red Cross Lifeguard Training and CPR for the Professional Rescuer. Adequate swimming skills are necessary. Prerequisites: On first day, student must: swim 500 yards (20 lengths of the pool); 200 yards front crawl; 100 breaststrokes and 200 of your choice. Swim 20 yards, submerge to a minimum depth of 9

feet, retrieve a 10-pound brick from the bottom, return it to the surface, and bring it back to the starting point. If students cannot complete this, they will be guided into a more appropriate swim class.

Credits: 3

Every Fall and Spring

SPS 107 Ai Chi Aquatics for People with Developmental Disabilities

This course offers a unique form of aquatic exercise titled ai chi to promote health, relaxation and fitness for people with developmental disabilities. LIU students will learn to use ai chi breathing techniques, gentle movement progressions and progressive resistance training in water to relax, improve movement flow, body alignment, and strengthen muscles of their clients. Ai chi will be practiced standing in shoulder-depth water in a group class as well as one-to-one instruction provided by LIU student to client with faculty supervision and guidance.

Credits: 3

Every Fall

SPS 110 Beginning Tennis

Fundamentals of forehand backhand and serve techniques. Overview of game rules, etiquette, scoring and playing tactics. This course has an additional fee.

Credits: 1

Every Fall and Spring

SPS 112 Yoga 101

This course will give students an introduction to the foundations of Ashtanga Yoga's Primary Series. The focus will be on practice, with an emphasis on the integration of breathing, posture, and mental concentration.

Credits: 2

Cross-Listings: HS 112, SPS 112

Every Fall and Spring

SPS 115 Principles of Resistance Training

This course will introduce students to the fundamental skills, and principles behind resistance training. Students will learn proper exercise techniques utilizing free weights, machines, bands and other various forms of exercise modalities.

Credits: 3

Every Fall and Spring

SPS 116 Beginning Karate

Students will learn a series of karate skills and techniques designed to enhance fitness, coordination and health. Students will also gain an understanding of the physiological principles about learning and movement of karate.

Credits: 1

Cross-Listings: PE 116, SPS 116

On Occasion

SPS 117 Intermediate Karate

A continuation of SPS 116. Emphasis is placed on advanced combinations and techniques of karate.

This course has an additional fee.
The pre-requisite of SPS 116 is required or permission of the Division.

Credits: 1
On Occasion

SPS 118 Judo

A presentation of the Japanese martial art of judo, using various techniques to promote mental and physical abilities. Judo is explored both as a natural art that develops self-realization through self-expression and as a science that implies mastery of various laws of movement concerning action-reaction, gravity, momentum, force, velocity and weight transfer.

Credits: 2
On Occasion

SPS 119 Yoga Therapy

This course provides an introduction to yoga therapy, both in its own terms, and in the context of scientifically-valid approaches to the promotion of health, wellness, and preventative medicine. Students will come away with an understanding of Yoga's place in the broader context of exercise physiology in general, as well as its unique contributions to and potential for applied therapeutic interventions.

Pre-requisites: SPS/HS 112
Credits: 3
Cross-Listings: HS 129, SPS 129
Every Spring

SPS 120 Anatomy of Exercise

This course will investigate the mechanics of movement and the means by which movement can be analyzed and improved. This course explores basic exercise vocabulary structured to include a comprehensive look at muscle origin, insertion, actions and nerve innervations. This course will include lecture and practical experiences. 3 credits. Offered every semester.

BIO 137 must be taken as a Pre- or Co-Requisite
Credits: 3
Every Fall and Spring

SPS 121 Introduction to Physical Education and Exercise Science

This course provides an overview of professions in exercise science, physical education, and athletic training including career opportunities, certifications, professional standards critical current issues and professional organizations. Students will also learn about the role and implementation of interprofessional practice within each field of study.

Credits: 2
Every Fall and Spring

SPS 122 Tai Chi

The course will introduce the students to the practice and philosophy of the Asian Martial Art of Tai Chi considered by many as the perfect exercise. Tai Chi is about efficiency, effectiveness and effortless action. Students will learn basic movements of the tai chi form.

Credits: 2
Every Fall, Spring and Summer

SPS 123 Yoga in Action

Students will read and discuss several aspects of Yoga's place in the contemporary world, in the context of its historical, philosophical, and sociological implications. The lecture component will be supported and complimented by regular practice in the lab, so that students come away with an understanding of both the theoretical and practical aspects of yoga, as well as the relationship between them.

Credits: 3
Cross-Listings: HS 123, SPS 123
Every Fall and Spring

SPS 124 Yoga and Mindfulness for Living

This course will explore the physiological and neurological principles of mindfulness, examining their relation to the urban environments and cultural contexts of Brooklyn, New York. Particular emphasis will be placed on how to create conditions in which improved ways of interacting mindfully with ourselves and others can be learned and practiced. Students will learn specific yoga and breathing techniques designed to improve focus, energy and performance. This course will be broadly aimed at students interested in exercise science, health care and education, as well as students who desire to enhance their personal and professional development.

Credits: 2
Cross-Listings: HS 124, SPS 124
Every Fall and Spring

SPS 125 Blackbird Aquatics Boot Camp

The focus of the course is to provide a water fitness program that offers the benefits of a pool, with little to no impact on joints while expanding lung capacity. In addition, the water environment will provide similar benefits of weight and resistance training of a traditional gym. Knowledge and skills will be taught to all levels of participants from beginner to advance. Repetitions and intensity will be based on the participants' level of fitness. Students will participate and learn how a full body exercise program is an excellent vehicle to boost their cardiovascular endurance and strength. Participants will be required to have appropriate swim wear and caps to cover hair. Goggles are suggested but not required. The course will be taught in the shallow end of the pool. Participants do not need to know how to swim, put their heads under water, or go in the deep end of the pool at any time. Advanced aquatic skills will be provided for those students that show the aptitude and desire to swim in the deeper water.

Credits: 2
On Occasion

SPS 126 Advanced Tai Chi

This course will introduce students to advanced practice and philosophy of the Asian Martial Art of Tai Chi considered by many as the perfect exercise.

The students will learn advanced techniques of tai chi to further performance in balance and coordination. Tai Chi is about efficiency, effectiveness and effortless action and in this course how that relates to sport

Credits: 2
Every Semester

SPS 131 Adapted Aquatics for Children with Autism

This course is designed to enable children with Autism to experience water, fun, safety and success. Students will assist children with autism, under faculty supervision, in a one-to-one teaching ration using a developmental skill progression model from acclimation to water, to movement exploration in water, to floating and pre-beginner swim skills. Through lecture, laboratory and hands-on experience, students will also learn about autism and how to adapt aquatic activities to meet each child's needs. The application of principles of safety in the aquatic environment is always emphasized.

Credits: 3
Every Fall

SPS 132 Health Advocacy and Wellness for people with Intellectual Disabilities

This course introduces principles of health advocacy and wellness into an adult day habilitation environment at LIU for adults with intellectual disabilities. Through lecture, simulations, laboratory and hands-on experiences, students learn about intellectual disabilities and how to organize, adapt and present wellness activities such as health eating, stress reduction, basic first aid, relaxation, exercise and socialization to meet each individual's needs. Students will support participants with intellectual disabilities in the wellness classes and develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety and how to assist people to become more independent.

Credits: 3
Every Fall, Spring and Summer

SPS 133 Special Olympics Coaching and Event Management

This course is designed to introduce and prepare coaches and sports management coordinators to the basic structures and principles of Special Olympics. Sports-specific skills, strategies, coaching philosophy and planning, safety and risk management will be examined and applied within the Special Olympics model. The goal of the course is to develop students with competency in Special Olympics coaching and game/event management.

Credits: 3
On Occasion

SPS 139 Health and Wellness

This course provides a holistic approach of what it really means to be healthy today. It explores the positive mind and body relationship to achieve a healthy and active lifestyle. Topics include

managing stress, wellness principles, nutrition guidelines, aging and disease prevention, spiritual perspectives and physical activity and exercise protocols.

Credits: 3

Cross-Listings: HS 339, SPS 139

Every Spring

SPS 142 Care and Prevention of Athletic Injuries

This course provides students who are interested in becoming coaches, fitness instructors and conditioning specialists with an understanding of the care and prevention of athletic injuries.

Students learn common cues to identify injuries, explanation of symptoms, anatomical illustrations, care and management options, administering first aid for bleeding, tissue damage and unstable injuries and returning athletes/ individuals to physical activity or play. The course also addresses concussion recognition, referrals and dangers of using steroids and performance enhancing drugs as well as developing protocols to prevent injuries.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 142, SPS 142

Every Fall and Spring

SPS 143 Responding to Emergencies in Sport and Physical Activity

This course will deal with protocols related to the recognition, evaluation and initial treatment of injury and illness in sport/physical activity settings. Emphasis will be placed on the interactions of the student with a variety of populations regarding injury recognition and care. Students will receive instruction in CPR for the Professional Rescuer, (infant, child, and adult), trained in the use of an automatic external defibrillator (AED) and first responder care. Students will have the opportunity to earn certification at additional cost. This course requires additional lab time other than the standard meeting times listed in the schedule of classes.

Student must be enrolled in the Athletic Training Program in order to register for this course.

Course only open to students in the Athletic Training major.

Credits: 3

Every Fall and Spring

SPS 144 Taping, Bracing and Protective Athletic Equipment in Sports

This course is designed to provide the student with the knowledge and skills necessary to master the use of prophylactic and therapeutic taping, wrapping, bracing and padding techniques. Emphasis will be placed on the proper use of athletic tapes, plastics, felts and other protective athletic equipment. A portion of the class will be lecture in nature, with a large emphasis in Athletic Training laboratory practice and mastering techniques. Only open to Athletic Training Majors.

In order to register for this course the student must be active in the Athletic Training plan.

Credits: 2

Every Fall

SPS 146 Principles and Philosophy of Coaching I

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

Pre-requisite of SPS 21 or SPS 22 is required.

Credits: 3

Cross-Listings: PE 146, SPS 146

Every Spring

SPS 147 Concepts in Athletic Training

A presentation of the principles of prevention, recognition, and management of athletic injuries. Also included are pertinent administrative, psychosocial and pharmacological issues and an overview of the mechanics of injury, athletic equipment, and taping. Only open to Athletic Training students.

Student must be active in the Athletic Training plan in order to register for this course.

Credits: 2

Every Fall

SPS 148 Nutritional Aspects of Fitness and Sport

A study of the basic nutritional principles related to fitness and sport. Topics covered include the role of nutrients in physical performance, special concerns during exercise in the heat, and special dietary considerations related to endurance and non-endurance sports.

The pre-requisite of co-requisite of SPS/PE 152 and SPS/PE 156 are required or permission of the Division.

Credits: 3

Cross-Listings: PE 148, SPS 148

Every Spring

SPS 149 Exercise and the Older Adult

This course is designed to provide students with the theoretical knowledge base concerning the human aging process and the effects of physical activity in the senior adult population. Physiological changes in the cardiopulmonary, musculoskeletal system, nervous system, and sensory systems will be discussed. Students will learn to adapt and modify exercises to accommodate the systemic changes in the older adult. Nutrition, pharmacological prescriptions and abuse, and promoting fitness for older adults. Students will learn how to perform fitness testing/assessments and lead exercise classes for the senior adult population. Lectures and laboratory activities.

The pre-requisites of SPS/PE 152 and SPS/PE 156 are required.

Credits: 3

Every Spring

SPS 150 Motor Learning and Development

This course provides students with a framework for understanding motor learning and development

and how they interact and effect each other. By understanding the factors that influence the development of motor skills across the life span, students will become better prepared to teach movement skills effectively at any chronological age and at any skill level.

The pre-requisite of SPS 21 is required.

Credits: 3

Cross-Listings: PE 150, SPS 150

Every Spring

SPS 151 Functional Kinesiology

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations.

BIO 137 must be taken as a Pre- or Co-Requisite

Credits: 3

Cross-Listings: PE 151, SPS 151

Every Fall and Spring

SPS 152 Exercise Physiology I

This course will consider the physiologic effects of exercise on the human body, covering topics such as bioenergetics, energy transfer and thermogenesis. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

The pre-requisite of BIO 137 or CHE 3X is required.

Credits: 3

Cross-Listings: PE 152, SPS 152

Every Fall

SPS 153 The Science of Player Development and Scouting in the NBA

Working as a scout for the NBA requires a thorough understanding of the nuances of playing basketball at highest level. Featuring approximately 450 players who participate globally, the odds of making "the league" out of millions of players from around the world are not high. In this class we will address such questions as: What qualities does it take to get to the NBA? What does it take to stay in the NBA after a rookie contract? What does it take to increase value as a player in the NBA? One must be able to identify the common tangible and intangible characteristics that translate from college, D-league, and International competition to the NBA. The course provides an introduction to the guidelines and best practices for talent evaluation. High levels of participation and energy are required of students in this course.

Course Objectives:

The curriculum is designed to provide a platform to

explore and examine the dynamics of player development and player evaluating. During the course, you will learn how to produce a scouting report. You will understand how to create an 'intel report'. You will do mock rankings of college players. You will analyze NBA rosters and assess why a particular college prospect might be someone a franchise should choose in the upcoming draft. Ultimately, you will have an understanding of the attributes that translate to the NBA as a viable player prospect.

Credits: 3

On Occasion

SPS 154 Adapted Physical Education I

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education. This course has an additional fee.

The pre-requisite of co-requisite of PE 151/SPS 151 is required.

Credits: 3

Cross-Listings: PE 154, SPS 154

Every Fall

SPS 156 Evaluation in Health and Fitness

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health and fitness. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

Credits: 3

Cross-Listings: PE 156, SPS 156

Every Fall and Spring

SPS 157 Fitness Evaluation for Athletic Performance

This course will provide students with a broad understanding of the evaluation of athletic ability. Through a combination of theory with actual measurement and evaluation, students will learn how to properly assess muscular strength, speed, agility, muscular power, body composition, flexibility and other attributes necessary for athletic competition.

Credits: 3

Every Fall and Spring

SPS 161 Health Coaching Certification Preparation

This course is designed to provide theoretical knowledge and practical skills in preparation for the well-recognized American Council of Exercise (ACE) national certification exam in Health Coaching. Topics include effective coach-to-client communication techniques, understanding

behavioral, nutritional, and physiological sciences (particularly as they relate to the client with obesity), health screening and assessment, guidelines for designing and implementing safe and effective exercise, wellness, and health programs. In addition, students will learn about the legal professional responsibilities and roles of the health coach. This course require additional fees

Credits: 3

Cross-Listings: HS 361, SPS 161

Every Fall

SPS 162 Introduction to Clinical Education in Athletic Training

This course is designed to introduce the athletic training student to the principles and practice of clinical skills involved in Athletic Training. Students will be assigned to a Preceptor at an approved clinical affiliation. The course is designed to acclimate the first year ATS to the clinical environment. Students will be introduced to injury evaluation process, organization and administration of an Athletic Training Facility, and begin to develop ethical and professional behaviors. Students will be required to complete a minimum of 100 hours at their assigned clinical site and attend all class meetings. Open only to Athletic Training majors.

The pre-requisite of SPS 142 is required.

Credits: 3

Every Fall

SPS 164 Field Experience

This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their field of study, concentration or minor. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite of SPS 263 is required.

Credits: 3

Every Fall, Spring and Summer

SPS 172 Clinical Assessment of the Lower Extremity

An advanced course in athletic training that addresses the recognition, evaluation, assessment and immediate care of musculoskeletal injuries. The focus is on-field and off-field evaluation of the lower extremity, abdomen and thorax. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. This course has an additional fee. Only open to Athletic Training majors.

The pre-requisite of BIO 137 is required and it is only open to Athletic Training majors.

Credits: 4

Every Fall

SPS 173 Clinical Assessment of the Head, Neck & Upper Extremity

An advanced course in athletic training that addresses the recognition, evaluation, assessment and immediate care of musculoskeletal injuries. The focus is on-field and off-field evaluation of the upper extremities, including the spine, head and face. Also various skin disorders and general medical conditions are explored. Lecture and laboratory experiences include palpation, range of motion assessment, muscle and special tests, neurological and vascular assessment, and immediate treatment of each body area. This course has an additional fee. Only open to Athletic Training majors.

The pre-requisites of SPS 172 and PHY 20 are required.

Credits: 4

Every Spring

SPS 174 Adapted Physical Education II

An advanced course in adapted physical education that emphasizes inclusive fitness programming for persons with disabilities. Assessing and conducting fitness programs and exercise for various individuals are emphasized.

The pre-requisite of SPS 154 is required.

Credits: 3

On Occasion

SPS 176 Introduction to Sport Management

Through learning activities, professional profiles, case studies and international examples, students gain a strong foundation in diverse areas in the field of sports management. This includes ethical, and legal aspects of sports management, publicity and public relations, finance, critical thinking and sport management research. This will be accomplished through lectures, guest speakers and class discussions.

Credits: 3

Every Fall

SPS 177 Branding in Sports Culture

This course will walk students through the process of brand development and students will study several intriguing brands in today's sport marketplace. Students will learn how several brands were built, the impact a sport-marketing agency can have on a brand and how to promote brand awareness and attributes.

Credits: 3

Alternate Fall

SPS 178 Psychology of Women's Health and Physical Activity

This course takes an interdisciplinary approach to examining the social, cultural, political, and environmental influences on health and physical activity among women. In addition, the student will learn theoretical and philosophical perspectives on gender and physical activities. Contemporary issues related to women's health and physical activity from

historical, psychological, and sociological perspectives will also be discussed.

Credits: 3

Every Fall

SPS 180 Introduction to Sports Psychology

A review of the application of psychological concepts to the study of sports performance. Students learn how to create a positive environment for performance enhancement by incorporating such factors as motivation, concentration, relaxation, goal setting, athletic injury, recovery and mental imagery.

The pre-requisite of PSY 3 is required or permission of the Division.

Credits: 3

Every Spring

SPS 181 A Business Model of a NBA Franchise

This course will take a look behind the scenes of the Brooklyn Nets and Knicks. Students will review and critique their business models while learning a broad range of competencies including facility construction and management, building and crafting a championship franchise under the new collective bargaining constraints, marketing strategies and branding. Course includes class projects, visits to the NETS and Knicks arenas and corporate offices, lectures and distinguished speakers from professional sports.

Credits: 3

Alternate Spring

SPS 182 Exercise Physiology II

This course is designed to give students a theoretical and practical understanding of acute and chronic responses to exercise responses to exercise in a variety of internal and external environments. Particular attention will be paid to advanced exercise physiology concepts. Special topics to be covered include, but not limited to electromyography, electrocardiography basics and interpretation, anaerobic and aerobic training responses, endothelial function, performance at altitude, and performance in diving. Applied laboratories and virtual laboratories will allow you to explore more specifically the physiological basis of performance and human response to training and conditioning. Open to students in the Exercise Physiology track or Athletic Training. Permission required of all other students.

The pre-requisite of SPS/PE 152 is required.

Credits: 3

Every Spring

SPS 186 Sport Facilities Management

A study and systematic guide to the management issues and practical problems that sports managers must address to ensure financial, sporting and ethical success. The course will cover feasibility assessment, market research, event bidding and branding, risk analysis, contract and project management, corporate structure, budgeting as well as economic, social, community and environmental issues. The course will consist of both classroom

and field experience. Students will be required to devote approximately 10 hours outside of class toward managing an on-campus NCAA Division I sports event. The students will be assigned a project that will require them to attend the event and all related functions, such as preparing the facility, managing ticket sales, promotions and marketing the event.

The pre-requisite of SPS 176 is required.

Credits: 3

Every Spring

SPS 189 Basic Biomechanics and Motion Analysis

This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human movement with simple video, as well as 2 and 3-D motion capture and force platform technology will be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the motion capture lab. Information will be presented and evaluated in the classroom and laboratory.

The pre-requisites of SPS/PE 151 and PHY 20 are required.

Credits: 3

Every Spring

SPS 190 Neuroscience and Wellness

This course will provide students with a basic understanding of the nervous system anatomy, its structure, and its function in health and exercise. Each part of the nervous system, including the brain, the spinal cord and the peripheral nerves is presented through lectures and labs emphasizing both anatomy and physiology. This course has an additional fee.

Pre-requisite of BIO 131 is required.

Credits: 3

Cross-Listings: PE 190, SPS 190

On Occasion

SPS 191 Leadership in Sport Management

This course examines the successful and powerful leadership methods of legendary coaches such as John Wooden and Mike Krzyzewski. Students learn how to put into practice their values, principles and lessons into the business of sport, including developing team culture, striving for personal excellence, improving productivity and building trust and relationships. Students will develop the skills to assess the strength of an organization as well as identify and address the areas of need and growth. The main topics of the course will include: communication, decision making, managing change, motivation, staffing and teamwork. Students will stay current with leadership and management issues in sports as

reported in the New York Times, Sport Business Journal, USA Today, and other publications. Each week, we will discuss the application of reading assignments to breaking sports news stories. Guest speakers from the world of sports will be invited to share their leadership philosophy and experience with the class.

Credits: 3

Every Fall

SPS 192 Covering High-Profile Athletes and Sports: Challenges and Pitfalls

The triumphs and tragedies, the agonies and ecstasies of sports have been recorded in many autobiographies, memoirs, and biographies. But how trustworthy are the stories? What is the function of legends and myths in sport history?

The course will explore these questions with special emphasis on American culture and the rise of such larger-than-life heroes as John L Sullivan, Ty Cobb, Babe Ruth, Jack Dempsey, Jim Thorpe, Jackie Robinson, Muhammad Ali, Larry Bird, and Michael Jordan.

Credits: 3

Cross-Listings: JOU 192, SPS 192

Every Fall

SPS 193 Exercise Training for Individuals With Parkinson's Disease

Through lecture and clinical study students will learn to design exercise training programs for individuals with Parkinson's disease in a group setting by implementing cardiovascular and resistance training to improve and maintain physical function and quality of life. Students will become familiar with the role of community-based support groups and how to build a relationship as health professionals with support group members. Students will observe functional assessments of individuals with Parkinson performed by faculty and staff of the program and will learn about ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide basic information about the causes, presentation, progression and treatment of Parkinson's disease with special emphasis on the role of exercise as non-medical treatment. The role of government funding and advocacy will also be considered for conditions like PD that require significant long-term financial, health, and socio-emotional support.

Credits: 3

Cross-Listings: HS 393, SPS 193

Every Fall and Spring

SPS 194 Senior Project

A culmination experience for students in Sports Sciences. With the approval of faculty, a student identifies and conducts an intensive review of a topic within his or her area of concentration. The student must submit a written project and orally defend the work at the end of the course.

Credits: 3

Every Fall, Spring and Summer

SPS 195 Culmination in Sports Sciences

This course will provide students with an opportunity to apply the knowledge, theory, techniques and skills they learned throughout their academic career as a sports science student in the Division of Athletic Training, Health and Exercise Science. Students will perform a functional and dynamic movement assessment and identify goals and objective. Students will be required to design an appropriate program for their client and develop a professional plan for the future. Students will be evaluated as to their expertise in areas of fitness health including, but not limited to, intake, assessment, program design, reassessment, analysis of results and presentation of results.

Pre-requisites of SPS 103 and either SPS 120 or 151 are required.

Credits: 3

Every Fall and Spring

SPS 196 Nonprofit Recreation and Sport Organizations: Principles and Practices in Leadership and Management

This course provides a comprehensive introduction to the principles of management and their practical applications to sport, leisure and recreation organizations in the nonprofit sector. This course will educate and expand the student's knowledge of the many career choices and options that exist for sport administrators in the nonprofit world.

Credits: 3

Every Fall

SPS 197 Independent Study

Each student will work closely with a faculty member or clinical supervisor to complete a research project or clinical rotation. Students will be required to complete a minimum of 90 hours. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

Credits: 3

On Occasion

SPS 200 Sport Law

Professional and amateur sports have attained great importance both in America and internationally. Concomitant with this growth is the growth and sophistication of business and legal issues. This class will provide an extensive overview of the legal principles and business models and rules governing the sports industry and the legal controversies and policy considerations surrounding those rules. This class is not intended to be a law school class, but rather an application of legal concepts important for sports managers.

Five major themes are explored: (1) The law and internal regulations applicable to professional and amateur sports bodies. This involves a focus on the structure and powers of sports leagues, athletic federations, and the Olympic movement; (2) Contractual issues in professional and amateur sports, including sponsorship, endorsement, licensing and stadium signage and concessions; (3)

The importance of antitrust and labor law; (4) Legal issues involving injury and risk management; and (5) Intellectual property and broadcast/Internet.

Note that the ethical questions in sports decisions making will permeate throughout the class.

Though the law can explicitly require certain types of decisions, the role of ethics is far more subjective.

Credits: 3

Every Fall

SPS 201 Event, Planning and Management

Knowledge of the principles and procedures for planning, designing, operating and implementing an indoor/outdoor sports and special events. Study of promotions, marketing, hiring, budgeting, and contracts of event management. Design and implementing risk management plans within event management. The students will have an opportunity to develop, work, stage, and experience a real event. The students will plan from scratch and decide on implementing a special event.

Pre-requisite of SPS 176 is required

Credits: 3

Every Spring

SPS 202 Strategic Sport Communications

This course is designed to provide students a strategic, conceptual and technical understanding of the operations, career options and business of sports communication at all levels. Students will learn to analyze and apply the concepts and principles of sports communication to the management, marketing and operational goals of sport organizations. This will be accomplished through class lectures, writing assignments, guest speakers and final project.

Credits: 3

On Occasion

SPS 204 The Globalization of Sports: Origins and Prospects

The course will explore the rising phenomenon of internationalism in sports. Among the themes examined will be the growing popularity of soccer in the United States, the professionalization of the Olympics, and the fact that every major team sport roster - from baseball to basketball to American football to hockey - now includes players from all over the world.

Credits: 3

Cross-Listings: JOU 204, SPS 204

On Occasion

SPS 206 Customer Relations in Sport Management

Exceeding expectations rather than simply satisfying them is the cornerstone of the Disney approach to customer service. This course provides guidelines and best practices for providing excellent customer service for all levels of employees. Students will practice and learn the skills needed to attract, engage, and retain customers. Through practical application and exercises, students will learn the essential skills necessary to provide gold standard

customer service and customer satisfaction.

Credits: 3

Every Fall

SPS 210 Personal Training Methods and Certification Preparation

Personal training methods and certification preparation will be designed to provide students with the essential knowledge and skills to become a successful personal trainer. Topics will include exercise physiology and biomechanics, fitness assessment, program design, nutritional assessment, proper weight management and professional development. This three-credit course will prepare students to sit for the National Academy of Sports Medicine Personal Trainer Certification (NASM-CPT) exam. This credential is considered the gold standard in personal training and will make our students extremely marketable upon graduation.

Credits: 3

On Occasion

SPS 263 Practicum Experience

Opportunity for students to be involved in an applied working environment that may be related to their career interest. Working with an assigned faculty member, students must present a detailed outline of proposed practicum including learning objectives, activities and outcomes. Can be used as an internship type placement with an off-campus organization and/or at LIU under the auspices of a Division of Athletic Training, Health and Exercise Science faculty member. Students will begin to develop ethical and professional behaviors. Students will be required to attend all classes and complete a minimum of 60 hours at their assigned practicum site. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

The pre-requisite of SPS/PE 156 is required.

Credits: 3

Every Fall, Spring and Summer

SPS 264 Field Experience

This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their field of study, concentration or minor. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

The pre-requisite of SPS 263 is required.

Credits: 3

Every Fall, Spring and Summer

SPS 265 Field Experience in Sports Management

This course is an opportunity for Sport Management students to gain practicum experience, apply classroom theory, refine skills and build a professional network in a Sport Management setting. Practical experience will be

gained in a sport industry, including but not limited to marketing, sales, public relations, operations, event planning, and event management. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course may require additional hours other than the standard meeting times listed in the schedule of classes.

Credits: 3

Every Semester

SPS 266 Internship in Sport Management

This is an individually arranged course that combines work experience with a related academic or creative project. The course is intended to afford students an opportunity to apply theoretical classroom information in a real world environment, and develop skills beneficial to students seeking careers in sport management. The internship requires a minimum of 240 hours, but students may need to perform additional hours based on the decision of the internship site.

Credits: 6

Every Fall, Spring and Summer

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

718-488-4122

Associate Professor and Chair: S. Youmans

Professors: Moses

Associate Professors: G. Youmans, Barriere, Tyrone

Assistant Professor: Biagorri, Nagano, Visiting

Assistant Professor: Vermeire

Clinical Administrators: Perdios (Clinical Director)

Adjunct Faculty: 10

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

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

B.S. in Communication Sciences and Disorders

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

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

Entry into the major:

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

1. Acceptance to LIU Brooklyn by the Office of Admissions.

2. A personal interview with the undergraduate program director.

- Students must bring an unofficial transcript of their grades to this interview.
- Entry into the program is contingent upon recommendation by program director.

3. A minimum cumulative grade point average (GPA) of 3.0 GPA.

Academic Standing

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

1. Students must attend all class meetings and be in class on time. Consistent absences or lateness will affect students' final grades.

2. The following sequence is prerequisite to advanced coursework:

- SPE 100: Voice and Diction
- SLP 100: Culture, Communication and Language I
- SLP 104: Articulatory Phonetics
- SLP 113: Anatomy & Physiological Bases of Speech and Language I
- SLP 125: Culture, Communication and Language II
- SLP 133: Speech Science I: Acoustic Phonetics
- SLP 213: Anatomy & Physiological Bases of Speech and Language II
- SLP 231: Language Acquisition Across the Lifespan I: The Early Years
- SLP 233: Speech Science II: Research Methods and Acoustic Applications

3. Students must achieve a B- or higher in these courses to continue in the major. Students may repeat a course no more than once. Students must complete foundation and intermediate courses before taking advanced courses. Students are required to honor all course prerequisites and receive acceptable grades to continue in the program. Instructors will not allow students to remain in a class for which prerequisite coursework has not been taken.

4. It is the responsibility of students to follow the sequence of courses outlined in the undergraduate bulletin.

5. To continue in the major and take advanced 300 and 400 level courses, students must maintain a minimum overall **GPA of 3.0** and achieve and maintain a minimum **GPA of 3.0 across all SLP courses**. (i.e., required courses in Speech-

Language Pathology or Psychology). Students who receive a grade of C+ in any course must retake that course. If a student receives 2 or more grades of C+, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the major.

6. All students are assigned a faculty advisor. Students doing C+ or below work in any course in their major at midterm must see their advisor at once (well before the end of the term).

7. Students are expected to maintain high standards of ethical conduct and integrity. Any student who violates these standards will be asked to leave the major.

8. Students who are having difficulty managing the requirements of the program will be directed to appropriate counseling and academic support services by their departmental advisors, and recommendations will be recorded in the student's file. Students are expected to follow up on all faculty recommendations. Students can also contact the Academic Advisement Center themselves: 718-488-1042.

9. Students who do not maintain required academic standing as outlined above will be referred to the Departmental Committee on Academic Standing. This committee may recommend dismissal from the CSD major. Grievance procedures are those followed by the university.

10. Students should be aware that while they may graduate with a minimum overall GPA of 3.0 in major and minimum SLP GPA of 3.0, most graduate programs in SLP have higher GPA admissions requirements. Therefore, students should strive to earn higher grades than those stipulated above.

Clinical Observation (SLP 410 and 411)

All majors must complete Clinical Observation as part of SLP 410 and 411. As part of these courses, students spend time observing professional speech-language pathologists and audiologists, and obtain a minimum of 12.5 observation hours in each course. Students are expected to uphold all dress codes, attendance requirements, and standards of professional conduct set both by their observation sites and by the program in Communication Sciences and Disorders at LIU Brooklyn.

National Student Speech Language Hearing Association (NSSLHA)

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

The Speech-Language-Hearing Society will serve as a forum for discussion of issues both in the Speech Pathology program at LIU and in the

field itself. It will also serve as a network between students, faculty and practitioners.

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

B.S. Communications Sciences & Disorders

[Program Code 29249]

Graduation Requirements

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

Core curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Science 8 - 10 credits

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

Following five (5) courses are required:

PSY 107 Developmental Psychology I 3.00

PSY 108 Developmental Psychology II 3.00

PSY 110 Abnormal Psychology 3.00

SPE 100 Voice and Diction 3.00

TAL 251 Students with Special Needs 3.00

One (1) of the following is required:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Major Requirements

Following thirteen (13) courses must be taken:

SLP 100 Culture Communication and Language I 3.00

SLP 104 Phonetics 4.00

SLP 113 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 125 Culture Communication and Language II 3.00

SLP 133 Speech Science I 3.00

SLP 213 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 231 Language Acquisition Across the Lifespan I: The Early Years 3.00

SLP 233 Speech Science II 3.00

SLP 321 Audiology I - Hearing Science and Introduction to Audiology 3.00

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years 3.00

SLP 410 Introduction to Communication Disorders I 4.00

SLP 411 Introduction to Communication Disorders II 4.00

SLP 421 Audiology II - Aural Rehabilitation 3.00

One Credit Department Elective

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts & Sciences Credits: 64

Minimum Major Credits: 42

Minimum Credits in Courses > 100 Level: 48

Ancillary Requirement: see above

Minimum Major GPA: 3.2

Minimum Overall GPA: 3.0

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

Only entering freshmen may apply to the B.S./M.S. program. Students admitted to this program will have the opportunity to make a smooth transition from undergraduate pre-professional studies to graduate professional studies. Students who remain in good academic standing are guaranteed an uninterrupted continuation into their graduate studies ultimately earning a B.S. in Communication Sciences and Disorders and an M.S. in Speech-Language Pathology. Although students begin taking graduate courses in the senior year, students requiring proficiency and skills courses may have a lengthened course of study.

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

Entering freshmen (fall admission only)

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

Admission Criteria

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

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

Admissions Procedures

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

Academic Standing

- In order to continue in the B.S./M.S. program, students must achieve a minimum grade of B+ in the following foundation courses:
 - SPE 100: Voice and Diction
 - SLP 100: Culture, Communication and Language I
 - SLP 104: Phonetics
 - SLP 113: Anatomy & Physiological Bases of Speech and Language I
 - SLP 125: Culture, Communication and Language II
 - SLP 133: Speech Science I
- All students must maintain a 3.5 average with no grades lower than "B" in math, science, psychology and advanced SLP courses.
- Students who receive a grade lower than a "B" in any course must retake that course.
- Students may not retake more than one SLP course. If a student receives more than 1 grade below "B", the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. program.
- Students leaving the B.S./M.S. program may continue in the B.S. degree program in CSD as long as they meet the requirements for that

program.

B.S. Communications Sciences & Disorders/M.S. Speech-Language Pathology

[Program Code: 30904]

Graduation Requirements

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

Core curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

Social Sciences

History 6 credits

Social Sciences 6 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3 - 4 credits

Sciences 8 - 10 credits

(BIO, CHM, PHY)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

Ancillary Requirements

Following five (5) courses are required:

PSY 107 Developmental Psychology I 3.00

PSY 108 Developmental Psychology II 3.00

PSY 110 Abnormal Psychology 3.00

SPE 100 Voice and Diction 3.00

TAL 251 Students with Special Needs 3.00

One (1) of the following is required:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Major Requirements

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

UNDERGRADUATE: Following thirteen (13) courses required:

SLP 100 Culture Communication and Language I 3.00

SLP 104 Phonetics 4.00

SLP 113 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 125 Culture Communication and Language II 3.00

SLP 133 Speech Science I 3.00

SLP 213 Anatomical and Physiological Bases for Speech and Language I 3.00

SLP 231 Language Acquisition Across the Lifespan I: The Early Years 3.00

SLP 233 Speech Science II 3.00

SLP 321 Audiology I - Hearing Science 3.00

SLP 331 Language Acquisition Across the Lifespan II: School Age Adolescence, and the Later Years 3.00

SLP 410 Introduction to Communication Disorders I 4.00

SLP 411 Introduction to Communication Disorders II 4.00

SLP 421 Audiology II - Aural Rehabilitation 3.00

GRADUATE: Required foundation courses:

SLP 601 Introduction to Research in Speech-Language Pathology 3.00

SLP 602 Advanced Language Acquisition 3.00

SLP 603 Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural 3.00

SLP 606 Advanced Neuroanatomy for Speech-Language Pathology 3.00

SLP 608 Seminar in Speech-Language Pathology 1.00

SLP 620 Comparative Phonology and Phonological Disorders 3.00

Higher Level Courses (minimum 39 credits):

SLP 604 Bilingual/Multicultural Foundations II: Assessment and Intervention: Methods & Materials 3.00

SLP 605 Diagnostic Process 3.00

SLP 607 Clinical Audiology 3.00

SLP 609 Speech Science and Instrumentation 3.00

SLP 621 Fluency Disorders 3.00

SLP 622 Voice Disorders 3.00

SLP 626 Dysphagia 3.00

SLP 627 Motor Speech 3.00

SLP 630 Topics In Communication Disorders 3.00

SLP 640 Language Disorders in Children 3.00

SLP 641 Aphasia and Adult Neurogenic Disorders 3.00

SLP 642 Speech-Language-Hearing Services for Language-Learning Disabilities 3.00

SLP 644 Speech-Language-Hearing Services in Multicultural/Multilingual School Settings 3.00

SLP 720 Independent Study- Research on Disorders of Speech 1.00

Practicum sequence - minimum 9 credits required:

SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders 2.00

SLP 610B Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders 2.00

SLP 610C Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders 1.00

SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders 1.00

SLP 611B Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual. 1.00

SLP 611C Intermediate Practicum in a School Setting/Bilingual 1.00

SLP 612A Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders 1.00

| | | | |
|-----|------|---|------|
| SLP | 613A | Extended Advanced Clinical Practicum | 1.00 |
| SLP | 614A | Diagnostic Practicum: Children | 1.00 |
| SLP | 614B | Diagnostic Practicum: Adults | 1.00 |
| SLP | 614C | Extended Diagnostic: Practicum | 1.00 |
| SLP | 615A | Audiology Practicum | 1.00 |
| SLP | 616 | Clinical Observation | 1.00 |

Credit and GPA Requirements

Minimum Total Credits: 182

Minimum Liberal Arts and Sciences Credits: 64

Minimum Total Undergraduate Major Credits: 42

Minimum Total Graduate Major Credits: 64

Minimum Credits of Courses > 100 Level: 48

Ancillary Requirement: see above

Minimum Major GPA: 3.75

Minimum Overall GPA: 3.5

Communication Sciences and Disorders Courses

SLP 100 Culture Communication and Language I

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

Pre-requisite of SPE 3 is required.

Credits: 3

All Sessions

SLP 104 Phonetics

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

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

Credits: 4

Every Fall and Spring

SLP 113 Anatomical and Physiological Bases for Speech and Language I

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

Pre-requisite of SPE 3 is required.

Credits: 3

Every Fall and Spring

SLP 125 Culture Communication and Language II

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

behavior varies across speakers and communities.

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

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

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

Credits: 3

Every Spring

SLP 126 American Sign Language I

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

Credits: 3

Annually

SLP 127 American Sign Language II

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

Credits: 3

Every Fall and Spring

SLP 133 Speech Science I

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

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

Credits: 3

Every Fall and Spring

SLP 213 Anatomical and Physiological Bases for Speech and Language I

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

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

Pre-requisite of SLP 113 is required.

Credits: 3

All Sessions

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

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

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

Credits: 3

Every Fall and Spring

SLP 233 Speech Science II

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

Pre-requisite of SLP 133 is required.

Credits: 3

Every Fall and Spring

SLP 321 Audiology I - Hearing Science and Introduction to Audiology

This course provides a basic understanding of acoustics, psychoacoustics, anatomy and physiology of human auditory system, types and etiologies of hearing loss, and principles of audiological assessment.

The pre-requisites of SLP 213 and 233 are required.

Credits: 3

Every Fall and Spring

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

This is the second part of a two-semester course sequence addressing language acquisition across the lifespan. This course examines the language

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

The pre-requisite of SLP 231 is required.

Credits: 3

Every Spring

SLP 410 Introduction to Communication**Disorders I**

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

The pre-requisite of SLP 331 is required.

Credits: 4

Every Fall and Spring

SLP 411 Introduction to Communication**Disorders II**

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

The pre-requisite of SLP 410 is required.

Credits: 4

Every Spring

SLP 421 Audiology II - Aural Rehabilitation

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

The pre-requisite of SLP 321 is required.

Credits: 3

Every Fall, Spring and Summer

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Associate Professor and Chair: Kerry E Weinberg
M.A., M.P.A., RT(R), RDMS, RDCS, FSDMS
Adjunct Faculty: 11

Sonography (DMS) uses high frequency sound waves (ultrasound) to produce a dynamic visual image of internal organs, tissues, or blood flow inside the body. It is a mode of non-invasive imaging that is widely used in medical practice. The DMS program is a Bachelor of Science program that builds skills in diagnostic imaging upon a strong liberal arts base. Students spend their first two years in the core courses of liberal arts and sciences with additional requirements in anatomy, physiology and physics, which are essential for this allied health profession. Students enter the professional phase of their education at the beginning of their third full time academic year. During the professional phase, the curriculum sequences didactic education, scanning laboratory experience in DMS with extensive clinical (hands-on) experience. Upon completion of the program, students will be eligible to take the American Registry of Diagnostic Medical Sonography (ARDMS) examination in three different concentrations (abdominal, obstetrics and gynecology and echocardiology [adult heart]) and will have access to clinic-based careers in diagnostic medical sonography in multiple specialties.

Admission to the DMS Program

Students will be admitted to the liberal arts and sciences core through the identical admissions process and with the same requirements as the institution.

During the fall of the sophomore year (after 45 credits) students will apply to the DMS professional program. All candidates must submit the following:

1. A DMS Program Application form, including a personal statement
2. Official transcripts of all undergraduate coursework

There will be one admission cycle per year.

The deadline for applications is March 15, applications will be reviewed until the class is full.

B.S., Diagnostic Medical Sonography

[Program Code 35443]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits

Social Sciences 3 credits

(ANT, ECO, POL, PSY, SOC)

Science and Mathematics

Mathematics 3-4 credits

Science 4 credits

(BIO 3)

(Grade C or greater required)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts Not Required

(ART, DNC, MUS, THE)

Ancillary Course Requirements:

Must complete the following Biology courses.

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

Must complete the following courses.

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Science Core Requirement Biology

BIO 3 General Biology 4.00

Science Core Requirement Physics

PHY 20 The Physical Universe 4.00

Major Requirements

Professional Course Requirements

DMS 250 Diagnostic Medical Sonography 2.00

DMS 275 Abdominal Cross-Section Sonography 3.00

DMS 300 Abdominal Sonography I 3.00

DMS 310 Abdominal Sonography II 3.00

DMS 320 Echocardiography I 2.00

DMS 325 Echocardiography II 2.00

DMS 330 Obstetrics and Gynecology I 3.00

DMS 335 Obstetrics and Gynecology II 3.00

DMS 340 Clinical I 4.00

DMS 345 Clinical II 4.00

DMS 350 Sonographic Physics I 3.00

DMS 355 Sonographic Physics II 2.00

DMS 360 Superficial Structures and Neurosonography 2.00

DMS 380 Clinical Seminar 2.00

DMS 400 Abdominal Sonography III 2.00

DMS 420 Echocardiography III 2.00

DMS 425 Echocardiography IV 2.00

DMS 430 Obstetrics and Gynecology III 3.00

DMS 440 Clinical III 5.00

DMS 445 Clinical IV 7.00

DMS 470 Non-Invasive Vascular 2.00

DMS 480 Clinical Applications 3.00

DMS 485 Senior Seminar 2.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 66 credits

Minimum Credits in Courses > 100 Level: 48

Ancillary Course Requirements: See Above

Minimum Science and Math GPA: 2.75

Minimum Overall GPA: 2.75

Diagnostic Medical Sonography Courses

DMS 250 Diagnostic Medical Sonography

This course uses class didactic instruction and laboratory experiences to prepare the student to become part of the healthcare team. Topics include: patient privacy and confidentiality; HIPAA regulations; sterile technique, blood and fluid precautions; body mechanics, lifts and transfers of patients; ergonomics: work related musculoskeletal disorders; introduction to ultrasound system operation as well as transducer care. Also included; verbal and nonverbal communication, time management and an overview of clinical requirements.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 2

Every Fall

DMS 275 Abdominal Cross-Section Sonography

This course introduces cross-sectional anatomy of the abdominal and retroperitoneal cavities. Emphasis is on normal structures visible on sonography. Structures are described in terms of their location and relationship between adjacent organs and vessels. The students will be able to identify normal sectional abdominal and retroperitoneal anatomy on sonographic images. Students will be introduced to scanning protocols. Scanning laboratory sessions reinforce material covered in the sonographic didactic coursework in terms of sonographic terminology and emphasizes proper annotation, scanning techniques and instrumentation (including transducer location, image and scanning planes, image orientation) to optimally image the organs in the abdominal cavity. The importance of the prevention of musculoskeletal injuries (MSI) is stressed.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 300 Abdominal Sonography I

This course introduces the basic anatomy of the abdomen in conjunction with the corresponding sonographic images and imaging planes. Clinical presentation, and laboratory values of abdominal pathology at different stages of progression are presented along with their emphasis on the sonographic presentation. Proper abdominal scanning protocols of the abdomen are covered.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 310 Abdominal Sonography II

The course introduces the cause and effect of the various disease states of organs, superficial structures and vessels in the abdomen and retroperitoneum. To accomplish this objective, general anatomy will be reviewed, the relational anatomy will be discussed, and the pathologic process of a disease will be traced. Including the clinical manifestation, relevant laboratory data, diagnostic tools used to evaluate the disease and its ultimate culmination. The course familiarizes the students with the sonographic images that are representative of the diseased and non-diseased states of the abdominal organs, superficial structures, muscular-skeletal structures and vasculature.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 3

Every Spring

DMS 320 Echocardiography I

The course introduces sonographic terms, reference planes, anatomy, physiology and hemodynamics of the cardiovascular system along with the basics of electrocardiography (EKG) The heart and related structures seen on the M-mode and two-dimensional echocardiograms are presented. Discussion of abnormal/pathologic motion patterns and anatomy is correlated with the sonographic images and the electrical timing of the heart.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 2

Every Fall

DMS 325 Echocardiography II

Different methods of evaluation of heart diseases are presented, including EKG, stress testing, cardiac catheterization and abnormal heart sounds.

Valvular disease, prosthetic valves, pericardial disease, the disturbance of coronary blood flow and its effect on heart function is taught. In addition, Doppler principles and their use in the evaluation of valvular diseases will also be discussed. The laboratory sessions use hand-on training to reinforce proper ergonomics, cardiac scanning techniques, patient positioning and transducer placement. The use of instrumentation including Doppler and color to optimize images for diagnosis will be stressed.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 2

Every Spring

DMS 330 Obstetrics and Gynecology I

This course introduces sonographic terms, reference planes and the basic anatomy of the female pelvis in both the gravid and non-gravid states. The specific identification, interpretation and recording of the relevant sonographic images needed to provide correct diagnoses are presented. Protocols for performing female pelvic ultrasound examinations and obstetrical exams are emphasized. Normal anatomy, common pathological states and vascularity of the non-gravid uterus, ovaries, adnexa, bladder and pelvic musculature. An introduction to the sonographic appearance of the developing fetal normal anatomy, along with measurements and gravid uterine normal and abnormal appearance.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 335 Obstetrics and Gynecology II

The sonographic appearance of a gravid uterus in both the normal and pathological state as well as postpartum changes and maternal disease states is presented. Normal and abnormal fetal development will be studied. The course delves into embryonic development of the female genital system and congenital anomalies. The course covers infertility workups and procedures such as amniocentesis and chorionic villous sampling and the correlation with ultrasound. The normal development of multiple gestations and potential pitfalls and pathological states is presented. A review of normal pelvic anatomy will be discussed as well as pathological conditions associated with this region. Endovaginal scanning is introduced and sonographic imaging techniques stressed.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 3

Every Spring

DMS 340 Clinical I

The actual clinical training consists of supervised hands-on work with patients, discussion of cases with sonographers and physicians and exposure to a variety of duties necessary to function in a clinical facility engaged in sonography/echocardiography. State of the art equipment from various manufacturers is available for student use providing a broad professional experience. Projects submitted will consist of limited studies demonstrating understanding of proper sonographic examination protocols and patient history documentation.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 4

Every Spring

DMS 345 Clinical II

This course provides students with continued work experience in a hospital, clinical or other patient care setting. Students conduct sonographic examinations under direct and indirect supervision while continuing to improve their communication, professionalism and critical thinking skills.

Submitted projects will demonstrate increasing sonographic skills in terms of images, labeling and proper/optimal machine use.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 4

Every Summer

DMS 350 Sonographic Physics I

This course reviews mathematical skills necessary for the study of sonographic physics and defines basic concepts. The mathematical review includes unit conversions, scientific notation, the metric system, decimals, binary numbers and algebraic equations. The main focus of the course is on tissue properties and the interaction with sound waves, attenuation, impedance, reflection, refraction, scattering, TCG and gain settings. Transducer function and an introduction to transducer design are also included.

Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.

Credits: 3

Every Fall

DMS 355 Sonographic Physics II

This is course with an in-depth presentation of ultrasound machine components. Various types of instrumentation, the design and function of ultrasound imaging systems, the importance of sensitivity controls, transducer assembly, sound beams and focusing are thoroughly discussed. Transducer selection, comparison of transducer types and arrays, their advantages and disadvantages, biological effects and the AIUM testing objects are also covered. Students prepare for taking the SPI examination.

The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.

Credits: 2

Every Spring

DMS 360 Superficial Structures and Neurosonography

The student will be introduced to the normal anatomy and the pathological conditions of the brain including intracranial hemorrhage, anatomical anomalies and infection sonographic structures of the neonatal brain and spine. The student will also be introduced to the care required for imaging the neonate, especially the premature infant. The student will be introduced to the

methods of examination and the indications for use. Students will also be introduced to transrectal sonography, with emphasis on the prostate examination including normal anatomy and pathology. Indications for the use of the exam as well as the exam procedure are described.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Fall

DMS 380 Clinical Seminar

Emphasis is placed on the medical imaging environment and its role in emergency hazard preparedness. The students will examine challenges that shaped the field of diagnostic medical sonography, history of sonography, professionalism, medical ethics and current topics to prepare them for a career in sonography/echocardiography.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Summer

DMS 400 Abdominal Sonography III

The course provides an intensive overview of superficial organs, abdominal, retroperitoneal sonography integrating cross-sectional imaging, color flow and Doppler studies, clinical findings and sonographic presentation of normal and abnormal states. It focuses on case reviews, incorporating sonographic images with other diagnostic modalities for the final diagnoses.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Fall

DMS 420 Echocardiography III

This course provides an in-depth use of Doppler, and includes alterations in the Doppler patterns in various disease states, and presents normal and abnormal Doppler values for pulsed wave, continuous wave and color Doppler along with spectral tracings. The student will also know the concept of flow disturbances, general principles for flow measurement and computations of pressure.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Summer

DMS 425 Echocardiography IV

This course provides students with a comprehensive description of the etiology and epidemiology of the diseases affecting the heart and related structures. Advanced techniques used to diagnose cardiac diseases, stress echocardiography, transesophageal, intraoperative echocardiography, intervention echocardiology, echo guided procedures, 3D, tissue Doppler imaging and the use of contrast medias will also be included.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Fall

DMS 430 Obstetrics and Gynecology III

This course reinforces fetal growth and normal obstetrical anatomy. Fetal assessment in the second and third trimester with emphasis on fetal structural abnormalities, genetic abnormalities and syndromes is presented. Clinical findings, sonographic presentation, color flow and Doppler studies and the use of 3D and 4D are also covered.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 3

Every Fall

DMS 440 Clinical III

This internship gives the student the opportunity to communicate effectively and cogently with physicians, sonographers and patients. In a hospital setting, students perform Doppler evaluation of abdominopelvic vessels as well as Doppler studies of the heart. The student should be able to do full color and spectral analysis. The student works with limited supervision at this point and doing outside reading to further their knowledge. Fuller studies are to be completed following the institution's protocol.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 5

Every Fall

DMS 445 Clinical IV

The clinical experience enables the student to perform sonographic studies on patients and the student must be working independently at this point and doing outside reading to further their knowledge. Full studies are to be completed and documented properly. The student should be concentrating on increasing their speed, accuracy and technical ability. The student is expected to perform Doppler evaluation of abdominopelvic vessels as well as Doppler studies of the heart. The student should be able to do full color and spectral analysis. The student should be familiar with adjunct imaging modalities (i.e. MRI, CT, X-ray, etc.)

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 7

Every Spring

DMS 470 Non-Invasive Vascular

This course introduces the students to the basic principles underlying the Doppler examination and clinical applications using color and spectral Doppler techniques for venous and arterial circulation of the lower extremity, upper extremity and extracranial circulation of the brain. The student will also distinguish normal and pathological situations by the use of Doppler and color.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Summer

DMS 480 Clinical Applications

This course reinforces the student's ability to improve their interpretation skills in OB/GYN, Abdominal sonography and Echocardiography by the use of image review and case studies. Students are expected to review and enrich their classroom work by incorporating their communication and critical thinking skills and practical knowledge by means of case studies and journal article presentations. Students are also required to go online to review CME articles and take the CME tests.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 3

Every Spring

DMS 485 Senior Seminar

This course prepares the student for a career in sonography by reinforcing interviewing skills, resume writing, communication skills, technical writing. In addition students will review computerized test taking skills required for their national credentialing examination. In addition, professionalism, and ways to keep current in the dynamic field of sonography in addition their role in terms of emergency preparedness will be reinforced.

The student must be in the Diagnostic Medical Sonography plan in order to register for this course.

Credits: 2

Every Spring

DEPARTMENT OF OCCUPATIONAL THERAPY

Academic Fieldwork Coordinators: Michelle Collins, 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 to Assistant Professors;

Evening/Weekend Program Coordinators: Dale Coffin, M.S., OTR/L

Program Director: Holly Wasserman, PhD, M.S. OTR/L Associate Professor

Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. The professional phase of the program also may be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks and play/leisure activities to increase independent function, enhance development and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability and facilitates active participation through occupation. It includes adapting tasks and the environment to maximize

independence and quality of life. Occupational therapists help people adapt to changes resulting from disability and the aging process, focus on illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration of technology in the coursework, our students develop a comprehensive understanding of practice and build their research skills. Embedded in our curriculum are activities that enhance students' communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

ADMISSIONS

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking the entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT (www.nbcot.org) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's personal record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application Process for High School Students:

Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to

apply using the LIU main application system from our Admissions office:

www.liu.edu/Brooklyn/Admissions. Upon acceptance students need to complete 64 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. Pre-OT and/or other majors (LIU) students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, personal statement, verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. Admission application and reference letter forms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).00000

Transfer students need to apply via the OTCAS system: www.otcas.org. If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

1. Students are required to provide the following items when submitting their application, or your application cannot be processed.

- 3 letters of recommendation
 - Your application will not be considered complete until all three reference letters are on file with OTCAS by the deadline
 - We REQUEST that letters of recommendation be completed by people who know you well; for example, college professors, academic counselors, and/or employers and by at least one occupational therapist.
- Personal Statement
 - In your personal statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability,

- whether the experience is your own or that of a family member or close friend.
- Verification of a minimum of 50 hours of volunteer work with a licensed occupational therapist. 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. We are requiring that verification of these hours are provided. OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure verification is submitted for all hours for consideration.
 - Curriculum Vitae

INTERVIEW

2. Due the competitive nature of the program, unfortunately, only eligible students will be invited for an interview. The following criteria will be considered to determine eligibility for an interview:

- Meeting application deadline with a verified application
- Cumulative GPA as well as Science GPA
- Volunteer experience and extracurricular activities
- Writing competency (personal statement, curriculum vitae)
- Letters of recommendation

The Department of Occupational Therapy publishes the application deadline on the website. All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed prior to entering the program in September. We encourage students to meet with faculty in the Department of Occupational Therapy to prepare their application and to make sure that prerequisites are completed.

Pre-requisites

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four biology pre-requisite courses is preferred (BIO 3, 4, 131 or 137, 13 or 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

Prerequisite Courses for LIU Students and Transfer Students Without a Degree

| | | |
|--------------------|----------------------|-----------|
| Biology (with lab) | (Bio 1 or 3, 2 or 4) | 8 credits |
| Anatomy (with lab) | (Bio 131 or Bio 137) | 4 credits |

| | | |
|---------------------------------|----------------------|-----------|
| Physiology | (Bio 132 or Bio 138) | 3 credits |
| Finite Math | (Math 16) | 3 credits |
| Statistics | (Math 100, Psy 150) | 3 credits |
| General Psychology | (Psy 3) | 3 credits |
| Developmental Psychology | (Psy 107) | 3 credits |
| Abnormal Psychology | (Psy 110) | 3 credits |
| English Composition | (Eng 16) | 3 credits |
| Core Seminar | (formerly Eng 17) | 3 credits |
| English Literature | (Eng 61-64) | 6 credits |
| Intro Sociology or Anthropology | | 3 credits |
| History | (His 1, 2) | 6 credits |
| Philosophy | (Phil 61, 62) | 6 credits |
| Oral Communication | (Spe 3) | 3 credits |
| Liberal Arts | | 4 credits |

***64 credits**

* Each Applicant is required to complete an additional 4 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 3 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is ***64 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)

| | | |
|----------------------------|--|-----------|
| General Biology (with lab) | | 8 credits |
| Anatomy (with lab) | | 4 credits |
| Physiology | | 3 credits |
| Algebra | | 3 credits |
| Statistics | | 3 credits |
| General Psychology | | 3 credits |
| Developmental Psychology | | 3 credits |
| Abnormal Psychology | | 3 credits |

| | |
|---------------------------------------|-----------|
| English Composition and/or Literature | 6 credits |
| Intro Sociology or Anthropology | 3 credits |

***39 credits**

*The total prerequisite credit requirement for entry into the program is ***64 credits**. Completion of the 25 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy

Academic Standards

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

Occupational Therapy Curriculum

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
 2. Engagement in meaningful occupation
 3. Health promotion, prevention and wellness
 4. Professional socialization/community service
- The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person

including physical, cognitive and psychosocial needs

- Use purposeful activity to promote health and independence
- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

Community Service

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of LIU Brooklyn to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the university. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional settings (including health, social, and community agencies addressing health promotion, disease prevention and rehabilitation needs).

Fieldwork Education

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of

health care settings, and develop your professional competence.

The clinical practice component begins with a ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their own caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, the LIU Brooklyn students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, 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. in Occupational Therapy

B.S. / M.S., Occupational Therapy

{Program Code: 21843}

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language Not Required

Social Sciences

History 6 credits

Psychology 3 credits

Social Sciences (ANT, SOC) 3 credits

Science and Mathematics

Mathematics 3 credits

Laboratory Science 7-8 credits

Communication, Visual & Performing Arts

Communication 3 credits

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

Ancillary Requirements: Must complete both courses

PSY 107 Developmental Psychology I 3.00

PSY 110 Abnormal Psychology 3.00

Must complete one of the following courses

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Occupational Therapy Pre-Professional Science Requirements

Choose 1 of the following:

BIO 131 Human Anatomy 4.00

BIO 137 Anatomy and Physiology I 4.00

Choose 1 of the following:

BIO 132 Human Physiology 3.00

BIO 138 Anatomy and Physiology II 4.00

Occupational Therapy Professional Phase Requirements

Occupational Therapy Professional Phase - Year 1 Requirements

OT 100 Introduction to Occupational Therapy 2.00

OT 106 Therapeutic Skills 1: Interpersonal Skills 2.00

OT 110 Human Development and Occupation 1: Pediatrics 3.00

| | | | |
|----|-----|---|------|
| OT | 111 | Human Development and Occupation 2: Adolescence/Adults | 2.00 |
| OT | 112 | Human Development and Occupation 3: Geriatrics | 2.00 |
| OT | 119 | Anatomy - Kinesiology | 5.00 |
| OT | 120 | Theory 1: Introduction | 2.00 |
| OT | 121 | Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics | 3.00 |
| OT | 129 | Kinesiology 2 | 4.00 |
| OT | 140 | Neuroscience | 5.00 |
| OT | 201 | Professional Development 1: Occupational Therapy Student Academic Experience | 2.00 |
| OT | 202 | Professional Development 2: Communication Skills | 1.00 |
| OT | 203 | Professional Development 3: Advocacy and Disability Perspectives | 1.00 |
| OT | 206 | Therapeutic Skills 2: Group Process | 3.00 |
| OT | 220 | Theory 2: Learning Theories Applied to Practice | 2.00 |
| OT | 301 | Skills for Living 1: Play and Leisure | 3.00 |
| OT | 302 | Skills for Living 2: Work | 3.00 |

Occupational Therapy Professional Phase - Year 2 Requirements

| | | | |
|----|-----|---|------|
| OT | 122 | Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics | 3.00 |
| OT | 200 | Fieldwork Level I: Geriatric Practice | 1.00 |
| OT | 205 | Professional Development 5: Health Promotion | 1.00 |
| OT | 210 | Fieldwork Level I: Mental Health Practice: Adolescents and Adults | 1.00 |
| OT | 215 | Fieldwork Level I: Physical Disability Practice: Adolescents and Adults | 1.00 |
| OT | 303 | Skills for Living 3: Self Care | 3.00 |

| | | | |
|----|-----|--|------|
| OT | 306 | Therapeutic Skills 3: Teamwork and Leadership | 2.00 |
| OT | 320 | Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice | 4.00 |
| OT | 330 | Practice 1: Mental Health - Adolescents, Adults and Geriatrics | 5.00 |
| OT | 420 | Theory 4: Physical Disabilities Sets of Guidelines for Practice | 5.00 |
| OT | 430 | Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics | 5.00 |
| OT | 431 | Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics | 4.00 |
| OT | 432 | Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics | 2.00 |
| OT | 506 | Therapeutic Skills 5: Technology and Assistive Devices | 2.00 |
| OT | 520 | Technology and Assistive Devices | 3.00 |
| OT | 533 | Devices | 3.00 |
| OT | 620 | Theory 5: Research | 2.00 |
| OT | 720 | Medical Conditions 3: Pediatrics Theory 6: Research Proposal Theory 7: Community Practice & Health Promotion | 2.00 |

Occupational Therapy Professional Phase - Year 3 Requirements

| | | | |
|----|-----|--|-----------|
| OT | 507 | Therapeutic Skills 6: | 3.00 |
| OT | 510 | Organization & Administration 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: 150
 Minimum Liberal Arts and Sciences Credits: 64
 Minimum Major Credits Undergraduate: 84
 Minimum Major Credits Graduate: 33
 Minimum Credits of Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 3.0

Occupational Therapy Courses

OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

The pre-requisites of PSY 107, 110, COS 50 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.

Pre-requisites of COS 50, ENG 16, SOC 3 and two from ENG 61, 62, 63 or 64. 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 COS 50; 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 carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final manuscript. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and interpretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

The pre-requisites of OT 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

The Department of Physical Therapy offers a Doctor of Physical Therapy degree at the graduate level. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

DIVISION OF PHYSICIAN ASSISTANT STUDIES

The Division of Physician Assistant Studies offers a 28-month, professional-phase curriculum leading to the M.S. in Physician Assistant Studies. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health, along with the Division of Athletic Training, Exercise & Health Science, offers an accelerated, dual degree that leads to a B.S. Health Science / Master in Public Health. Note that a separate admission into the M.P.H. portion of this program is required. Please refer to the Division of Athletic Training, Health and Exercise Science in this bulletin for full details about the program. See the LIU Brooklyn Graduate Bulletin for M.P.H. course descriptions.

The Department of Public Health, offers a Masters in Public Health at the graduate level. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

DIVISION OF RESPIRATORY CARE

Program Director: Lisa Shultis, RRT, MAEd.

Director of Clinical Education: Marina Umanova, M.P.A., B.S., RRT

Assistant Professor: Maurice Sinclair, MS, RRT-NPS, CPFT

Adjunct Faculty: 4

The four-year, 120-credit B.S. in Respiratory Care is designed to provide students with educational and clinical competence, emphasizing comprehension, versatility and advanced clinical knowledge. The two-year, pre-professional phase of the program consists of preparation in the basic sciences and in mathematics as well as in the humanities and social sciences, providing students with a broad-based liberal arts foundation.

During the professional phase of the program – usually years 3 and 4 – students are engaged in the theoretical, practical and clinical aspects of adult, pediatric and neonatal respiratory care. They gain an in-depth knowledge of clinical science and its application in health care. Through classroom, laboratory and diverse clinical practical education, students develop the necessary knowledge, bedside skills and problem-solving abilities to serve the health needs of patients from premature newborns through the elderly. Thus, students are prepared to address both acute and chronic diseases that affect the cardiopulmonary system as well as trauma, sub-acute disease and public health issues ranging from asthma and disaster management to tuberculosis and epidemic or pandemic diseases.

In addition, they learn about mechanical ventilatory support, the therapeutic use of medical gases and administration apparatus, environmental control systems, humidification, aerosols, medication, cardio-pulmonary rehabilitation, advanced cardiopulmonary resuscitation, airway management, pulmonary function testing and hemodynamic monitoring. They also become well-grounded in disaster management and public health education.

Those who successfully complete the program are eligible to take the national board examinations given by the National Board for Respiratory Care (NBRC). The B.S in Respiratory Care is accredited by the Committee on Accreditation for Respiratory Care (CoARC). It is registered with the New York State Department of Education.

The field of respiratory care is an ideal choice for individuals interested in healthcare who enjoy working with people and who have an aptitude for working with technology. Our program will provide those individuals with the opportunity to develop long and highly satisfying careers. Respiratory care professionals treat patients who exhibit a range of diverse health issues including asthma, pneumonia, emphysema, cystic fibrosis, lung cancer, sleep disorders as well as those who are having respiratory problems related to trauma,

strokes, heart attacks and premature birth.

Respiratory care professionals work in a broad array of health care settings including hospitals, clinics, sub-acute care facilities, physician's offices, as well as in home care, research and educational facilities, and sleep labs. Work schedules are often flexible and starting salaries can range from \$60,000 - \$75,000 annually.

Respiratory therapists can specialize in a number of different areas after they graduate and can choose to advance along a variety of different career paths such as healthcare management, education and research.

According to the United States Department of Labor Bureau of Labor Statistics, the job outlook for respiratory therapists is excellent.

Admission Requirements

Both high school graduates and college transfer students may apply for admission to the Respiratory Care program. The following are required for consideration to become a degree candidate.

- High School students must have a GPA of 3.0 (80%) or higher and over 800 combined on the SAT examinations.
- Transfer students must have a GPA of 2.5 or higher and grades of C+ or higher in all math and science courses.
- Courses in math and science that were taken 9 or more years prior to admission are not acceptable and must be revisited.
- All applicants must pass (75% or higher) a medical terminology examination that is offered three times during the academic year and given by the program

Application

- High School and transfer students must begin the application process through the Office of Admissions.
- LIU students with GPA and math/science grades meeting requirements only require a change of major at any time during their university career.
- Applications to the professional phase course work must be completed not later than June 1st of the year prior to the start of the professional courses.
- LIU students who require second summer session course(s) for Respiratory Care pre-requisite(s) will be placed on a waiting list until the grades are posted.
- Transfer students must have all pre-requisite courses completed by July 6th for admission into the professional Respiratory Care courses each Fall.

Behavioral and Social Attributes

A candidate for Respiratory Care must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and

emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems.

Pre-requisite courses required for both LIU students and transfer students with either an associate's or bachelor's degree:

| Course | LIU Nomenclature | Lab Required (Y/N) | Credits |
|-------------------------------|--------------------------------|---|---------|
| Micro-biology | BIO 101 | Yes | 4 |
| Human Anatomy & Physiology I | BIO 131/137 (Human Anatomy) | Yes | 4 |
| Human Anatomy & Physiology II | BIO 132/138 (Human Physiology) | No (Note: transfer student may have a laboratory component) | 3 (LIU) |
| Chemistry | CHE 1 or 2 | Yes | 4 |
| Physics | PHY 20 or 27 or Chem 4 or 4x | Yes | 4 |
| Algebra | MTH 15 or 16 | N/A | 3 |

Note: Transfer students must have a minimum total of 7 credits for Anatomy & Physiology I & II.

Advanced Standing

Advanced standing and/ or life experience credit may be offered to US or Canadian licensed respiratory therapists. Respiratory care professionals with an associate's degree in respiratory care seeking a baccalaureate degree will be afforded the opportunity to challenge courses. These candidates will be required to complete academic residency requirements of a minimum 32 credits at LIU Brooklyn and at least 15 credits in the Respiratory Care higher (200 or 300 level) courses.

Academic Standards

Grades below a C+ are not acceptable in prerequisite science (Anatomy & Physiology, Microbiology, Chemistry and Physics) and mathematics courses (College Algebra and Statistics); neither are such grades acceptable in professional phase courses. A grade-point average

of 2.5 is required for acceptance into the professional phase of the program. Once admitted to the professional phase, students must maintain at least a C+ in all courses and a grade point average of at least 2.75 each semester. Respiratory care courses must be taken in the required sequence.

Credentialing Examinations

All students who successfully complete all pre-professional and professional courses and have fulfilled all baccalaureate degree requirements are eligible for both the entry-level certification (Certified Respiratory Therapist) and the advanced registry credentialing examinations (Written Registry and Clinical Simulation examinations) as set forth by the National Board for Respiratory Care (NBRC). Qualified students will be permitted to take the Entry Level CRT Examination 30 days prior to graduation. The NBRC (CRT) entry-level examination is recognized by all states that require licensing of respiratory care professionals. Note that a state licensing board may deny a license to practice Respiratory Care based upon a criminal background check. (See Criminal Background Checks and Drug Testing section.)

B.S. in Respiratory Care

B.S., Respiratory Care

[Program Code 06927]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

- Core Seminar 3 credits
- Humanities**
- English Composition 3 credits
- English Literature 6 credits
- Philosophy 6 credits
- Foreign Language Not Required
- Social Sciences**
- History 6 credits
- Social Sciences 3 credits (ANT, ECO, POL, PSY, SOC)
- Science and Mathematics**
- Mathematics 3-4 credits
- Science 8 credits (BIO 3 and BIO 4) (Grade C+ or greater required)
- Communication, Visual & Performing Arts**
- Speech 3 credits
- Visual & Performing Arts Not Required (ART, DNC, MUS, THE)

Respiratory Care Pre-Professional

Requirements:

Must Complete All Six (6) Science Courses Below.

NOTE: Students can take Human Anatomy & Physiology I (BIO 137)* and Human Anatomy & Physiology II (BIO 138)** in lieu of BIO 131 and BIO 132

| | | | |
|-----|-----|--|------|
| BIO | 3 | Life: Its Origin, Maintenance and Future | 4.00 |
| BIO | 4 | Life: Its Origin, Maintenance and Future | 4.00 |
| BIO | 101 | Microbiology | 4.00 |
| BIO | 131 | Human Anatomy* | 4.00 |
| BIO | 137 | Human Anatomy & Physiology I* | 4.00 |
| BIO | 132 | Human Physiology** | 3.00 |
| BIO | 138 | Human anatomy & Physiology !! ** | 4.00 |
| CHM | 3X | General Chemistry | 4.00 |

Must Complete One (1) Science Course Below.

| | | | |
|-----|----|--|------|
| CHM | 4 | General and Inorganic Chemistry | 4.00 |
| CHM | 4X | Introduction to Organic and Biochemistry | 4.00 |
| PHY | 20 | The Physical Universe | 4.00 |
| PHY | 27 | Physics for Pharmacy | 4.00 |
| PHY | 31 | General Physics | 4.00 |

Must Complete One (1) Course From Below.

| | | | |
|-----|-----|--------------------------|------|
| MTH | 100 | Introductory Statistics | 3.00 |
| PSY | 150 | Statistics in Psychology | 3.00 |

Major Requirements: Respiratory Care Professional Requirements.

Respiratory Care Professional Phase Year 3

| | | | |
|----|-----|--|------|
| RC | 101 | Cardiopulmonary Physiology I | 3.00 |
| RC | 103 | Clinical Application of Acid-Base Balance | 2.00 |
| RC | 107 | Pulmonary Function | 2.00 |
| RC | 109 | Clinical Experience I | 3.00 |
| RC | 112 | Theory and Practice of Respiratory Care I | 5.00 |
| RC | 200 | Cardiopulmonary Pathology | 3.00 |
| RC | 205 | Cardiopulmonary Medical Science | 3.00 |
| RC | 210 | Clinical Experience II | 3.00 |
| RC | 213 | Theory and Practice of Respiratory Care II | 5.00 |
| RC | 214 | Cardiorespiratory Pharmacology | 3.00 |

Respiratory Care Professional Phase Year 4

| | | | |
|----|-----|---|------|
| RC | 206 | Rehabilitation Techniques in Respiratory Care | 3.00 |
| RC | 215 | Selected Topics in Internal Medicine | 3.00 |
| RC | 225 | Neonatal and Pediatric Respiratory Care | 3.00 |
| RC | 229 | Clinical Experience III | 8.00 |
| RC | 311 | Respiratory Critical Care | 3.00 |
| RC | 330 | Clinical Experience IV | 8.00 |
| RC | 331 | Principles to Practice in Respiratory Care | 4.00 |

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 57
- Minimum Major Credits: 63 credits
- Minimum Credits in Courses > 100 Level: 48
- Pre-Professional Requirements: See Above
- Minimum Science and Math GPA: 2.75
- Minimum Overall GPA: 2.75

Respiratory Care Courses

RC 101 Cardiopulmonary Physiology

A study of the anatomy and physiology of the cardiopulmonary system, specifically, the physiology of the lung, the function and innervation of cardiac muscle, cardiac circulation, cardiac pump, bio-mechanics of breathing, oxygen and carbon dioxide exchange and control of ventilation. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 103 Clinical Application of Acid-Base Balance

The arterial blood gas is the keystone in the diagnosis and management of the cardio-pulmonary patient. Students will be introduced to the clinical interaction of care with the acid-base status of the patient. The inter-relationships of pH, oxygen, carbon dioxide, glucose, lactate and electrolytes are examined. The effects of the cardiac, pulmonary and renal systems of human oxygenation and acid-base balance make arterial blood gas interpretation essential in the diagnosis and effective management of these patients. Blood-gas instrumentation operation, maintenance, quality control and quality assurance are discussed. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 107 Pulmonary Function

This course focuses on the measurement and interpretation of spirometry, diffusion studies and total lung volumes, using helium dilution, nitrogen washout and body plethysmography. Pulmonary function tests are an essential part of the evaluation and diagnosis of the cardiopulmonary patient. Monitoring pulmonary function results help to provide information on the need for respiratory therapy and its effectiveness. Cardiopulmonary exercise testing is introduced. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 2

Every Fall

RC 109 Clinical Experience I

This course focuses on infection control, HIPPA and other health care regulations, basic patient assessment, patient interviewing and charting skills needed to prepare the student to enter the clinical setting. Students receive a supervised experience in a metropolitan respiratory care department, where they have the opportunity to apply their newly acquired skills in actual patient-care setting. Four lecture or laboratory hours and clinical experience as assigned. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 112 Theory and Practice of Respiratory Care I

This course is a study of the theory behind the clinical preparation, selection and application of respiratory care equipment and its assembly and use and a look at troubleshooting such equipment. Topics included are medical gases, medical gas therapy, aerosol and humidity therapy, bronchial hygiene, lung expansion therapy, and non-invasive monitoring. This course is available to matriculated Respiratory Therapy students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of BIO 101, 131, 132; CHM 3 or CHM 3X or CHM 4 or CHM 4X; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 5

Every Fall

RC 200 Cardiopulmonary Pathology

This is the study of pathophysiology as compared to the normal physiology of the cardiopulmonary system. Special emphasis is placed on respiratory function in obstructive airway diseases, near drowning, pulmonary edema, diseases of the pleura, atelectasis, thoracic cavity diseases, TB, interstitial lung diseases, and neuromuscular disorders. Case studies, pulmonary function evaluation, radiologic evaluation and lung scans are used to elucidate the pathophysiology. This course is available to

matriculated Respiratory Therapy students or those with the permission of the director. A letter grade of "C+" or better is required for graduation.

The pre-requisite of RC 101, 103, 107, 109, 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 205 Cardiopulmonary Medical Science

In this course, lecture and laboratory are a study of cardiac anatomy and physiology, 12-lead EKG's, analysis of rhythm strips and identification of arrhythmias, advanced cardiopulmonary monitoring, cardiac medications, and the management of patients with cardiac disease, stroke, myocardial infarction, and heart failure. This course is available to matriculated Respiratory Therapy students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of BIO 132/138 and RC 101 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 206 Rehabilitation Techniques in Respiratory Care

This course focuses on recognizing the special needs of the chronic cardiopulmonary patient. The student will learn how to teach patients and their families foundational knowledge related to rehabilitation such as: planning each day, special exercises to increase mobility and tolerance of activities of daily living (ADL's), early signs of deterioration, how to decrease the probability of an acute exacerbation, optimal use of respiratory equipment, and smoking cessation. This course will also focus on performance and analysis of the polysomnogram and the appropriate treatment methods for individuals diagnosed with sleep apnea. This course is open only to matriculated Respiratory Therapy students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of RC 101, 107, 200 and 210 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Fall

RC 210 Clinical Experience II

This course provides both classroom/laboratory and field experience to produce the knowledge and skills needed for entry into the respiratory care profession. In the classroom/laboratory setting, students learn about cardiopulmonary signs and symptoms, fundamentals of physical and neurological assessment, including that of older adults, non-invasive ventilator concepts, diagnostic

testing procedures, and fiberoptic bronchoscopy. Students apply the classroom/laboratory knowledge to actual patient-care at clinically affiliated hospitals. This course is open only to matriculated Respiratory Therapy students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 3

Every Spring

RC 213 Theory and Practice of Respiratory Care II

The theory and practice of artificial airway management, positive pressure volume expansion therapies, mechanism ventilators, and interpretation of ventilator waveforms are discussed. Integration of oxygen and specialty gases mixtures and pharmacology is covered. Students assemble, operate, and troubleshoot equipment used in such therapies. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 5

Every Spring

RC 214 Cardiorespiratory Pharmacology

This is a study of the use of medicines for the treatment of cardiovascular and respiratory tract diseases. Discussions of particular interest are drugs that affect the central nervous system and sympathetic and parasympathetic nervous systems.

Also discussed are pharmacological support for cardiovascular, respiratory and renal dysfunction/disease and moderate sedation anesthesia. For each drug, students learn the indications, contraindications, adverse reactions, doses, mechanism of action and routes of administration. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

Credits: 3

Every Spring

RC 215 Selected Topics in Internal Medicine

This course addresses the respiratory care assessment and therapeutic intervention of chronic obstructive airways diseases, infectious diseases, thermal injuries, neurological disorders, interventional cardiology, medical/surgical care, AIDS management, neck and spinal cord injuries, and disaster management. Emphases are placed on careful assessment of physical signs and symptoms, effective interventions and follow up care. This course fulfills the writing intensive graduation requirement. This course is open only to matriculated Respiratory Care students or those

with permission of the Program Director. A letter grade of "C+" or better is required for graduation. *The pre-requisites of RC 200, 205, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.*

Credits: 3

Every Fall

RC 225 Neonatal and Pediatric Respiratory Care

This course addresses the development of the fetus and the transition from fetal to neonatal life, which forms the basis for understanding the problems that may arise in the newborn period. Assessment and monitoring of the neonatal and pediatric patient and therapeutic procedures for treatment of congenital and cardiovascular disorders are discussed. Presentation, diagnosis and treatment of neonatal and pediatric disorders are examined along with adaptation of therapeutic strategies for each developmental stage and the concept of family-centered care. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. *The pre-requisites of RC 205, 210 and 213; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.*

Credits: 3

Every Fall

RC 229 Clinical Experience III

In this course, classroom/laboratory instruction is combined with student practice of respiratory care skills while rotating through critical care units such as; adult, neonatal, pediatric, and surgical care units in the New York City region. Learning focuses on respiratory monitoring in the ICU, and critical care procedures such as chest tubes, thoracentesis and bronchoscopy. A special emphasis on hemodynamic assessment and the respiratory management of near-drowning and obese patients is also provided.

Students continue to apply and refine their knowledge of mechanical ventilation in clinical critical care settings. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. *The pre-requisites of RC 200, 210, 213 and 214; and MAT 100 or PSY 150, are required or the student must be an active member of the Respiratory Care Professional Student Group.*

Credits: 8

Every Fall

RC 301 Independent Study

The student will be challenged to thoroughly investigate an aspect of Evidenced-Based Medicine as it pertains to respiratory care. This course is open only to matriculated Respiratory Care students or those with permission of the director. A letter grade of "C+" or better is required for graduation.

Credits: 3

On Demand

RC 311 Respiratory Critical Care

This is a study of advanced cardiopulmonary monitoring and management of critically ill adult and pediatric patients. Examples of therapies covered are ECMO, high frequency ventilation, high frequency oscillation, liquid ventilation, nitric oxide therapy and the aspects of ARDS management. Also discussed are liberation from mechanical ventilation and extubation/de-cannulation. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. *The pre-requisites of RC 206, 215, 225 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.*

Credits: 3

Every Spring

RC 330 Clinical Experience IV

This course focuses on certifications in Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). Students continue to receive instruction on invasive and non-invasive ventilation for neonatal and pediatric care. Students complete clinical rotations in adult intensive care, neonatal critical care, and pediatric units in affiliated metropolitan hospitals. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. An additional course fee is associated with this course.

The pre-requisite of RC 229, and MAT 100 or PSY 150 are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 8

Every Spring

RC 331 Principles to Practice in Respiratory Care

In this course the student is challenged to develop a comprehensive care plan with its clinical interdisciplinary, administrative, educational, and evidenced-based medicine aspects. The integration of clinical priorities, administrative exigencies must provide the patient and the healthcare system with an optimal outcome. To this endpoint, students will be required to construct interdisciplinary care plans, clinical simulations and training. This course is open only to matriculated Respiratory Care students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation. An additional fee is associated with this course.

The pre-requisites of RC 213 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.

Credits: 4

Every Spring

DEPARTMENT OF SOCIAL WORK

Phone: 718-488-1025

Fax: 718-246-6428

Full Professor: Jessica Rosenberg, PhD, LCSW
Associate Professors: Kathryn Krase, Ph.D., JD, MSW (Chair); Samuel C. Jones, DSW, LCSW; Donna Wang, PhD, LMSW
Assistant Professors: Jo Rees, PhD; Sheila Vakharia, PhD, LMSW, Derek Brown, PhD; MSW
Field Education: Sabrina Brown, LCSW; Renie Rondon-Jackson, PhD, LCSW
Adjunct Faculty: 5

The Bachelor of Arts in Social Work program at LIU Brooklyn seeks to provide students with a foundation for entry-level generalist social work practice. The program builds on the liberal arts foundation and seeks to ground students in a bio-psycho-social approach to human behavior and of group/community dynamics. Our purpose is to provide students with the knowledge, values and skills for effective generalist intervention at individual, family, group, organizational, and community levels as well as with diverse client populations.

The program's vision of generalist practice is rooted in a systems approach and an ethnically-sensitive perspective. The systems approach means the generalist practitioner must be able to connect individual client problems to larger social, political and economic issues. The ethnically-sensitive approach, often referred to as cultural competence, is a critical component of the curriculum, particularly important because of the diverse makeup of the residents of Brooklyn. Students must be able to relate to clients from all types of backgrounds in an understanding and sensitive manner. The B.A. in Social Work is accredited by the Council on Social Work Education (C.S.W.E.). Visit www.cswe.org for more information.

Social Work Program Mission

The mission of the Bachelor of Arts in Social Work program is to guide a diverse student body on a path of critical inquiry with a goal of building competent, compassionate and committed generalist practitioners. The program, grounded in the professions knowledge, skills, and values, teaches students to become civically engaged by developing a nurturing learning community, both in the classroom and field. The program challenges students to work toward a just, equitable, caring society free from oppression and discrimination.

The mission of the program is consistent with the university's historic mission of preparing students "to achieve the satisfaction of the educated life and to serve the public good." The program is committed to preparing graduates for entry-level generalist social work practice and for advanced study in social work, while simultaneously addressing the needs of the urban

social service agencies, particularly in Brooklyn and the surrounding area.

Social Work Program Goals

Goal 1: To prepare students with the foundation social work knowledge, skills, and core values necessary for generalist practice with diverse populations, across different settings, and with clients systems on micro, mezzo, and macro levels.

Goal 2: To advance social work values and ethics emphasizing a commitment to social change, promoting social justice, and diversity while incorporating a global perspective.

Goal 3: To educate students for practice with diverse populations to promote well being and enhance the functioning of urban populations, with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity, sex, sexual orientation, disability, health, mental health, national origin, citizenship status, religion, and spirituality.

Goal 4: To work closely and collaboratively with community resources to achieve mutually beneficial goals.

Goal 5: To prepare students for graduate social work education.

Admissions Requirements

Although students can declare a social work major at admission to LIU Brooklyn, *students are not officially part of the BASW Program unless they meet all of the following criteria:*

- (1) Have an overall GPA of at least 2.5;
- (2) Achieve a grade of "B" or higher in SWK 101;
- (3) Meet with a social work faculty advisor; AND
- (4) Act in accordance with the National Association of Social Work (NASW) Code of Ethics

(<https://www.socialworkers.org/pubs/code/default.asp>) and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles (<http://ifsw.org/policies/statement-of-ethical-principles/>).

- Transfer students must obtain advisement from the social work program at the time of admission to LIU Brooklyn.

B.A. in Social Work

The 120-credit Bachelor of Arts in Social Work will prepare you to enter the workforce, launching a career of helping people cope with life's challenges and advocating for a just society, as well as continuing to graduate level education. We offer liberal arts based, relationship-centered education where students form close connections with their professors and each other. The curriculum includes courses related to policy, practice, human development and social justice behavior, as well as field practicum-related seminars. Students learn the social work foundation of knowledge, skills and values through small class engagement with stimulating topics, role plays, case studies, videos, readings

and reflective writing. They enter in the Junior and Senior years in field practice in diverse settings including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities and social service agencies. Beyond the classroom and field placement, we offer a opportunities for engagement via social work department events and Interprofessional events.

Becoming a Social Work Major

If you are considering becoming a social work major, talk to a social work faculty member. It is important you declare social work as your major as early as possible. To declare a major you must complete a "Request for Change of Major" form, which requires the signature of the social work department chair. The sooner you declare a major, the sooner we can provide advisement and mentoring.

BASW Program Acceptance Requirements

To be accepted into the BASW program you must meet the following criteria:

- Maintain an overall GPA of at least 2.5
- Achieve a grade of "B" or higher in SWK 101
- Have met with a social work faculty advisor ; AND
- Act in accordance with the National Association of Social Work (NASW) Code of Ethics (<http://www.socialworkers.org/pub/code/default.asp>) and the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles (<http://ifsw.org/policies/statement-of-ethical-principles/>).

Failure to maintain the criteria above may be grounds for removal from the social work major.

Professional Field Placement Requirements

Field education is a critical part of the Social Work educational experience, and is considered the signature pedagogy by the Council on Social Work Education (CSWE). The program offers intensive field experience and supervised individual and group instruction. Students are required to complete a minimum of 400 hours in the field, typically 2 days a week (14 hours), from September through April (SWK 180 & SWK 181 Fieldwork), and participate in a field seminar course each of the two semesters (SWK 182 & SWK 183). **STUDENTS MUST BE REGISTERED FOR FIELDWORK AND FIELD SEMINARY BEFORE THEY CAN START THEIR FIELD PLACEMENT.**

B.A., Social Work

[Program Code 20469]

Graduation Requirements

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

Core Curriculum requirements for this major are summarized below:

Core Seminar 3 credits

Humanities

English Composition 3 credits

English Literature 6 credits

Philosophy 6 credits

Foreign Language 6 credits

***Social Sciences**

History 6 credits

Psychology 3 credits

Sociology 3 credits

Anthropology, Political Science and/or Economics 6 credits

Science and Mathematics

Mathematics 3-4 credits

**Science 10 credits

(Grade C or greater required)

Communication, Visual & Performing Arts

Speech 3 credits

Visual & Performing Arts 3 credits

(ART, DNC, MUS, THE)

***Social Sciences Upper Division Requirement:**

To satisfy this requirement, the student must complete one (1) three-credit course numbered 100 or above from any of the following disciplines.

- History
- Political Science
- Psychology
- Sociology
- Anthropology

****Science Core:** Must complete all the following courses.

BIO 22 Biology and Modern Technology 3.00

CHM 21 Chemistry and Modern Technology 3.00

PHY 20 The Physical Universe 4.00

Health Professions Elective: 3 credits required

To satisfy this requirement, the student must complete one (1) three-credit course numbered 100 or above from any of the undergraduate programs housed in the School of Health Professions.

General Upper Division Elective: 3 credits required

To satisfy this requirement, the student must complete one (1) three-credit course numbered 100 or above from any discipline.

Major Requirements

Must Complete All 15 Courses Listed Below.

SWK 101 Introduction to Social Work 3.00

SWK 114 Social Welfare History & Institutions 3.00

SWK 115 Social Welfare Policy & Analysis 3.00

SWK 116 Diversity 3.00

SWK 121 Social Work Research 3.00

SWK 123 Human Behavior in the Social Environment I 3.00

SWK 124 Human Behavior in the Social Environment II 3.00

SWK 130 Professional Writing for Social Work 3.00

SWK 132 Human Rights and Social Justice 3.00

SWK 170 Social Work Practice I 3.00

SWK 171 Social Work Practice II 3.00

SWK 180 Social Work Fieldwork I 4.00

SWK 181 Social Work Fieldwork II 4.00

SWK 182 Fieldwork Seminar I 3.00

SWK 183 Fieldwork Seminar II 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 47

Minimum Credits of Courses > 100 Level: 56

Ancillary Course Requirements: See Above

Minimum Social Work Major GPA: 2.5

Minimum Overall GPA: 2.0

Social Work Courses

SWK 99 Common Ground Service Learning

The Common Ground Service Learning experience is open to all LIU Brooklyn students who wish to perform community service. Some professors assign it as part of a class requirement. However, if you wish to perform community service independently, you can!

Credits: 0

Every Fall and Spring

SWK 101 Introduction to Social Work

An examination of both historical and contemporary social work practice focusing on the knowledge, values and skills of generalist practice, along with career opportunities.

Credits: 3

Every Fall and Spring

SWK 114 Social Welfare History & Institutions

An introduction to social welfare institutions and programs in the United States. An historical examination of social welfare policy and program development in the US is presented. Some cross country comparative analyses of social welfare programs are explored. Close attention is paid to how the historical and contemporary development of the social welfare system intersects with forms and mechanisms of oppression and discrimination. *Prerequisite of SWK 101 is required. Pre/Co-requisite of HIS 2 and POL 11, ECO 1, or ECO 2 is also required.*

Credits: 3

Every Fall and Spring

SWK 115 Social Welfare Policy & Analysis

Students learn about social welfare policy and how to engage in a comprehensive policy analysis. Critical thinking skill development is central to policy analysis. The connection between social welfare policy analysis and social work practice is highlighted with effective policy action as the goal. *Prerequisite of SWK 101 is required. Pre/Co-requisite of HIS 2 and POL 11, ECO 1, or ECO 2 is also required.*

Credits: 3

Every Fall and Spring

SWK 116 Diversity

Human diversity is thoroughly examined and students gain a better understanding of how to work with diverse populations. The course explores how structures and values may oppress, marginalize, alienate or enhance power and privilege. Self awareness to eliminate personal bias is examined. The course draws from a range of disciplines and theories, such as: the strengths perspective, the person-in-the environment concept, theories of intersectionality, critical race theory, and social constructionism.

Prerequisite of SWK 101 is required.

Credits: 3

All Sessions

SWK 121 Social Work Research

This course is a basic introduction to research methods in the social sciences and in the field of social work in particular. The fundamentals of research are taught as a problem-solving, critical thinking approach that ultimately relates to the knowledge of and ability to engage in research-informed practice and practice-informed research. *Prerequisite of MTH 15 or MTH 16 is required. Prerequisite of SWK 101 is also required. Seniors only.*

Credits: 3

Every Fall

SWK 123 Human Behavior in the Social Environment I

Human behavior and the social environment (HBSE) I examines the human within the micro context. The course integrates multiple theories and knowledge of bio-psycho-social development to understand the individual within the larger environment. The course focus is on the individual yet uses a person-in-environment framework to view behavior in the context of the family, community, culture, and world.

Prerequisites of SWK 101, PHY 20, CHM 21, and BIO 22 are required. Co-requisite of PSY 3 is required. Senior Status or Department Permission Required.

Credits: 3

Every Fall

SWK 124 Human Behavior in the Social Environment II

Human behavior and the social environment (HBSE) part II is a continuation in the HBSE sequence. Part II utilizes theories to explain human behavior through the macro lens, which explores how systems and institutions influence and affect human behavior.

Pre/Co-requisite of SWK 123 is required. Senior Status or Department Permission Required.

Credits: 3

Every Spring

SWK 128 Social Work & Criminal Justice

This elective course examines the impact of the criminal justice system (focusing primarily on incarceration) on children, families, and communities. Various roles that social workers play at the level of direct service, advocacy/ community organizing, and policy are explored. Class topics will be connected to current events and criminal justice references in popular culture.

SWK 130 Professional Writing for Social Work

Social Work is a profession that demands the ability to compose accurate, detail-oriented narrative reports using terminology specific to the field. The process of gathering and documenting clinical information, integrating, synthesizing and sequencing data into areas of concern and expertise will enable students to think like social workers and communicate professionally with others in the field.

Core competencies, namely analysis, categorization and interpretation of client data, will be reinforced and embedded through documentation. Students will learn multiple concrete skills that will advance their professional writing.

Prerequisite of SWK 101 is required.

Credits: 3

Every Fall and Spring

SWK 131 Contemporary Challenges in Community Mental Health

This elective examines the policy and practice challenges of providing community mental health services to the seriously mentally ill. Designed as an upper level course in the social work sequence, the course will cover de-institutionalization, the consumer movement, best practices, and the recovery movement. Topics will include an overview of major mental illness, working with the homeless mentally ill, mental illness and incarceration, and community mental health services to the military. Ethical dilemmas about the tensions between self-determination and mandated treatment will be explored.

SWK 132 Human Rights & Social Justice

This elective course will engage students in a critical discussion of both local and global human rights and social justice issues. To prepare students to play a significant role in responding to the needs of individuals, families, and communities, course topics will include: domestic and international sex trafficking; health/mental healthcare; immigration; poverty; sexual orientation and gender identity; gender based violence; juvenile and criminal justice; economic, social and cultural rights.

Pre or Co-requisite of SWK 115 and SWK 116 are required.

Credits: 3

Every Fall and Spring

SWK 134 Case Management Services

This course will examine concepts and principles of case management practice with special populations. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability and empowerment, while identifying and collaborating with resources and agencies. Emphasis is placed on care coordination, type of delivery agency, negotiation in brokering for health care services by utilizing the application of case management models. Students will understand health care priorities on the national and local level.

Credits: 3

Cross-Listings: HS 478, SWK 134

Every Fall

SWK 135 Case Management Practice with Populations at Risk

This course provides students the opportunity to hear case managers present actual cases based on "case of the week model." Students will develop hands on experience through presentations from experts in the varied fields in which case

management is practiced. Students will build on their case management knowledge by applying theories to real work case management situations.

The pre-requisite of HS 478 or SWK 134 is required

Credits: 3

Every Spring

SWK 138 Stress Management

An analysis of the sources and consequences of stress and stress reaction in a variety of daily living settings; examination of a variety of instruments used to measure stress levels. Exploration of personal lifestyle with regards to present stress levels and coping abilities; Practical application of intervention techniques designed to enhance adjustment to the demands of stress. This course will be helpful to all students for their personal and professional lives. Crosslisted with HS 480

Credits: 3

Not Set

SWK 170 Social Work Practice I

Beginning social work practice skills used with individuals, families and groups are examined with a particular focus on engagement, assessment, intervention and evaluation. Cultural and diversity issues in treatment, ethical dilemmas and social justice as it impacts and shapes contemporary social work practice are identified. Methods of student learning include, but are not limited to, case study, role-play, group work, and class discussion.

Pre/Co-requisite of SWK 123 is required. Senior Status or Department Permission Required.

Credits: 3

Every Fall

SWK 171 Social Work Practice II

This second practice course that follows Practice I (SWK 170) teaches concrete practice skills in the context of macro systems: groups, organization, and communities. Knowledge and skills about engagement, assessment, intervention and evaluation are explored through a macro lens.

Pre/Co-requisite of SWK 124 is required. Senior Status or Department Permission required.

Credits: 3

Every Spring

SWK 180 Social Work Fieldwork I

During senior year, students complete an intensive field internship (a minimum of 200 hours during fall semester and 200 hours during spring semester = 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the internship experience is the accompanying field seminar, SWK 182.

Pre/Co-requisites of SWK 123 and SWK 170 are required. Co-req of SWK 182 is also required.

Credits: 4

Every Fall

SWK 181 Social Work Fieldwork II

During senior year, students complete an intensive field internship (a minimum of 200 hours during fall semester and 200 hours during spring semester = 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the internship experience is the accompanying field seminar course, SWK 183.

Pre/Co-requisites of SWK 124 and SWK 171 are required. Co-requisite of SWK 183 are required.

Prerequisites of SWK 180 and SWK 182 are also required.

Credits: 4

Every Spring

SWK 182 Fieldwork Seminar I

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical issues.

Pre/Co-requisites of SWK 123 and SWK 170 are required. Co-requisite of SWK 180 are also required.

Credits: 3

Every Fall

SWK 183 Fieldwork Seminar II

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical issues.

Prerequisites of SWK 180 and SWK 182 are required. Pre/Co-requisites of SKW 124 and SWK 171 are required. Co-requisite of SWK 181 is also required.

Credits: 3

Every Spring

SWK 195 Honors Study

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full range of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

Credits: 3

On Demand

SWK 196 Honors Study

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full range of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

Credits: 3

On Demand

SWK 197 Independent Study

Students are able to work intensively with faculty on a topic of interest.

Credits: 3

On Demand

LIU GLOBAL

LIU Global offers a Bachelor of Arts degree in Global Studies, a discipline that investigates the world's interdependent political, economic, cultural and ecological systems. The discipline equips future leaders with tools to analyze challenges, issues and processes that transcend national and disciplinary boundaries, equipping them to develop solutions to these challenges at the local, national, regional and global levels.

Students complete the Global Studies degree through four years of coursework and integrated field experience undertaken as they travel eastward around the world--from Latin America, to Europe, to Austral-Asia, and finally to the United States. They begin with the Global Studies foundation year in Central America. They then move in their second and third years, respectively, to Europe and then to China or Australia/Asia. In the first semester of their senior year they are placed in an international internship and carry out independent research; in the final Capstone Semester in New York City, they complete their senior thesis and enroll in a second senior internship. As students move around the world, they acquire the knowledge, skills and perspectives necessary to provide leadership in the Global Age.

The Global Studies curriculum is made up of three kinds of coursework:

- **Area Studies courses and fieldwork delivered at each LIU Global Center or Program.** Drawing on LIU Global's decades of engagement with partners and communities around the world, these courses deepen students' knowledge of the countries, languages and cultures of the region in which the center or program is located. The area studies courses combine classroom work with integrated field experiences and travel. (Consult the [locations](#) web pages for details of each program.)
- **Global Studies. Core courses and field work that build academic knowledge and skills across the program's four years.** This sequence of required courses, distributed systematically around the world, equips students with disciplinary lenses, as well as critical thinking, communication and research skills. The sequence culminates in a set of upper division courses in the last three semesters that include two senior-year internships and the completion of a senior thesis.
- **Minors in International Relations, Social Entrepreneurship, Arts & Communication, and Spanish.** LIU Global students have the opportunity to pursue one or more minor of their choice in Social Entrepreneurship, International Relations, Arts & Communication, and Spanish as they complete their coursework at the various centers/programs. All minors require the completion of 15 credits of approved coursework, which should be taken into consideration in students' academic planning.

Global Studies is a relatively new discipline, offered by over three hundred universities around the world at both the graduate and undergraduate degree levels. For 50 years, LIU Global (along with its parent institution, Friends World College) has been a pioneer in the field. Long before anyone had thought about "global studies," Morris Mitchell, the founder of Friends World College, asserted the need for an experiential, multidisciplinary approach to understanding the totality of humanity's challenges. In 1965 he called the college's pedagogical enterprise "world education."

For information, please contact the LIU Global office at 718-780-4312, fax 718-780-4325, email us at global@liu.edu, or visit the website at www.liu.edu/Global.

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B.A. in Global Studies Overview and Curriculum

Faculty: Jeffrey Belnap (Dean), Soenke Biermann, Vivian Hu, Jocelyn Lieu, Carlos Lopez, Kerry Mitchell, Sarah Moran
Adjunct Faculty: 12

Description and Mission

LIU Global Mission and Vision

Mission

It is the mission of LIU Global to provide its students with the knowledge, experiences, and skills that will enable them to become socially responsible, engaged leaders in a richly diverse and increasingly complex world. Through an innovative, inquiry-driven, experientially-focused curriculum, LIU Global is committed to offering life-changing educational opportunities to students that expose them to the direct effects of global issues on local communities.

LIU Global considers the world as its campus and sees engagement with people of different cultures as integral to the learning process. An LIU Global education is a transformative educational experience that combines rigorous academics, career development, and individualized learning in the world's dynamic regions.

Vision

As a program within Long Island University, LIU Global seeks to support the LIU mission and vision (see below) by promoting the development of a learning community that actively contributes to a global dialogue addressing the world's most pressing issues.

1. LIU Global aspires to become a leader in the field of global studies through an innovative, experiential, and globally-based curriculum guided by local scholars that integrates coursework with community engagement in the search for greater understanding, cooperation, and collective action in the interests of the world community.
2. LIU Global aspires to develop a superior student-centered experience that will enhance an appreciation of diversity, cultivate sensitivity towards the human and ecological impact of examined issues, and inspire creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.
3. LIU Global's future is guided by the understanding, belief, and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in

which they will live and will apply the program's goals to any future professional endeavors.

4. Through its own practice, LIU Global intends to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility, ecological sustainability, solidarity and service to others, and support of local efforts to address locally identified needs.

Overview of the Four-Year Curriculum

Costa Rica (First Year: fall and spring semester)

The Costa Rica Center is the gateway to the Global Studies degree program, providing students with the academic tools and field experiences necessary to grasp the relationship between Central America and the larger world. Through engagement with contemporary Costa Rica and travel throughout Central America, students study the local effect of globalization, making sense of its impact on the region's people, politics, economies, and ecosystems. Students will experience the ways in which conquest of Indigenous America by Europeans five hundred years ago and the forced migration of Africans continue to define the region. They also experience the ways in which governments, international organizations, entrepreneurs and civil society communities are responding creatively to the region's ongoing engagement with global economic, cultural and political forces. The yearlong program includes the intensive study of Spanish (offered at all levels), homestays with Costa Rican families, fieldwork at sites around the country, and two extended study travel experiences to Nicaragua and Panama.

The Costa Rica Center is in the university town of Heredia, located near the city's Central Park and about a mile from the National University. Heredia is on the outskirts of San José, Costa Rica's capital city, located in the high central plateau. Although the country is about the size of West Virginia, it contains about 4% of the Earth's biodiversity with lush rainforest, high mountains, volcanoes, coastal plains, and beautiful beaches. Costa Rica has a vibrant and diverse culture that offers exciting learning opportunities.

Europe (Second Year: fall in Spain, spring in Italy)

The LIU Global Europe Program provides the opportunity for students to explore and experience the great cities of Europe and the impact that Europe has had on global history and politics. Through study travel in London, Berlin, and Vienna, as well as extended residence in Madrid and Florence, students gain unique perspectives on Europe's cultures, conflicts and political innovations, as well as the impact these forces have had on the rest of the world. In the first

semester, students study the emergence of the modern European nations and the role that these nations have played in the first wave of globalization during the Imperial Age. In the second semester, students gain an understanding of the role of Europe and the European Union as a major geopolitical player in the contemporary Global Age.

The Europe I Program is based at the Franklin Institute at the University of Alcalá, located in Alcalá de Henares, approximately 20 miles northeast of the city of Madrid. Founded in 1499, the University of Alcalá is the second oldest university in Spain. The city was the place of important events in the history and culture of Spain, such as the birth of Cervantes and key meetings between Christopher Columbus and the Spanish monarchs that commissioned his voyages to America. From Alcalá, it is a convenient 30-minute train ride to central Madrid and to major cultural attractions, such as the Prado Museum, the Thyssen Bornemisza Museum and the Reina Sofia Museum.

The Europe II Program is housed in the famed city of Florence, considered the birthplace of the European Renaissance. The Florence School of Fine Arts, the partner institution where LIU Global is housed, is located in the heart of the city's historical center situated on a quiet street, steps away from Piazza Santa Croce. This historic neighborhood, one of the most beautiful settings in Florence, breathes the Renaissance atmosphere. Walk out of the school building and you are minutes away from the Uffizi Gallery, Loggia dei Lanzi, the Arno River and the historic Ponte Vecchio. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture, and politics.

China (Third Year: fall and spring semester)

LIU Global's China Center immerses Global Studies students in contemporary China, the world's emerging economic and political giant. From a home base in Hangzhou, a city that is both one of China's ancient imperial capitals and a leading center of entrepreneurship and business innovation, students engage in a yearlong program of intensive language learning, country-wide study travel and course work on Chinese history, politics, and social change. Students gain an in-depth understanding of the historical events that have produced modern China and gain direct experiences with the social and economic forces that shape the country today. Students who complete the program are able to navigate their way culturally, linguistically, and logistically in a society whose political and economic importance will only continue to grow.

The program's setting in Hangzhou places students in the heart of a city famous for both its classical beauty and its livability. The China Center facility is walking distance from the banks of the famous West Lake, a majestic body of water encircled by temples, pavilions and gardens that

has been declared a UNESCO World Heritage Site. Hangzhou is also home, along with 8 million people, to dynamic corporations and to more entrepreneurial start ups than any other city in China. Moreover, the city is only a one-hour train ride from Shanghai, China's international hub of finance and commerce. The program's integrated fieldwork takes Hangzhou and nearby Shanghai as its living textbooks. During the course of the yearlong program, students also take extended study trips to Hong Kong, Taiwan, Beijing and to culturally diverse Yunnan, the western province adjacent to Vietnam, Laos, and Myanmar.

Since 1989, the China Center facility has been located on the Zhejiang University campus. Consistently ranked as one of China's top five institutions, Zhejiang University enrolls over 42,000 undergraduate and graduate students, including over 3,000 international students. China Center students enroll in intensive Chinese courses housed in Zhejiang University's International College, an intensive Chinese language program that LIU Global students attend with students from all across the world.

Asia-Pacific Australia (Third Year: fall and spring semester)

The Asia-Pacific Australia Program engages students with the quest for sustainable development in the nations and peoples of contemporary Oceania and Southeast Asia. Through two semesters of courses and fieldwork, students study the challenges and innovative solutions that communities, organizations and nations are developing as they aspire to address one of the world's central questions: How can we, across a range of diverse cultures and countries, promote economic development without destroying our planet's ecosystems? Students study and travel across the region, focusing on this challenge from the perspectives of different communities, cultures and national political dynamics. From an administrative base in Byron Bay, Australia, the program explores the quest for sustainable development in Australia, Fiji, and Bali.

Why Australia, Fiji, and Bali?

- Still tied to the British sovereign, Australia is shaped by its imperial legacy, multicultural society and the vibrant postcolonial resurgence of Aboriginal peoples. Its standard of living remains high, given its integration into the world economy and its role as a source of raw materials and services for China's and India's development. Historically allied to European and North American powers, Australia is currently in the process of integrating itself more fully into its Asian neighborhood.
- The Pacific island microstate of Fiji is inhabited in almost equal proportions by Native Fijians and overseas Indians whose ancestors came as indentured laborers to Fiji in the 19th Century. Based on tourism and agriculture, Fiji's economy is subject to global market forces at the same time that it is dealing with the severe

impacts of global warming, such as rising sea levels and extreme weather events.

- Bali is a culturally autonomous Hindu island in the Islamic Indonesian archipelago. Renowned for the way in which its ancient culture continues to thrive and adapt itself to the modern world, it is an example of a people striving to manage its cultural and environmental resources in the face of globalization.

International Research and Internship Semester (IRIS) (Fourth Year: fall semester)

Executing a proposal developed in the spring semester of the Junior year, students carry out their International Research and Internship Semester program at one of the LIU Global sites. The IRIS semester includes (a) the first stage of their senior thesis research, (b) a professional internship, and (c) a self-designed "special studies" program developed in consultation with advisors. This self-designed program is an opportunity for students to deepen their academic and professional engagement with one of the pressing global challenges of our times.

Students can develop their independent programs for LIU Global Centers in Costa Rica, Australia, China or Spain. Students are also able to propose IRIS programs hosted with one of our partner organizations.

New York City (Fourth Year: spring semester)

In the final semester of their senior year, students complete their LIU Global education in New York City. New York is one of the world's greatest metropolitan hubs, the place where people and organizations from everywhere converge. Based at LIU Global's headquarters in Brooklyn, students work with faculty and mentors to complete their senior thesis and start their transition to post-college life through an internationally oriented internship. They are also able to deepen their specific academic expertise through enrolling in courses at LIU Brooklyn or, with help from their advisors, accessing relevant elements of New York's infinite global resources through independent studies.

LIU Global is housed on the campus of LIU Brooklyn, a complex located in the newly revived, downtown Brooklyn. Founded in 1926, the Brooklyn Campus is the original home of Long Island University. Its 11-acre site located in the heart of the "Brooklyn Renaissance" is convenient to all subway lines and minutes away from the Manhattan financial district. The LIU Brooklyn complex includes an impressive array of state-of-the-art facilities, including a \$40 million athletics, recreation, and wellness center.

Why Choose LIU Global?

The LIU Global undergraduate program couples innovative classroom work and direct engagement with people, places, communities, and

organizations throughout the world. In addition to moving from country to country, students dive deeply into local and regional realities everywhere that they go. Courses at every center include experiential programming that takes local reality as the curriculum's living textbook. Rather than a box where faculty present students with abstract fragments of the world divorced from reality, the LIU Global classroom is a place where students prepare themselves for field work and study travel through reading and research. The LIU Global classroom is also a place, after students return from the field, where students reflect and write about their experiences, transforming them into useful knowledge.

The world-wide program is designed so as to build students' capacity and confidence to carry out independent work. They move from structured classroom learning and group field trips into more intense and prolonged endeavors, including extended field study and internship experiences. The program culminates in their senior year when students engage in both an international and a domestic internship and do original field research culminating in their senior thesis.

In the 50 years of its existence, LIU Global has developed a full range of experiential programs that take full advantage of local opportunities. Although the specific details for each program are included in each location's individual web page, each program combines several elements from the list below to deliver a powerful set of experiences.

- Field excursions, lasting up to a day and usually linked to a specific course.
- Extended study travel, regional travel lasting from several days up to two weeks with itineraries often integrated into several courses.
- Self-designed independent studies, credit-bearing independent field courses that allow a student to do research on a topic of specific interest.
- Short- and long-term home stays, periods of residence with local families in which students learn local languages and ways of life.
- Service Learning, projects linked to a global issue or service opportunity carried out with a local partner.
- Field Experience Internships, short apprenticeships to NGOs or local enterprises whose mission is related to either a course topic or a student's field research.
- IRIS and Capstone Internships, semester-long placements carried out in both semesters of the senior year, first abroad and then in New York City.
- Senior Thesis Field Research, carried out during the first semester of the senior year in a field placement co-designed by the student and advisor.

Learning Goals

Global Challenges and Solutions

LIU Global graduates are committed to engaging

with humanity's collective challenges. Through multi-disciplinary inquiry, as well as through experience of several world regions, they are able to comparatively articulate local manifestations of global problems, and to identify and contribute to solutions.

Cross Cultural Communication and Team Work

LIU Global graduates communicate across languages and cultures to develop and achieve shared goals. They are able to promote consensus with colleagues and work effectively in diverse, purpose-driven teams.

Research and Dissemination

LIU Global graduates execute high-quality academic, bibliographic, and field research that makes a contribution to knowledge about global issues. They are able to persuasively communicate their findings using the conventions of written, oral, and digital media.

Responsibility and Professionalism

LIU Global graduates are creative, socially conscious professionals prepared for a life of committed engagement. They bring to public, private, and civic enterprises a sense of personal and social responsibility, as well as the capacity to adapt to and thrive in uncertain and changing circumstances.

Program Policies

DEGREE-GRANTING PROGRAMS

Freshman Status

Applicants with a high school diploma or a GED are eligible to apply for admission as a freshman. Applicants who have earned college credits while enrolled in high school or received AP credit must disclose such information to the LIU Admissions Office when submitting an application. Failure to inform the Admissions Office of such credit will affect placement within the program.

Transfer Status

Applicants who have completed academic work at other colleges or universities may apply for admission as a transfer student to LIU Global with advanced standing based on the number of credits previously earned. All transfer students are required to earn at least 64 semester-hour credits (four semesters) with LIU Global to qualify for the degree. Students take 16 credits each semester for a total of 120. Transfer students may choose to take up to 18 credits per semester and/or courses in the summer at any accredited college or university in order to fast-track completion of their degree. Credits transferred in must be a grade of "C" or better. LIU Global also awards credit for College Level Examination Program (CLEP) test scores of 50 or higher, Advanced Placement (AP) test scores of three or higher, or IB test scores of HL 4 or higher. To transfer credits, applicants must submit an official college transcript from an accredited university and/or submit official test score reports.

NON-DEGREE-GRANTING PROGRAMS (FOR NON-LIU GLOBAL STUDENTS)

Associate Students

Applicants who wish to enroll in LIU Global on a non-credit basis may be admitted as associate students.

Associate students participate fully in LIU Global, making full use of the resources of the overseas centers, such as faculty advisement, help in making field research contacts and ongoing support and evaluation. However, since no credit is awarded and financial aid is not available to such students, tuition costs are reduced. All other expenses such as room and board, books and supplies, travel, etc., remain the same as those for matriculated students.

Visiting Students

Although LIU Global is a four-year Global Studies program, students from other U.S. universities, LIU Brooklyn and LIU Post are heartily encouraged to study abroad as visiting students at any of the college's centers for one semester or for a full academic year. Visiting students do not matriculate for an LIU Global degree, rather they return to their home institutions to complete graduation requirements.

LIU Global offers visiting students from other colleges and universities a full range of advising and support services, focusing on such issues as program selection, academic planning, registration, credit transfer, cultural adjustment, on-site support and re-entry. Visiting students receive a letter grade in each course. Visiting students are advised to talk with their study abroad adviser, academic adviser, registrar, and/or financial aid office at their home universities to determine the home institution's requirements with regard to application deadlines, credit transfer, and financial aid procedures.

Asia-Pacific Australia

(Fall and/or Spring)

The Asia-Pacific Australia Program offers students in all academic majors at LIU and other colleges an opportunity to study in Fiji and Australia in the fall semester and Australia and Bali during the spring semester. Students study and travel across the region, focusing on the challenge of sustainable development from the perspectives of different communities, cultures and national political dynamics.

China

(Fall and/or Spring)

The China Center in Hangzhou lets students live in a smaller, manageable city in China, yet have opportunities to experience rural China. Coursework and assignments are tailored to each student's level of knowledge in the subjects offered. One- and two-semester students report that studying Mandarin Chinese, learning Chinese customs and culture, and interacting with local people, including staff, enriches their academic studies upon return to their home institutions and enhances future employment opportunities.

Costa Rica

(Fall and/or Spring)

The Costa Rica Center is an excellent choice for students who want to acquire or improve their Spanish-language skills and gain a global perspective on Central America. Each semester includes an extended field trip to a neighboring country as well as excursions within Costa Rica. Coursework and assignments are tailored to each student's level of knowledge in the subjects offered. Visiting students report that studying Latin American issues, living with a homestay family and interacting with many local people, including staff, enriches their academic studies in nursing, social work, law, anthropology, sociology and various other majors upon return to their home institutions.

Europe

(Fall - Spain and/or Spring - Italy)

The Europe Program introduces visiting students to the cultures, conflicts and political innovations that have produced modern Europe. The program's educational methodology utilizes a combination of courses, field experience, and travel opportunities that are integrated into the curriculum. Students emerge from the program with an understanding that "Europe" as a region is characterized by a profound tension. The continent has produced a tradition of enlightened high culture and "western values" that have become synonymous with civilization. At the same time, the continent is marked by a history of internal war and imperial aggression. The LIU Global program concentrates particularly on the way this tension has manifested itself in the modern age. During the last century, inter-European conflicts have plunged the world twice into devastating and genocidal world wars. And in the aftermath of this conflict, the world's first great experiment in post-national governance has emerged, the European Union (EU).

Health & Safety

LIU Global's highest priority is the health and safety of its students. Staff members at each center have access to the best medical facilities in the region, are trained to respond to emergency situations, and are on call 24 hours a day for emergencies. All LIU Global students are registered with the U.S. Embassy in the country where they are residing during the academic term. During the orientation period, the center director, safety professionals and other regional administrators educate students about general health practices, potential safety risks, how these risks can be minimized, and emergency response procedures. Each center maintains a list of health care professionals who have been able to provide care for our students in the past. LIU Global requires students to check with their physician prior to their departure about any health-related concerns.

LIU Global requires all students to register

with the U.S. State Department Smart Traveler Enrollment Program (STEP), a free service that allows U.S. citizens and nationals traveling abroad to enroll their trip with the nearest U.S. Embassy or Consulate. Enrolling in STEP allows students to

- Receive important information from the Embassy about safety conditions in the destination country, helping students make informed decisions about their travel plans.
- Help the U.S. Embassy contact students in an emergency, whether natural disaster, civil unrest, or family emergency.
- Help family and friends get in touch with students in an emergency.

Link: <https://step.state.gov/step/>

Application Procedure

LIU Global is open to students of all faiths, races, and nationalities. LIU Global seeks students with the capacity for undergraduate study who desire a broad liberal arts education but who, in addition, want to use experience as a means to discover and prepare for meaningful and satisfying vocations and professions.

Applicants must have a high school or general equivalency diploma, including substantial volunteer, community service or extracurricular experiences. Each student's application is judged on its own merit. Clear evidence of the ability and readiness to carry out university-level work is expected, with primary emphasis placed on personal qualities of maturity, motivation, initiative, and independence, rather than on standardized test scores or school grades. The admission procedure involves mutual exploration of the suitability of the program for one's learning aims and goes beyond a traditional competitive process. Graduates of LIU Global earn the B.A. in Global Studies.

Admissions – Scholarship

LIU offers merit scholarships based on academic achievement, community service, leadership, previous international experience, and the demonstrated desire to become a global citizen. To be considered for all LIU scholarships, applicants must file a FAFSA (fafsa.ed.gov). Check with the Office of Enrollment Services for deadlines. A detailed listing of scholarships can be found online at www.liu.edu/global/global-life.

LIU Global offers a rolling admissions policy and accepts applications for the spring (January) and fall (September) semesters. Applicants wishing to apply are responsible for submitting a completed application and ensuring that the Office of Admissions receives all the supplemental materials.

A completed application includes:

- **Completed Application Form** – Online Application (<http://www.liu.edu/Global/Admissions>) or Common Application (freshman only)
- **Application Fee** – Application Fee; non-

refundable

- **Essay*** – 250-500 words answering one of the following questions:
 - Define global citizenship. As an aspiring world citizen, how would your LIU Global education assist you in developing a broad worldview and cultivating global sensitivity?
 - Identify what you believe to be the most urgent contemporary human problems. How do you think an LIU Global education might help you with a plan of action in addressing these issues?
 - What does it mean to have a cross-cultural perspective? How do you think an LIU Global education would help you develop this perspective?
 - **Two Letters of Recommendation** – One must be from a teacher, professor, or counselor.
 - **Official Transcript(s)** – High school and/or college (either in progress or showing degree conferral)
 - **All NYS freshman and transfer** applicants must submit their high school transcript(s).
- *The essay can be sent as a PDF directly to global@liu.edu or uploaded into the application.

Optional:

- SAT/ACT Scores (required for merit scholarships) – use school code 2369
- AP Scores – use school code 2369
- IB Scores
- Additional Writing Sample
- High School Profile
- Résumé

International Student Admission Procedure

All international applicants must submit the application and supplemental documents no later than May 1 for September admission or October 1 for January admission.

- **Completed Application Form** – use our online form or hard copy.
- **Application Fee** – Application Fee; non-refundable
- **Essay** – 250-500 words; choose from three topics on the application form.
- **Two Letters of Recommendation** – one must be from a teacher or counselor who knows the applicant.
- **Official Transcript(s)** – translated; showing all secondary and/or university work completed or in progress, including G.C.E. or matriculation examination. To be considered official, a mark sheet, transcript or degree certificate must bear the school seal or signature of the school's registrar. A photocopy is official only if it has been certified by a school office from the original issuing institution, the U.S. Embassy or Consulate, or the student's own embassy or consulate after the photocopy is made. We do not accept notarized copies.
- **TOEFL** – an official score report for applicants whose native language is not English. Minimum acceptable score for admission is 90

Internet-based (IBT).

- **IELTS** – an official score report. Minimum acceptable score for admission is a "B."

LIU Global is a program in which students are required to study outside their home countries; therefore, all LIU Global students are at some point international students. Non-U.S. students need to be aware of visa requirements in obtaining permission to study in various countries. Not all country visas may be obtainable by students from certain countries. Non-U.S. students should discuss their interests and intentions thoroughly with their LIU Global admissions counselor.

International Transfer Students Only

Transfer students who were educated at institutions outside the United States must submit official transcripts in the original language with English translation/evaluation (if applicable) from an approved evaluator.

Agencies listed here provide evaluations of educational credentials and course reports for students who were educated at foreign educational institutions:

World Education Services

P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
Phone: 212-966-6311
Fax: 212-966-6395

Center for Educational Documentation

P.O. Box 170116
Boston, MA 02117
Phone: 617-338-7171
Fax: 617-338-7101

International Educational Services

AACRAO
One Dupont Circle, NW, Suite 520
Washington, DC 20036
Phone: 202-296-3359
Fax: 202-822-3940

Costa Rica Center

Overview

The Costa Rica Center is the gateway to the Global Studies degree program, providing students with the academic tools and field experiences necessary to grasp the relationship between Central America and the larger world. In this yearlong program, students engage with contemporary Costa Rica and travel throughout Central America, studying the local effects of globalization and making sense of its impact on the region's people, politics, economies, and ecosystems. Students experience the ways in which the conquest of Indigenous America by Europeans 500 years ago and the forced migration of Africans continue to define the region. They also experience the ways in which governments, international organizations, entrepreneurs, and local communities are responding to the region's ongoing engagement with global economic, cultural, and political forces. The program includes the intensive study of Spanish (offered at all levels), homestays with Costa Rican families, fieldwork at sites around the country, and extended study travel experiences to Nicaragua and Panama.

Location

Costa Rica has a vibrant and diverse culture that offers exciting learning opportunities. Although the country is about the size of West Virginia, it contains about 4% of the Earth's biodiversity, with lush rainforest, high mountains, volcanoes, coastal plains, and beautiful beaches. The Costa Rica Center is in the university town of Heredia, which is located in the high central plateau on the outskirts of San José, Costa Rica's capital city. The Center is near the city's Central Park and about a mile from the National University.

Academic Program

The Costa Rica Center hosts all of LIU Global's first-year students as well as visiting study abroad students. The yearlong program introduces students to the region's place in the world through the Seminar on Central and Latin American Studies and the two foundational global studies courses. Students are also equipped with writing and research skills, as well as an increased capacity to communicate effectively in Spanish. Electives allow students to explore contemporary world literature and social entrepreneurship.

Students develop cross-cultural communication skills through reflective engagement with local families in homestays and during service learning projects, excursions, and field research. By engaging directly with communities in Costa Rica, Nicaragua, and Panama, students explore the interrelations among environmental, cultural, economic, and political issues, and understand how individuals and local communities are affected by and respond to global forces.

TRAVEL AND INTERNSHIPS

Field Experiences

Field experiences are at the heart of the Costa Rica Center's academic program. These are designed to provide students with direct encounters with topics studied in the classroom and to allow them to explore local solutions to global challenges. Students participate in both short field excursions on regular class days as well as longer travel itineraries designed to meet the learning objectives of specific courses. For example, past students have gone to the metropolitan area's water supply in the mountains to explore the local ecosystem, visited banana plantations to study labor and economic development, met with local NGOs to study refugee and human development issues, and traveled to indigenous communities to study local traditions and cultural revitalization efforts.

More extended itineraries include regional travel. Each semester, students take a field trip to a neighboring country, usually Nicaragua in the fall and Panama in the spring, to learn about the region's parallel cultures, to explore histories of colonialism and revolution, and to encounter the contemporary impact of global trade and direct foreign investment.

Internships & Service Learning

In the fall semester, students carry out a one-week service learning project while placed as an intern with a partner organization. Students are given several options (subject to change each semester) of partner organizations with

which the Costa Rica Center has a relationship and for projects that the organizations have defined as a need. Not only do students learn about the organization and the related project, but they also explore and practice important ethical issues surrounding service learning.

During the spring semester, students design, plan, and document a two-week fieldwork project in Costa Rica (or approved alternative) as part of the Research Methods course. The goal of this two-week experience is to put fieldwork methods into practice, to examine theory in practice, and to explore areas of academic interests as well as identify new ones. In the past, students have carried out their field study in local indigenous and non-indigenous communities, non-governmental and governmental organizations, universities, and schools, and with local experts on a specific academic area of research. Topics vary, but in the past have included: sustainable agriculture, education, human rights, indigenous culture, women's rights, HIV/AIDS, environmental conservation, global economic systems, alternative energy, LGBTQ identities, and more. Students are provided information on the different field research options with one of the Costa Rica Center's partner organizations.

PRACTICAL MATTERS

Prior to departure, students receive a detailed digital handbook that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies.

The following basic information is important to note.

TRAVEL INFORMATION

Passport

Students need a passport to enter Costa Rica and to travel to other Latin American countries. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages.

Visas

Students must apply for an extended stay visa when they arrive in Costa Rica. The staff helps with this process, but students must bring with them the documents required for the visa application. For more information, refer to the [Costa Rica Travel & Visa Information Document](#).

Housing & Food

Living with a Costa Rican family is an important part of the program. It plays a key role in practicing Spanish and in learning about the local culture.

Homestays are located in urban neighborhoods close to the Costa Rica Center. The houses where students stay have basic, standard amenities including electricity, running water, telephone, and access to public transportation.

All students are asked to fill out a questionnaire regarding housing preferences and, based on that form, each student will be assigned a host family.

Host families provide breakfast and dinner during weekdays, and students receive a stipend to purchase lunch on school days. On weekends, hosts provide all three meals. The host family also provides laundry and internet access.

Europe Program

Overview

The Europe Program provides the opportunity for second-year LIU Global students to explore and experience the great cities of Europe and the impact that Europe has had on global history and politics. Through study travel in London, Berlin, and Vienna as well as extended residence in Madrid and Florence, students gain unique perspectives on Europe's cultural and political innovations, as well as the impact these forces have had on the rest of the world. In this yearlong program, students study the emergence of the modern European nations and the role that these nations have played in the first wave of globalization during the Imperial Age. Students also gain an understanding of the role of Europe and the European Union as a major geopolitical player in the contemporary Global Age. The program has two parts: Europe I in the fall and Europe II in the spring semester.

Locations

The Europe I Program is based at the Franklin Institute at the University of

Alcalá, located in Alcalá de Henares, a UNESCO World Heritage Site approximately 20 miles northeast of the city of Madrid. Founded in 1499, the University of Alcalá is the second oldest university in Spain. The city was the place of important events in the history and culture of Spain, such as the birth of Cervantes and key meetings between Christopher Columbus and the Spanish monarchs that commissioned his voyages to America. From Alcalá, it is a convenient 30-minute train ride to central Madrid and to major cultural attractions, such as the Prado Museum, the Thyssen Bornemisza Museum, and the Reina Sofia Museum.

The Europe II Program is housed in the famed city of Florence, considered the birthplace of the European Renaissance. The Florence School of Fine Arts, the partner institution where LIU Global is housed, is located in the heart of the city's historical center, situated on a quiet street, steps away from Piazza Santa Croce. This historic neighborhood, one of the most beautiful settings in Florence, breathes the Renaissance atmosphere and is only minutes away from the Uffizi Gallery, Loggia dei Lanzi, the Arno River, and the historic Ponte Vecchio. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture, and politics.

Academic Program: Europe I – Fall Semester – UK, Germany, Spain

The first semester of the Europe Program begins with a two-week module in London and Berlin. Through lectures and experiential programming, students explore the emergence of the political culture of the modern European nation-state, the basic building block of international relations and global governance. For the second module, students move to the program's home base at the University of Alcalá to study the forces that have shaped modern Europe. Spain serves as a case study for exploring nationalism, identity, imperialism, security, and social development.

Key features include:

Module 1: Experiential course in Berlin and London that orients students to European political history, focusing on the transition from kingdoms and empires to the modern nation-state.

Module 2: Courses on Spanish language and culture delivered at the University of Alcalá, focusing on Spain as a case study of the evolution of Europe from ancient to modern times. Students also take a bibliographic research class in which they conduct a research project.

Academic Program: Europe II – Spring Term – Austria and Italy

The second semester of the Europe Program focuses on the comparative politics of post World War II Europe, beginning with a two-week module in Vienna. Through lectures and experiential programming, students gain a deeper understanding of the national constitutional arrangements that emerged in the postwar era and the role of the European Union in global governance and economic systems. For the second module, the program moves to its base at the Florence School of Fine Arts, where students take courses in documentary filmmaking, world cinema, Renaissance art, and conversational Italian.

Key features include:

Module 1: Experiential course in Vienna that focuses on the relationships between European national political systems and the ideals, aspirations, and interests represented by the European Union.

Module 2: Course work at the Florence School of Fine Arts in Renaissance art, world cinema, documentary filmmaking, conversational Italian, and the monotheistic religious traditions in Europe.

At the end of the yearlong program in Europe, students gain a deeper understanding of "Europe" as a region characterized by profound tension, war, and aggression, but also one that has promoted a tradition of great humanist ideals. These ideals have forged, in the late 20th century, the European Union, one of the great experiments in transnational governance.

TRAVEL AND INTERNSHIPS

At the beginning of each semester, before settling in either Madrid or Florence, students engage in two weeks of travel to major European capitals in order to study the continent's political and cultural history as well as its impact on the rest of the world. Each semester also includes a separate fieldwork

experience in a different country, where students undertake research into specific issues relevant to contemporary European culture and politics.

Travel Highlights for Europe I – Fall Semester

London

The exploration and experience of Europe's global impact begins in London, one of the world's authentically global cities and a leading financial center. London serves as our lens to examine the transition from kingdoms and empires to the modern nation-state. Visits include major museums, the Houses of Parliament, and political organizations. Students gain a deeper understanding of how the British Empire exercised, by the eve of the First World War, political and economic control of over 85% of the world, exporting the English language and culture throughout the Empire. Students also come to understand the way in which this imperial system disintegrated after the Second World War, giving way to the post-colonial world system and the European Union.

Berlin

Through the lens of Berlin, students compare and contrast constitutional political and economic frameworks of selected European countries in view of their domestic and international histories. Students learn how Germany in the late 19th century became a major economic and military power, destabilizing Europe's balance of power. This destabilization led to the First and Second World Wars, the Holocaust, the partition of Berlin, and the Cold War. Students are also introduced to a postwar Germany that has struggled to confront this past, re-emerging as a major player in both the contemporary European Union and the global economy. Excursions include visits to the sites that commemorate the crimes of Nazism, the Memorial to the Murdered Jews of Europe, Stiftung Neue Synagogue, the Berlin Wall, and the former East Berlin.

Travel Highlights for Europe II – Spring Semester

Vienna

The first module of the second semester of the Europe Program focuses on the comparative politics of post-World War II Europe, beginning with a two-week module in Austria. Through lectures and experiential programming, students gain a deeper understanding of the national constitutional arrangements that emerged in the postwar era and the role of the European Union in global governance and economic systems. The program will start in the city of Vienna, the world's third United Nations city, which is the seat of numerous UN programs and various international organizations.

PRACTICAL MATTERS

Prior to departure, students receive a detailed handbook in digital format that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies. The following basic information is important to note.

Passport

Students need a passport to enter the United Kingdom and to travel to other European countries. The passport must be valid for at least one year.

Visas

Visa Information for Spain

Students must obtain a student visa for Spain. To apply for this visa, students must apply no more than three months in advance with a series of documents and a money order in the amount of \$160. LIU Global provides students with most of the documents, including a letter of enrollment to the University of Alcalá in Spain, proof of means of support, and proof of accommodation. LIU Global does a batch application at the beginning of June.

Visa Information for Italy

Students may also need to obtain a student visa for Italy. Like Spain, students visit their local Italian consulate no more than three months in advance of the program start date. This visa requires similar documents as the Spanish student visa, some of which are provided by LIU Global.

Please refer to the [visa page](#) for further details. Students must make sure they visit the website of their state's consulate for specific application details as they may vary.

Housing & Food

Europe I – Fall Semester – Spain

Student accommodations are a combination of homestays with Spanish-speaking families and university dormitory housing. Host families provide breakfast and dinner during weekdays, and students receive a packed lunch on school days. On weekends, host families provide all three meals. While living in the dorms, students receive a meal stipend. The professional staff at the Franklin Institute provides all student support and logistical services.

Europe II – Spring Semester – Italy

Students are housed in dual occupancy apartments and provided with meal stipends. The professional staff at the Florence School of Fine Arts provides all student support and logistical services.

China Center

Overview

One of two program options for third-year LIU Global students is the China Center, immersing students in contemporary China, the world's emerging economic and political giant. From a home base in Hangzhou, a city that is both one of China's ancient imperial capitals and a leading center of entrepreneurship and business innovation, students engage in a yearlong program of intensive language learning, country-wide study travel, and coursework in Chinese history, politics, and social change. Students gain an in-depth understanding of the historical events that have produced modern China and learn through direct experiences the social and economic forces that shape the country today. Students who complete the program are able to navigate their way culturally, linguistically, and logistically in a society whose political and economic importance will only continue to grow.

Location

The program's setting in Hangzhou places students in the heart of a city famous for both its classical beauty and its livability. The China Center is walking distance from the banks of the famous West Lake, a majestic body of water encircled by temples, pavilions, and gardens that has been declared a UNESCO World Heritage Site. Hangzhou is home to 8 million people and dynamic corporations, with more entrepreneurial start-ups than any other city in China. Moreover, the city is only a one-hour train ride from Shanghai, China's international hub of finance and commerce. The program's integrated fieldwork allows students to engage with both Hangzhou and nearby Shanghai. During the course of the program, students also take extended study trips to Hong Kong, Taiwan, Beijing and to culturally diverse Yunnan, the western province adjacent to Vietnam, Laos, and Myanmar.

Since 1989, the China Center has been located on the Zhejiang University campus. Consistently ranked as one of China's top five institutions, Zhejiang University enrolls over 42,000 undergraduate and graduate students, including over 3,000 international students. China Center students enroll in intensive Mandarin Chinese language courses at Zhejiang University's International College with students from all across the world.

Academic Program

The China Center combines in-depth engagement with Chinese history and language through curriculum and fieldwork that place developments in contemporary China within a global frame. During the first semester, a course in modern Chinese history facilitates students' understanding of the cycles of revolution and political innovation that have shaped the country. In a global "issues" course, students undertake fieldwork and bibliographic research on the Chinese context of specific global issues such as urbanization, global warming, gender inequality, and income disparity.

In the second semester, students enroll in a course focusing on China's ethnic minorities, a sector that includes 15% of the total population, as well as a course devoted to China's social development and change. This course includes a two-week fieldwork component in which students are placed with an organization whose mission aligns with both the course's topics and the student's interest.

During both the first and second semesters, students enroll in the intensive Mandarin Chinese program at Zhejiang University's International College. The Center also provides electives and independent studies each semester for students who are interested in pursuing minors.

TRAVEL AND INTERNSHIPS

Field Experiences

Field experience is at the core of the China Center's curriculum. While in residence in Hangzhou, students make short day trips to local villages, community organizations, businesses, and heritage sites. Extended field trips to different parts of the country take three to ten days. Itineraries include seminars with scholars and practitioners, presentations at the offices of international organizations, interface with grassroots organizations and remote rural communities, and visits to museums and cultural events.

Fall Semester

BEIJING

In the fall semester, students visit Beijing, China's capital. Integrated with the Modern Chinese History course, the itinerary includes visits to the city's iconic monuments: the Forbidden City, Tian'anmen Square, the Summer Palace, and others. Meetings with government and business leaders comprise the core of the itinerary. Depending on availability, students may discuss flash points in Sino-American relations with the Chinese government's political strategists; bilateral relations and global security with delegates from the U.S. Embassy; international negotiations and agenda setting with representatives from international organizations; and social responsibility with corporate executives. Students also take hikes along wild sections of the Great Wall and taste the famous Beijing Duck.

Spring Semester

YUNNAN

A signature feature of the China Center is a study trip to Yunnan province as part of the course in Ethnic Minorities Studies. Yunnan is home to representatives of over half of the country's ethnic minorities, in sharp contrast to the dominant Han culture of coastal China. Students spend almost two weeks traveling from the heights of the Tibetan highlands down to the Thai areas near the border with Myanmar. Students are sometimes placed in homestays among the Naxi people in the beautiful old town of Lijiang or among the Thai people in the southern tropics. Students visit environmental NGOs, gaining insight on the impact of development and tourism on the high lakes and forests in the region. In the provincial capital of Kunming, students experience the impact of tourism on local culture at ethnic theme parks.

Internships & Service Learning

During the spring semester, students participate in a structured experiential learning program through short-term internships with local organizations in Hangzhou and Shanghai. The internship program aims to provide students with an integrated, focused learning experience that is relevant to their emerging identities as international professionals. Placements are based on organizations' needs and students' academic interests, experience, and linguistic competencies.

Although the specific details vary according to the host organization, students undergo a formal process of preparation, documentation, reflection, and analysis as they plan and complete their internship. In addition to the two-week internship program, students are also able to design, in consultation with their advisors, additional internships or independent studies.

The following are examples of internship sites and independent study projects where LIU Global students have worked successfully in recent semesters:

- Non-profit Incubator (NPI), social entrepreneurship project
- Green Zhejiang, environmental protection project
- InTouch Zhejiang, journalism/magazine publishing
- Buy42, online charity shop project
- Museum Association at Hangzhou, Chinese cultural studies
- Shizhuzhai Woodblock Water Printing Studio, traditional Chinese arts

PRACTICAL MATTERS

Prior to departure, students receive a detailed handbook in digital format

that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies. The following basic information is important to note.

Passport

Students need a passport to travel to China. The passport must be valid for at least 6 months.

Visa Information

All students enrolled in the China Center are required to apply for and obtain a Short-term Student Visa (X2 Visa) to enter mainland China, no matter how long they plan to study in China. A tourist visa is acceptable for late applicants, but additional visa fees may apply after arrival.

For more information about China visa types and requirements, please refer to the Visa Information section of the website.

Housing

Students stay in on-campus housing at the International Student Building, a 10-minute walk from the China Center. There are two options for on-campus housing: shared apartment and single dorm.

Shared Apartments are half furnished and include two air-conditioned bedrooms with a shared bathroom and a kitchen. One bedroom is equipped with a single bed and the other is a double dormitory-style bedroom. Utilities are not included.

Single Dorms have an air-conditioned private room with a single bed and an en-suite bathroom. Dorms do not include house cleaning and includes only 60 kilowatts of electricity each month (enough to operate lights and a computer). Students using air-conditioning have to pay extra. Laundry service is available in the basement.

Food

On-Campus

There is an International Student dining hall located in the International Student Building that provides both Chinese food and a few Western options. There are also four student canteens located on campus.

Off-Campus

While traditional teahouses, small eateries and inexpensive outdoor markets abound, Western fast-food establishments like KFC, Pizza Hut, and McDonalds, and upscale restaurants serving Japanese, Korean, Thai, Argentine, Italian, Indian, French, and fusion cuisine can also be found throughout the city. Plenty of inexpensive and delicious Chinese noodles, dumplings, Turkestani, and Sichuan cuisine can be found near the campus where students can select from a range of inexpensive and healthy foods.

Other Options

Students who are living in shared apartments also have a small kitchen in which to cook. There is also a fresh market and a Walmart close to the Yuquan Campus for groceries and food supplies.

Asia-Pacific Australia Program

Asia-Pacific Australia Program

Overview

The Asia-Pacific Australia Program engages students with the quest for sustainable development in the nations and peoples of contemporary Oceania and Southeast Asia. Through two semesters of courses and fieldwork, students study the challenges and innovative solutions that communities, organizations and nations are developing as they aspire to address one of the world's central questions: How can we, across a range of diverse cultures and countries, promote economic development without destroying our planet's ecosystems? Students study and travel across the region, focusing on this challenge from the perspectives of different communities, cultures and national political dynamics. From an administrative base in Byron Bay, Australia, the program explores the quest for sustainable development in Australia, Fiji and Bali.

Locations

Students begin the fall semester by traveling to Nadi in the Pacific island microstate of Fiji, inhabited in almost equal proportions by Native Fijians and overseas Indians whose ancestors came as indentured laborers to Fiji in the 19th Century. Based on tourism and agriculture, Fiji's economy is subject to global market forces at the same time that it is dealing with the severe impacts of global warming, such as rising sea levels and extreme weather events. After their stay in Fiji, students continue on to Byron Bay, Australia. Still tied to the British sovereign, Australia is shaped by its imperial legacy, multicultural society and the vibrant postcolonial resurgence of Aboriginal peoples. Its standard of living remains high, given its integration into the world economy and its role as a source of raw materials and services for China's and India's development. Historically allied to European and North American powers, Australia is currently in the process of integrating itself more fully into its Asian neighborhood.

In the spring semester, students deepen their introduction to Australia by spending twelve weeks in the vibrant beachside community of Byron Bay, approximately 100 miles south of Brisbane. Renowned for its beautiful natural environment and cultural vitality, Byron Bay boasts a dynamic mix of a strong Aboriginal heritage, a cosmopolitan counter culture, and a dynamic creative industry. Students live on the doorstep of Byron's stunning South Pacific beaches, interact with locals and travelers from all over the world, and immerse themselves in the region's thriving cultural and activist life. The spring semester ends with a two-and-a-half week program in Bali, a culturally autonomous Hindu island in the Islamic Indonesian archipelago. Renowned for the way in which its ancient culture continues to thrive and adapt itself to the modern world, it is an example of a people striving to manage its cultural and environmental resources in the face of globalization.

Academic Program

The fall semester program centers on environmental and economic challenges across the Asia-Pacific region. Students receive an intensive introduction to these issues and the region and then conduct a more focused investigation of coastal ecology in Fiji and Australia, drawing heavily on their experiential engagement with the local environment. Once familiarized with this context, students take a one-month intensive course in development theory and practice, drawing on their engagement with projects in the surrounding area. Students also take the third iteration of the Global Studies core sequence that guides students through a survey of key challenges for human development and survival across the globe. The semester concludes with two weeks of a guided, collective case study that walks the group through the independent research process, focusing on the local manifestation of a global issue. Highly focused introductory readings and lectures prepare the group for a week of field observations with their professor in a remote location, followed by a debriefing to crystallize the observations into analysis. These two weeks will model the kind of research students will be asked to do independently in their senior year. The spring semester program begins with a foundational module of lectures and experiential programming at its home base in Byron Bay. Named by Lt. James Cook in 1770, Australia's easternmost point is the setting for studying the forces of European colonialism that shaped the modern Australian nation-state and its devastating impacts on both Aboriginal peoples and local ecosystems. Through extensive fieldwork within the wider Byron region, students have the opportunity to learn directly from local activists, social entrepreneurs, and community leaders about alternative and decolonial responses to social and environmental challenges.

The second module consists of contrasting field experiences in the iconic Great Barrier Reef, the multicultural metropolis of Sydney, and a range of national parks on the Great Dividing Range. The module culminates in a weeklong bush camp with Aboriginal people on their land. Through lectures and experiential programming, students study the interconnectedness of prominent eco-cultural issues such as land rights, sustainable development, and biodiversity conservation.

For the final module, the program moves to Bali, Indonesia, where students deepen their entrepreneurial thinking and leadership skills through engagement with local social and environmental issues. They develop collaborative partnerships with Balinese students in search of local solutions to global issues.

Bali's long history of successfully integrating different cultures, religions, and traditions makes its people's responses to globalization a powerful counter example to parallel challenges in Australia.

Travel and Internships

Field Experiences, Camping, and Travel

Field trips form an essential component of the Asia-Pacific program curriculum in both the fall and Spring Semesters. All trips are tightly integrated with the theories, concepts, and themes that students learn about in their courses. It is important to note that field trips are subject to change.

Fiji: While studying in Fiji, students can expect to immerse themselves in local communities and cultural activities. They will visit with local activists and advocacy groups, snorkel and/or scuba dive on major coral reef sites and trek through national parks.

Australia: Students can expect to experience weekly field trips in and around Byron Bay to national parks and local non-governmental organizations. Extended trips to other major cities including Sydney and Brisbane may be incorporated into both the fall and spring semesters. A trip to the Great Barrier Reef will be included in the spring semester only. Students studying in Australia in the spring will also participate in a weeklong aboriginal bush camp experience. During this trip, students will be camping on aboriginal land in the Northern Rivers region and learn directly from respected aboriginal elders, experience the beautiful local environment, and gain a finer appreciation for indigenous values, perspectives, and knowledge.

Indonesia: While traveling around Bali, students have the opportunity to experience different environments and aspects of Balinese culture. They also interact with and learn from a range of Balinese community leaders, students, and organizations engaged in activism, advocacy, and social and ecological entrepreneurship. Students will also have the opportunity to visit a coral reef restoration site and develop collaborative projects with local Indonesian students at Ganesha University.

Internships & Service Learning

During each fall and spring semester in the Asia-Pacific program students may have the opportunity to participate in short-term voluntary internship and service learning projects. The following list provides a sample of potential opportunities and is subject to change.

- Care for injured sea turtles and wild birds at the Australia Seabird Rescue project near Byron Bay, Australia.
- Learn aboriginal techniques for conserving coastal and marine ecosystems while volunteering at the Arakwal National Park in Australia.
- Try out your journalism skills reporting on-air radio stories on local community issues and events for Bay FM, Byron Bay's local radio station.

Practical Matters

Prior to departure, students receive a detailed digital handbook that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies.

The following basic information is important to note.

Passport

All students planning on studying abroad with the Asia-Pacific program must carry passports valid for at least one year as of the program start date. Passports must also have at least four blank pages for visas and entry and exit stamps. Please also note that all visa information listed below pertains to students travelling on a U.S. passport. Citizens of other nations outside the U.S. should check the relevant immigration department websites of Australia, Fiji, and Indonesia for information.

Visa

Fiji: Students will not need a visa for Fiji.

Australia: LIU Global students must apply for an ETA (Electronic Travel Authorization). The ETA application can be completed online at www.eta.immi.gov.au and costs around US\$20. Students should print the ETA receipt or confirmation of the document to take with them to Australia.

Indonesia: For the Bali component of the program, students will not need to apply for a visa. Visas will be issued upon arrival in Bali and will be valid for 30 days. Each visa will cost around US\$35. Students must be able to show proof of a planned departure (i.e., airplane ticket) from Indonesia within 30

days of arriving in the country.

Housing and Food

Fiji: During the Fiji trip, students will stay at hostels, eco-resorts and in community-based homestays.

Australia: Students live together in comfortable and modern rented beach houses located in Byron Bay region. Decisions about living arrangements are made by students upon arrival, with 6--7 students sharing a house and students often also sharing rooms with other students. Each of the houses has a television, DVD player and washing machine. All houses have full kitchen facilities and students will be able to cook their own meals. While traveling on field trips, students can expect to stay in hostels, guesthouses, cabins and tents.

Indonesia: When in Bali, students will mostly stay in local family--owned homestay accommodations. They may also stay in hotels, beach bungalows and university dormitories.

Students will receive a weekly food allowance and are encouraged to do their own shopping and cooking, either individually or communally. During field and camping trips the program may provide some meals. Students can expect to receive a reduced weekly food allowance during weeks when there are field and camping trips where meals will be covered by the program.

International Research & Internship Semester (IRIS)

Overview

After the extraordinary three-year journey around the world, LIU Global students complete their Global Studies degree in an equally extraordinary senior year. The year is composed of two parts:

1. The International Research and Internship Semester (IRIS) in the fall
2. The Capstone Semester in New York City in the spring

Through independent research carried out over these two semesters, culminating in the senior thesis, students develop expertise on a global issue of their choice. Then through two internships, one international and one in New York City, students prepare for the next steps in their careers.

After executing a proposal developed in the spring semester of their Junior year, students carry out their IRIS program at one of the LIU Global IRIS sites. IRIS includes (a) the first stage of their senior thesis research, (b) a professional internship, and (c) a self-designed "special studies" program developed in consultation with advisors. This self-designed program is the opportunity for students to deepen their academic and professional engagement with one of the pressing global challenges of our times.

Locations

Students can develop their independent programs for LIU Global Centers in Costa Rica, Australia, China, or Spain. Students are also able to propose IRIS programs with one of LIU Global's partner organizations.

Academic Program

In the fall semester of the senior year, students enroll in the International Research and Internship Semester (IRIS), a program that facilitates the development of students' expertise on one of the pressing global challenges of our times. The IRIS experience forms the basis of the senior thesis that will be completed in the Capstone Semester.

The Junior Seminar and the IRIS Proposal. Students develop their programs for IRIS during their third year in LIU Global. In the Junior Seminar, students identify a global challenge or issue that they wish to investigate in depth. They develop a bibliography that acquaints them with the scale and scope of the challenge, and then investigate the responses to this challenge that are being developed around the world. These responses may include policy, activist, or entrepreneurial solutions carried out in government, business, NGO, or community settings. Students then select a specific location from among the LIU Global IRIS sites where they are able to engage with the issue directly. They develop a research proposal that allows them to investigate both the issue's local manifestation as well as the local responses to it. They also identify and secure an internship from one of LIU Global's partner organizations whose activities are relevant to the students' research. Students

then execute their IRIS proposal in the fall semester of their fourth year.

The IRIS Curriculum. The IRIS curriculum includes two required courses. Senior Thesis I helps students to refine and execute their research design, keeping them on track with methodology, documentation, and deadlines. This is an online course delivered to all IRIS students around the world by the Senior Thesis Coordinator. The Internship in Global Issues course helps students to prepare for, execute, and analyze their internship experience. This course includes an evaluation of the internship site's impact on the student's chosen issue or global challenge, as well as the student's self-reflection on his or her role as an organizational player. Overseen by the IRIS advisor, the course is also the context for regular, scheduled mentoring throughout the semester.

In addition to the two required courses, students identify opportunities that help them deepen their expertise. A set of Special Topics courses provides the framework for students to develop their expertise through their work with local experts, universities, or institutes (if relevant, these opportunities may include language study). This self-designed learning plan is part of the IRIS proposal, which is developed and approved during the Junior Seminar. The student's IRIS advisor oversees and evaluates the execution of the individualized learning plan.

TRAVEL AND INTERNSHIPS

IRIS students develop their travel itinerary and their internship placement as part of the Junior Seminar. The Internship in Global Issues places students at an organization that is tackling the global issues they want to explore, allowing them to gain experience that assists in building a future career. The semester-long immersion in a cross-cultural, professional setting also helps students in building their knowledge base around a particular global issue, through learning from local individuals who are working to solve a local manifestation of that issue. Students engage with specific scenarios and circumstances, aligning global theories with local praxis. The internship builds students' leadership skills, develops their ability to communicate cross culturally, and helps them to effectively navigate a complex professional environment with a view toward making an impact.

PRACTICAL MATTERS

Prior to departure, students receive a detailed handbook in digital format that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies. The following basic information is important to note.

Passport

Students need a passport to travel to an international location. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages. Students must make sure that it gets stamped at the airport when they enter the country.

Visas

Students may need to apply for an extended stay visa if they are conducting their IRIS at an international location. LIU Global staff guides students through the process depending on their academic plans.

Housing & Food

Housing and food are covered by the program's room and board fee. Housing arrangements depend on the student's location of study and can vary from homestays, residencies at local universities, or internship housing placements.

New York City Center - Capstone Semester

Overview

In the final semester of their senior year, students complete their LIU Global education in New York City. New York is one of the world's greatest metropolitan hubs, the place where people and organizations from everywhere converge. Based at LIU Global's headquarters in Brooklyn, the Capstone Semester provides the opportunity for students to work with faculty and mentors to complete their senior thesis and to start their transition to post-college life through an internationally oriented internship. They are also able to deepen their specific academic expertise by enrolling in courses at LIU

Brooklyn or, with help from their advisors, accessing relevant elements of New York's infinite global resources through independent studies.

Location

LIU Global is housed on the campus of LIU Brooklyn, a complex located in the newly revived downtown Brooklyn. Founded in 1926, the Brooklyn campus is the original home of Long Island University. Its 11-acre site located in the heart of the "Brooklyn Renaissance" is convenient to all subway lines and is minutes away from the Manhattan financial district. The LIU Brooklyn complex includes an impressive array of state-of-the-art facilities, including a \$40 million athletics, recreation, and wellness center. Students have a number of housing options: the on-campus dormitory, off-campus student residences, rooms in private homes, or apartment shares.

Academic Program

The Capstone Semester is a culminating stage in the B.A. in Global Studies. The integrated curriculum consolidates the knowledge and skills students have gained during their studies and travels around the world. It is also a time for students to prepare for the next steps in their careers as they "re-enter," transitioning to life after college. The program includes several integrated elements:

Senior Thesis. Students transform the research they completed in their IRIS program in the fall into a senior thesis, framing their findings in the literature relevant to a major global issue. Students present their work in a poster session at a campus-wide research event.

New York City Internship. Students secure an internship at an organization or enterprise relevant to their academic and professional aspirations. The internship is contextualized in an experiential course dedicated to New York as a global city.

Excursion to Washington, D.C. Through a weeklong excursion to the capital of the United States of America, students gain access to the full range of governmental and non-governmental organizations that impact foreign policy, security, global finance, and activism.

In consultation with their advisor, students are also able to enroll in courses at LIU Brooklyn or conduct independent studies linked to New York's infinite international resources. Through a combination of coursework, self-directed research, and field experience, students engage the global in the local, completing their four years of experiential education around the globe in one of the world's great cosmopolitan centers.

TRAVEL AND INTERNSHIPS

Field Experience

The Capstone Semester accesses New York City's limitless international resources through site visits integrated into the coursework. Adjusted each semester in accordance with new opportunities, students visit the UN headquarters and UN-affiliated organizations, diplomatic missions, NGOs, financial institutions, museums, and political entities committed to international development and activism. Students also meet with local people and community groups, assuring that students experience Brooklyn and New York's diverse communities and distinctive social fabric.

A cornerstone of the program is the weeklong excursion to Washington, D.C., where students learn about the interaction of government, NGOs, and lobbying groups at national and international levels. Course visits have included One DC, Friends Committee on National Legislation, World Bank, Oxfam, Fund for Global Human Rights, Bank Information Center, National Endowment for Democracy, and U.S. State Department.

Internship

As part of the Capstone requirements, all students acquire an internationally oriented internship. New York City is unsurpassed in the variety of organizations and resources available for internship placements. Some organizations where students have interned include:

- Agahozo-Shalom Youth Village
- Arab American Association of New York
- Asia Society Policy Institute
- Brooklyn Academy of Music (BAM)
- Brooklyn Botanic Garden

- Clowns Without Borders
- Community Roots Charter School
- Her Justice
- Human Rights Watch
- Metropolitan Museum of Art
- National Women's Political Caucus
- New York City Coalition Against Hunger
- New York City Department of Education
- New York City Department of Environmental Protection
- New York City Department of Health and Mental Hygiene
- New York League of Conservation Voters
- NGO Committee on Disarmament, Peace and Security
- NGO Committee on the Status of Women
- Office of the Borough President of Brooklyn
- Physicians for Human Rights
- Reach the World
- Redhawk Native American Arts Council
- Seeds of Peace
- Slow Food USA
- Soliya
- World Faith

PRACTICAL MATTERS

Travel Information

Capstone students receive a 30-day unlimited Metrocard each month to ride NYC's subways and buses.

Housing & Food

Students have a number of housing options that include living in the on-campus dormitory, off-campus student residences, rooms in private homes, and shared apartments. Most LIU Global students choose to find their own rentals with other students studying in New York City. Because rent is expensive in Manhattan, most LIU Global students choose to live in Brooklyn and Queens where there are more housing options at lower costs.

Meal plans are available for students who live on campus. New York provides a plethora of experiences for all tastes, including inexpensive ethnic restaurants, cafes, and vegetarian eateries. Brooklyn is a culturally diverse area that offers abundant Caribbean, Indian, Chinese, Japanese, Korean, Italian, Kosher, and other foods from every region of the world.

Capstone students do not pay a room and board fee.

B.A. in Global Studies

What Is Global Studies?

Global Studies is the investigation of the world as an integrated and increasingly interdependent political, economic, cultural, and ecological system. The discipline equips future leaders to understand the challenges facing humanity as a whole and to contribute to the development of solutions to these challenges. Building on a fifty-year tradition in worldwide education, LIU Global students

- Engage in a rigorous program of experiential learning across four continents that equips them to understand the world directly.
- Acquire serious academic skills and disciplinary competencies that enable them to make sense of the impact of global integration and rapid change.
- Develop leadership and problem-solving skills that empower them to devise, incubate, and evaluate solutions to global challenges through policy development, entrepreneurship, and advocacy.

All LIU Global students engage in required course work, field experience, integrated travel, internships and independent research as they rotate through the centers and programs around the world. During their final year, students complete a senior thesis and engage in a senior-level internship linked to their area of specialization. Students are also able to complete optional minors through taking a sequence of disciplinary courses in International Relations, Arts and Culture, or Social Entrepreneurship.

B.A., Global Studies

[Program Code 29650]

Plan of Study

Required Courses at each Center/Program

(Plus, students choose electives from course offerings)

Costa Rica - Fall Semester

| | | |
|----------|--|------|
| GCOS 110 | Latin American & Caribbean Studies Seminar | 3.00 |
| GCOS 116 | Foundations of Global Studies I | 3.00 |
| GCOS 130 | Foundation Year Orientation Seminar | 3.00 |
| GCOS 170 | The Argumentative Essay | 3.00 |
| GCOS 120 | Beginner Spanish | 4.00 |

Costa Rica - Spring Semester

| | | |
|----------|----------------------------------|------|
| GCOS 118 | Foundations of Global Studies II | 3.00 |
| GCOS 146 | Introduction to Research Methods | 4.00 |
| GCOS 173 | Writing the Research Paper | 3.00 |
| GCOS 121 | Beginner Spanish | 4.00 |

Europe I: Spain - Fall Semester

| | | |
|----------|------------------------|------|
| GEUR 303 | European Politics | 3.00 |
| GEUR 304 | Introduction to Spain | 3.00 |
| GEUR 317 | Conversational Arabic | 1.00 |
| GNYC 240 | Sophomore Seminar | 3.00 |
| GNYC 270 | Bibliographic Research | 3.00 |

Europe II: Italy - Spring Semester

| | | |
|----------|---|------|
| GEUR 300 | Comparative Politics & the European Ideal | 3.00 |
| GEUR 301 | Civilization, Politics & Contexts | 3.00 |
| GEUR 307 | The Italian Renaissance | 3.00 |
| GEUR 309 | Exploring Documentary Video | 3.00 |
| GEUR 320 | Conversational Italian | 1.00 |

Asia-Pacific - Fall Semester

| | | |
|----------|--|------|
| GAPC 300 | Political Economy and Ecology in the Asia-Pacific Region | 3.00 |
| GAPC 320 | Introduction to International Development | 3.00 |
| GAUS 332 | Innovative Encounters with Nature & Knowledge | 3.00 |
| GAUS 333 | Australia's First Peoples | 3.00 |
| GNYC 318 | Global Studies III: Theories, Issues, Solutions | 3.00 |

Australia - Spring Semester

| | | |
|----------|--|------|
| GAUS 330 | Culture, Politics & Identity in Australasia | 4.00 |
| GAUS 335 | Social Entrepreneurship & Innovation for Sustainable Development | 3.00 |
| GNYC 340 | Junior Research Seminar | 3.00 |

China - Fall Semester

| | | |
|----------|---|------|
| GCHI 310 | Modern Chinese History | 3.00 |
| GCHI 322 | Intensive Mandarin Chinese | 6.00 |
| GNYC 318 | Global Studies III: Theories, Issues, Solutions | 3.00 |

China - Spring Semester

| | | |
|----------|--------------------------------------|------|
| GCHI 317 | Topics in Chinese Society and Change | 3.00 |
| GCHI 323 | Intensive Mandarin Chinese | 6.00 |
| GCHI 330 | Ethnic Minority Studies | 3.00 |
| GNYC 340 | Junior Research Seminar | 3.00 |

International Research & Internship Semester - Fall Semester

| | | |
|----------|-----------------------------|------|
| GNYC 401 | Senior Thesis I | 4.00 |
| GNYC 403 | Internship in Global issues | 6.00 |

or

| | | |
|----------|--|------|
| GNYC 412 | International Internship in Entrepreneurship | 6.00 |
|----------|--|------|

or

| | | |
|----------|---|------|
| GNYC 418 | International Internship in Arts & Communications | 6.00 |
|----------|---|------|

New York City - Capstone - Spring Semester

| | | |
|----------|---|-----------|
| GNYC 400 | Capstone Seminar | 3.00 |
| GNYC 402 | Senior Thesis II | 3.00 |
| GNYC 414 | Work: Capstone Internship in Entrepreneurship | 3.00-6.00 |

or

| | | |
|----------|--|-----------|
| GNYC 416 | Work: Capstone Internship in Arts & Communications | 3.00-6.00 |
|----------|--|-----------|

or

| | | |
|----------|---------------------------|-----------|
| GNYC 433 | Work: Capstone Internship | 3.00-6.00 |
|----------|---------------------------|-----------|

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Overall GPA: 2.0

MINORS

Minor in International Relations

The LIU Global minor in International Relations orients students to the historical origins and the contemporary operations of the global political system. After completing the program, students will understand the emergence of the nation-state system through the history of Europe and its Empires. They will likewise understand how the institutions of global governance, founded in the period following the Second World War, aspire to cope effectively with humanity's common concerns. Students also explore the stresses that contemporary events are exerting on both the system of governance and our capacity to make sense of world system as a whole. Students supplement their study of global governance with courses in regional and national political culture. In order to meet the requirement for the International Relations minor, students must complete 5 courses:

- At least three courses from Category A
- Two additional courses selected from Category A or B

Courses listed below may only count toward one minor if cross-listed in another minor.

Category A: The International System and Governance

| | | |
|----------|--|------------|
| GCOS 118 | Foundations of Global Studies: The World Economy and Global Governance | Costa Rica |
|----------|--|------------|

| | | | |
|------|-----|--|-----------|
| GEUR | 303 | European Politics: The Emergence of the Modern Nation State | Europe I |
| GEUR | 300 | Comparative Politics & the European Ideal: National Governments & the European Union | Europe II |
| GNYC | 409 | Classical Theories and Contemporary Issues in International Relations | varies |
| GNYC | 430 | Current Issues in Global Governance: The Role of International Organizations | Brooklyn |

Category B: National and Regional Political Contexts*

| | | | |
|-----------------------|-----|--|-------------------|
| Understanding Europe: | | | |
| GEUR | 318 | Present and Future of European Union | Europe I |
| GCHI | 310 | Modern Chinese History | China |
| GAPC | 330 | Religions, Culture & Politics in Thailand | Asia-Pacific |
| GAUS | 330 | Culture, Politics & Identity in Australia and Bali | Australia |
| GNYC | 405 | Special Topics in International Relations | Dean's permission |

*Other courses may fulfill elective requirements with the Dean's approval.

Minor in Entrepreneurship

The LIU Global Minor in Entrepreneurship equips students with the knowledge and skills necessary to imagine, plan and execute sustainable ventures through entrepreneurial design thinking that produces a social benefit. Through courses and integrated fieldwork around the world, students learn the ways in which entrepreneurs use business principles to channel market forces to address important social needs. Through projects or internships, students will explore how they can become positive change agents in their communities and professional lives.

In order to meet the requirement for the Social Entrepreneurship minor, students must complete 5 courses:

- At least three courses from Category A
- Two additional courses selected from Category A or B

Courses listed below may only count toward one minor if cross-listed in another minor.

Category A: Core courses in Entrepreneurship

| | | | |
|------|-----|---|------------|
| GNYC | 200 | Introduction to Social Entrepreneurship | Costa Rica |
|------|-----|---|------------|

| | | | |
|------|-----|--|-------------------|
| GNYC | 316 | Business Fundamentals for Social Entrepreneurs | varies |
| GCHI | 326 | New SE course on social enterprise impact measurement and evaluation | China |
| GNYC | 307 | Special Topics in Entrepreneurship | Dean's permission |
| GNYC | 407 | Special Topics in Entrepreneurship | Dean's permission |
| ENT | 200 | Entrepreneurship and Innovation | Brooklyn |
| ENT | 302 | Developing a New Business Model | Brooklyn |
| ENT | 304 | New Venture Capital | Brooklyn |

Category B: Entrepreneurship in Regional Contexts*

| | | | |
|------|-----|--|-------------------------|
| GEUR | 323 | Principles of Management | Europe I |
| GEUR | 324 | Business Finance | Europe I |
| GEUR | 325 | Principles of Marketing | Europe I |
| GAUS | 335 | Social Entrepreneurship & Innovation for Sustainable Development | Australia |
| GCHI | 321 | Women's Leadership in Social Innovation | China |
| GNYC | 412 | International Internship in Entrepreneurship | IRIS, approval req. |
| GNYC | 414 | Capstone Internship in Entrepreneurship | Brooklyn, approval req. |

*Other courses may fulfill elective requirements with the Dean's approval.

Minor in Arts and Communications

The LIU Global minor in Arts and Communications equips students with the skills and knowledge fundamental for communication. Core courses orient students to the basics of strategic communication and selective contemporary media platforms. Electives broaden students' understanding of fine art and popular genres from around the world which they can incorporate into communication strategies. Students will be able to effectively integrate aesthetic traditions and various media strategies to

work effectively in the world's increasingly integrated communication networks. In order to meet the requirement for the Arts and Communications minor, students must complete 5 courses:

- At least three courses from Category A
- Two additional courses selected from Category A or B

Courses listed below may only count toward one minor if cross-listed in another minor.

Category A: Core courses in Arts and Communications

| | | | |
|--------|-----|--|------------|
| GCOS | 134 | Introduction to Strategic Communication | Costa Rica |
| GEUR | 306 | Introduction to Web Design | Europe II |
| GEUR | 309 | Exploring Documentary Video | Europe II |
| [1] MA | 106 | Video Workshop I or MA 108 Video Workshop II | Brooklyn |
| [2] MA | 118 | Digital Photography I or MA 122 Digital Photography II | Brooklyn |
| [3] MA | 124 | Computer Graphics I or MA 132 Computer Graphics II | Brooklyn |

Category B: Electives*

| | | | |
|--------------------------|-----|--|-------------------------|
| GEUR | 311 | Masters of Spanish Painting | Europe I |
| Spain in Images: | | | |
| GEUR | 315 | Spanish Society Through Film | Europe I |
| GEUR | 305 | World Cinema | Europe II |
| GEUR | 307 | The Italian Renaissance | Europe II |
| GEUR | 325 | Principles of Marketing | Europe I |
| GCHI | 332 | The Arts and Society in Contemporary China | China |
| GNYC | 406 | Special Topics in Arts and Communication | Dean's permission |
| Capstone Internship in | | | |
| GNYC | 416 | Arts and Communications | Brooklyn, approval req. |
| International Internship | | | |
| GNYC | 418 | in Arts and Communications | IRIS, approval req. |

[1] Students are placed in the first or second of these courses based on their previous academic experience by the chair of the Media Arts Department.

[2] See above.

[3] See above.

*Other courses may fulfill elective requirements with the dean's approval.

Minor in Spanish

The LIU Global minor in Spanish equips students to effectively communicate in Spanish in diverse contexts. Core courses provide students with language instruction, while electives broaden students' application of their Spanish language skills in different contexts. Through study and experience of language acquisition and immersion, students are equipped to communicate effectively in bilingual environments.

This minor is only an option for students who participate in the Costa Rica Center Spanish program and the Europe fall semester (or approved equivalents).

In order to meet the requirement for the Spanish minor, students must complete 5 courses:

- At least three courses from Category A
- Two additional courses selected from Category A or B

Courses listed below may only count toward one minor if cross-listed in another minor.

Category A: Core courses in Spanish Acquisition

| | | | |
|------|------------|---------------------------------------|-------------------|
| GCOS | 220 | Intermediate Communicative Spanish I | Costa Rica |
| GCOS | 221 | Intermediate Communicative Spanish II | Costa Rica |
| GCOS | 320 | Advanced Communicative Spanish I | Costa Rica |
| GCOS | 321 | Advanced Communicative Spanish II | Costa Rica |
| GCOS | 303 or 304 | Advanced Spanish Independent Study | Costa Rica |
| GEUR | 222 | Intermediate Spanish Grammar | Europe I |
| GEUR | 322 | Advanced Spanish Grammar | Europe I |
| GNYC | 410 | Advanced Studies in Spanish | Dean's permission |

Category B: Electives (Applied Spanish)*

| | | | |
|------|-----|--|----------|
| GEUR | 304 | Introduction to Spain (if delivered in Spanish) | Europe I |
| GEUR | 311 | Masters of Spanish Painting (if delivered in Spanish) | Europe I |
| GEUR | 315 | Spain in Images: Spanish Society Through Film (if delivered in Spanish) | Europe I |
| GEUR | 318 | Understanding Europe: The Present and Future in the European Union (if delivered in Spanish) | Europe I |

*Other courses may fulfill elective requirements with the Dean's approval.

China Center Courses

GCHI 310 Modern Chinese History

This course surveys modern Chinese history and the origins of nationalism. Students explore how China transformed from the insular “Central Kingdom” to an influential member of the world community and a dynamic force in the world economy in little more than one century. The course concentrates on recent Chinese history and the relationship between China and the West including the collapse of the imperial system under Western intellectual influences and military pressure, the national movements in the wake of foreign invasions, and communist rule following the Second World War.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCHI 311 Experiential Learning in a Chinese

Context

This course accompanies the placement of students in internships or service learning contexts in LIU Global's China programs. Although the specific details will vary according to the organization with which students are placed, all students undergo a formal process of preparation, documentation, reflection and analysis as they plan and complete their experiential project. Students work closely with their advisors to set goals, to articulate their projects' relationship to their larger professional and personal aspirations, and to document the outcomes of the experience in a graded written paper.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2

Every Spring

GCHI 317 Topics in Chinese Society and Change

This course will survey social and cultural changes in the past 40 years. The students will be challenged to understand what happened in the period of the Cultural Revolution and those during the post-Mao era by focusing on gender issues and family structure. Students are expected to explore the meaning and the significance of these changes within the structure of the traditional Chinese culture and from the perspective of encountering the culture from abroad.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCHI 321 Women's Leadership in Social

Innovation

Despite the progress made by women in education

and in the workforce, they continue to be under-represented in decision-making and leadership positions and continue to face particular barriers when they are in leadership roles. This course orients students to these gender specific challenges of women leaders and develops students' entrepreneurial skills and leadership capacities to unleash their potential to succeed either at work or in any business or social initiative. This course will introduce students to an integrated approach to gender analysis and entrepreneurial leadership by examining how gender, power, empowerment and innovation interface for women in leadership in different contexts particularly in social enterprises and in civil society. Through faculty lectures and direct dialogue with women leaders in industry, local women's social entrepreneurial initiatives, and NGOs and other civil society organizations, the students will explore how women in leadership have overcome the challenges and contributed to systematic change of their business, their company or community. The students will also be engaged with real world problem-solving tasks through role playing, carrying out case studies and taking entrepreneurial initiatives to develop leadership skills and innovative thinking necessary to drive changes for a better and more equal future for themselves and of society.

Credits: 3

Every Fall

GCHI 322 Intensive Mandarin Chinese: Fall Semester

Intensive Mandarin Chinese is designed for the beginning students and focuses on the full range of linguistic competencies, including speaking, listening skills in Mandarin as well as beginning reading and writing of Chinese characters. Students will learn pin yin and focus on learning tones early in the semester and then move on to vocabulary acquisition and basic character recognition and writing. Students with previous exposure to Chinese can begin from a level corresponding to their proficiency.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 6

Every Fall

GCHI 323 Intensive Mandarin Chinese: Spring Semester

This course is a continuation of GCHI 322. Students continue comprehensive study of spoken and written Chinese. The goal of this class is to provide students with the listening skills and speaking fluency necessary to communicate with Chinese peers, faculty and the surrounding community generally as well as a level of character recognition that provides the basis for students to navigate maps, street signs, markets and travel with confidence independently in China. For students with beginning Chinese, or for those who are already proficient, various levels are possible from

which the course could begin.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 6

Every Spring

GCHI 327 Intermediate Mandarin Chinese

This course is a continuation of GCHI 323 (completion of beginner level). This course focuses on improving the full range of linguistic competencies, including speaking and listening skills as well as reading and writing of Chinese words and characters to communicate with others on day-to-day topics with clarity and coherence. Students will master simple and familiar language materials closely related to workplace and social interactions. They will also apply basic communicative strategies effectively with the help of stresses, pauses, intonation or body language, as well as narrate personal experiences, express personal views and give simple reasons or explanations. Students must get approval from the Center Director to ensure they are eligible to pursue intermediate studies.

Credits: 2 to 6

Every Fall and Spring

GCHI 328 Advanced Mandarin Chinese

This course is a continuation of GCHI 327 (completion of Intermediate level). The goal of this class is for students to develop listening skills and speaking fluency necessary to understand a wide range of topics including work-related ones, and to produce correct sentences, write in paragraphs, create cohesive discourses, and express themselves fluently and spontaneously. Students will gain language proficiency using communicative strategies, including discussion on professional topics, personal opinions, and attitudes. Students will also be able to identify the cultural significance of proverbs and idioms. Students interested in this course must get approval from the Center Director to ensure they are eligible to pursue comprehensive advanced study of spoken and written Chinese.

Credits: 2 to 6

Every Fall and Spring

GCHI 330 Ethnic Minority Studies

This course will introduce students to the 55 official minority nationalities of China and their integration and development in the last fifty years, which includes the colonial and assimilative pressure applied by the Han majority. The focus will be on issues such as education, tourism, and government policies that cause the 'loss' of traditional minority cultures while also providing greater avenues for the promotion of local ethnic culture through economic development and connections with the outside world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCHI 332 The Arts and Society in Contemporary China

This course explores the social significance of the arts in post-Mao China, focusing on the ways in which visual and musical practices are windows into the contemporary public sphere. The course orients students to the ways that artistic expression expands beyond aesthetic questions in order to address social, political, gender, and psychological issues. It also demonstrates ways in which different social, cultural, political actors - the state, entrepreneurs, the cultural elite, dissidents and ethnic groups - use music and art to establish identity, to express feelings, and to communicate their messages. This class will be conducted in a mixed lecture/seminar format. It will also facilitate field experiences at performance, festivals, museums and exhibitions in Hangzhou and Shanghai

Credits: 3

Every Fall

GCHI 361 Chinese Martial Arts

This course will introduce students to the traditional Chinese longevity exercise of Yang style taijiquan, soft-style Chinese martial arts. While the content of the course will be determined to some extent by an assessment of the students' abilities and interests, in general, during the Fall-semester students will be taught the long form with 42 movements. Spring semester students, again, in accordance with student abilities and interests, will learn the short form with 24 movements, which is the Chinese national standard form first promulgated in 1956 by the National Physical Culture and Sports Commission of the People's Republic of China in Beijing. These forms are based on the longer 108 movements of the Yang family style taught by Yang Luchan (1799-1872) to the Imperial Guards of the Manchu Court during the Qing dynasty. Taiji is a Daoist cosmological term that means "supreme ultimate" and Quan means "fist." The actual number of movements taught to a specific student will be determined by the progress made through the semester. In addition, in both semesters, the specific style will be determined by the instructor's assessment of the students' abilities as well as consultation with the students about their own goals and interests.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1

Every Fall and Spring

GNYC 307 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research

Credits: 3

Every Fall and Spring

GNYC 318 Global Studies III: Theories, Issues, Solutions

The objective of Global Studies III: Theories, Issues, Solutions is to orient students to the theories of globalization and use them to shed light on the major issues faced collectively by humanity. Students will acquire a basic understanding of the way major thinkers in economics, political science, environmental science and cultural studies articulate the acute issues characteristic of the Global Age. Students will also learn how these same disciplinary perspectives may contribute to policy, entrepreneurial and advocacy solutions. Students will complete a project focused on a global issue that is of specific interest to them, developing their own interdisciplinary bibliography and a literature review that prepares them for their International Research and Internship Semester (IRIS) and their Senior Thesis. The course's review of global issues will be tied to field experiences in the center or program in which the course is delivered.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GNYC 340 Junior Research Seminar

The Junior Research Seminar prepares students for an in-depth localized exploration of a significant global issue of their choice during their senior International Research and Internship Semester. Working closely with their instructor and peers, students will conduct a comprehensive review of the relevant literature on their global issue and carefully design their own field research proposal, taking into account key elements of research methodology, design and ethics. In addition, students will also survey international organizations working on the global issue of their choice and begin applying for internships at some of these organizations. In the process of developing these applications, students will receive both group and individual instruction on professional resume and cover letter writing as well as interviewing skills.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3 to 4

Every Spring

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must

be an active member of the Global College Student Group.

Credits: 2 to 3

Every Fall and Spring

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS field work. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 6

Every Fall and Spring

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability, and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

China - Independent Study

GCHI 342-399 Independent Study (variable units)

Approval must be granted for independent study courses.

Students may design a guided independent study project (ISP) with their faculty advisor and/or field advisor. Field advisors are professionals and specialists who can offer students more in-depth study of a chosen field through an ISP or specially arranged lectures and courses. In consultation with the advisor and field advisor (if one is assigned) students will create a proposal as part of their learning plan that will include specific learning goals, internship or service learning placements (if appropriate), methods to be undertaken, reading and written assignments, places (if any) to be

visited and a timeline for completing the course. The learning goals must be consistent with the student's abilities (language, methodological etc.) as determined by the advisor in consultation with the student. First-semester students may not take more than a total of four credits and second semester students may not take more than a total of eight credits of independent studies without permission from their faculty advisor and the support of the academic director.

Costa Rica Center Courses

GCOS 110 Latin American and Caribbean Studies Seminar

The Latin American and Caribbean Studies Seminar is a three-unit course required in the fall semester of the Foundation Year. The goal of this seminar is to introduce students to the history and geography of the region; to examine current social, economic, political and environmental issues affecting the region; to explore different responses to these issues; and to assess in what ways these regional issues are manifestations of larger global issues. Short field trips in Costa Rica and a trip to another Central American country will allow students to gain a more specific, thorough, and intimate perspective by means of greater firsthand experience with some of these issues. Among the topics covered are colonialism and imperialism; resistance and revolution; poverty and migration; development and conservation; art and popular culture; and race, class, ethnicity, and gender.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCOS 116 Foundations of Global Studies: The Environment and Human Culture

This course introduces students to the world's environmental crisis and its relationship to the evolution of human cultures. Students review the variety of interpretive models used to understand the distinctions between "nature" and "culture" and the impact that these interpretive models have on human behavior toward the environment. They are then introduced to the environmental movements around the world that are responding to the rapid depletion of the world's resources. This introduction includes orientation to a range of solutions to the crisis that are being promulgated at local and regional levels. Students will study the nature/culture relationship with reference to the classical anthropological conceptions of culture, the sociological approach to the massification and hybridization of culture, and the advent of contemporary cultural studies. The course's methodology includes the study of thought leaders, case studies, videos, class discussions, academic research and documentation. The course is complemented with field work in Costa Rica and

other Central American contexts.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCOS 118 Foundations of Global Studies: The World Economy and Global Governance

This course introduces students to the structure of the world's economic system and the institutions of global governance designed to regulate its effect on human life. Students are introduced to the models, terminology and institutions used to understand and manage the globalization of the world economy, as well as to the models used to steer these economic forces so that they impact human development as positively as possible. Students review the system of economic governance represented by the World Trade Organization, the International Monetary Fund, the World Bank and various international arrangements involving investment, banking, labor and currency exchange. This system of economic regulation is placed within the context of global governance represented by the United Nations, with its emphasis on human rights, world peace and human development. The course's methodology includes the study of institutional origins, thought leaders, videos, class discussions, academic research and documentation. The course is complemented by field work in Costa Rica, interactions with the United Nations University for Peace (headquartered in Costa Rica), and travel to other Central American locations.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCOS 130 Foundation Year Orientation Seminar

This seminar introduces Foundation Year students to the program's theoretical foundations and practices, and provides students with concrete tools and skills to begin their studies in this international, experiential program. In the fall semester, students explore issues and expectations associated with being an LIU Global student, initially including an examination of experiential education theory, the program's mission in practice, as well as health and safety issues. This seminar's main goals are to create an educational context, both in and outside of the classroom; to discover and discuss new relevant insights regarding educational approaches and learning; to understand their development as LIU Global students and to access support resources; to reflect on cross-cultural adaptation and intercultural understanding in Costa Rica; and to teach students how to stay healthy and safe while abroad. Students develop and carry out a week-long group service learning project to have first-hand experiences related to the content and issues examined in the seminar.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCOS 134 Introduction to Strategic Communication

This course introduces students to the principles and processes governing strategic communication in the digital age. After an introduction to the transformative impact that the internet has had on global communications, students will be introduced to the role of digital communication in contemporary organizations. Students will gain an understanding of the relative strengths of various social media platforms and specialized tools, enabling them to design effective communication strategies targeting multiple cultural and national audiences. Students will be introduced to the concepts and processes used to build organizational identity: the definition of messages and audiences, concept-guided content, visual and informational design, and measurable outcomes. They will apply these concepts to existing campaigns. The final course project calls upon students to design a model campaign of their own.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GCOS 146 Engaging the Field: Introduction to Research Methods

This course introduces students to the basic methods and techniques of discovery, analysis, and interpretation in fieldwork. Students learn how to formulate fruitful research questions, refine the questions through a review of secondary literature, design and execute a field study, conform to ethical research requirements, record and organize observations, and analyze and present their findings. Students' research projects focus on issues relevant to Latin America.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 170 Joining the Conversation: The Argumentative Essay

This course introduces students to the conventions of academic reading and writing. Starting with the assumption that good reading skills are vital to good writing, students learn to read carefully, developing strategies for understanding authors' assertions, perspective, and inferences. Responding critically to the texts that they have first learned to read closely, students then build their own arguments. In support of these arguments, students learn to write essays that are well-organized, free from unexamined assumptions or biases, and

follow the conventions of academic English. Students also gain the capacity to integrate texts written by others into their essays, demonstrating their awareness of debates surrounding their topic and their ability to ethically cite the thinking of others.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GCOS 173 Exploring Questions: Writing the Research Paper

In this course students are introduced to the processes of writing college-level research papers. They learn to identify research topics, define research questions, design bibliographic search strategies, and answer their research questions in papers supported by primary and secondary sources. Their research papers demonstrate their capacity to support their own theses with well-reasoned arguments and evidence, as well as their ability to acknowledge and respond to divergent points of view.

(Note: Students who get at least a B+ in GCOS 170 Joining the Conversation: The Argumentative Essay may instead take GCOS 175 Globalization in Contemporary World Fiction, Intensive.)

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 200 Introduction to Social Entrepreneurship

This course introduces students to social entrepreneurship and the related set of social enterprises that aspire to channel both market forces and entrepreneurial energies to achieve sustainable social good. The course draws upon case studies that exemplify the ways in which entrepreneurial innovators from around the world are devising and executing solutions to some of the world's most intractable social problems. Social entrepreneurship will be studied in relation to a set of related socially productive enterprises such as micro-finance, social business and corporate social responsibility. The course will include both visiting speakers and fieldwork that will expose students directly to successful practitioners and the organizations that support them and that they build.

Credits: 3

Every Spring

Spanish Language Courses

Beginner, Intermediate, and Advanced Spanish language courses are taught each semester in Costa Rica. Students are required to take a four-unit language course in the fall and spring semesters.

GCOS 120 Beginner Communicative Spanish I

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GCOS 121 Beginner Communicative Spanish II

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 220 Intermediate Communicative Spanish I

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GCOS 221 Intermediate Communicative Spanish II

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 320 Advanced Communicative Spanish I

Spanish classes for advanced students have the goals

of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GCOS 321 Advanced Communicative Spanish II

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

Advanced Spanish Independent Study

GCOS 301-304 Advanced Spanish Independent Study (variable units)

These are independent study options for advanced Spanish students, students who are not registered in a regular Spanish course, or students who want to do more intensive language study in addition to the regular Spanish course. Students may focus independent study courses on advanced reading and writing, Latin American Literature, advanced grammar studies, Latin American music, among other subjects. In the fall semester, this course is an option only for those in the Advanced C level. In the spring semester, this is an option for any advanced level student. All Spanish independent study courses must be approved by the Spanish Coordinator. 45 hours per credit.

Costa Rica - Independent Study

GCOS 191- 499 Independent Study (variable units)

Approval must be granted for independent study courses.

Students can request approval to conduct an independent study with guidance from their faculty advisor which must be approved in advance of registration to make sure it meets academic, health and safety criteria. The advisor and the student develop a learning plan for the semester and regular meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis. Students may not repeat

the same course number for credit either in the same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

Europe Program Courses

GEUR 222 Intermediate Spanish Grammar

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Spanish culture. To achieve these goals, students attend class, complete daily assignments, participate in field activities and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 300 Comparative Politics and the European Ideal: National Governments and the European Union

This course provides an overview of the comparative politics of postwar Europe. It focuses on the relationships between national political systems, on the one hand, and the ideals, aspirations, and interests represented by the European Union (EU), on the other. It examines national constitutional arrangements that emerged in the postwar era and the ways that party politics in representative nations shape contemporary political debates, and the post-national ideals embodied in the European Union. The European Union system is anchored in a European identity emerging from shared and contested projects across generations. The course will also assess the role the Union plays in the multipolar international system.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 301 Civilization, Politics & Contexts: Judaism, Christianity and Islam

This course examines the historical and contemporary relationships among the civilizations shaped by the three Abrahamic traditions. Students will come to understand the ways in which societies rooted in the idea of divine law have been engaged in a changing process of dialogue, exchange, imitation, friction and conflict. Through reading key texts and discussing key contexts, students will be able to analyze the way in which these traditions of dialogue and conflict informs contemporary geopolitics.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 303 European Politics: The Emergence of the Modern Nation State

The sovereign nation state, the basic building block of international relations and global governance, is a product of European history. Despite much globalization rhetoric, states have shown tremendous resilience in global politics. This course will examine the transition of the predominant forms of political organization (polity) from kingdoms and empires to the modern nation state.

This introductory course will compare and contrast constitutional political and economic frameworks of selected European countries in view of their domestic and international histories.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 304 Introduction to Spain

The course will provide an overview of Spanish civilization and culture from ancient times to the modern democratic state through various lenses, including architecture, art, literature, and music. Students will survey Spanish culture in its many diverse representations, examining cultural expressions in terms of their perceived universality and authenticity. Topics will be linked to questions of politico-cultural identity in contemporary Spain.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 305 World Cinema

This course presents an overview of contemporary films from around the world that explore issues and dilemmas created by globalization (intercultural contact and conflict, immigration and social displacement, environmental disaster, global finance, geopolitical conflict, etc.). The film list includes works produced from several world regions: Europe, North America, Latin America, India, and China. The course aims not only at examining and discussing the questions addressed by the films, but also at providing the students with the instruments needed in order to analyze the films in a competent and critical way. How does the film present the contemporary issue? Whose point of view is adopted? What is the answer to the global issue that the film presents to the viewer?

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 306 Introduction to Web Design

This course will provide students the opportunity to explore the World Wide Web as a creative medium of visual communication. Students will learn design and technical skills using various new media

methods and technologies in a thorough examination of current web publishing standards, concepts, and development tools. Topics covered in this course range from web design and development to include Internet-based practices, screen-based publication formats, social media and digital storytelling. Creative and investigative approaches to network driven concepts are encouraged.

Credits: 3

Every Spring

GEUR 307 The Italian Renaissance

Working in the museums and public spaces of Florence, this course introduces students to the Italian Renaissance. The Renaissance is a European phenomenon that marks a major shift in the ways in which the European intelligentsia perceived their world. This new outlook was characterized by a renewed interest in the nature of what it means to be human, examined through the lenses of classical antiquity. Through the study of a broad range of painting and sculpture in Florence from the fourteenth to the sixteenth centuries, the course will focus on understanding the Renaissance through exemplary works. The works will be discussed against the backdrop of their social, artistic and historical contexts, underscoring their continuing impact in the contemporary world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 309 Exploring Documentary Video

This course introduces students to working with moving images. Using a short project format, students will be guided through the basic elements of documentary filmmaking, learning the skills of research, observation, storyboarding, composition, shooting, editing, etc. Students will each produce a 5-10 minute social documentary based on an approved topic growing from the research carried out in one of the other Spring semester Europe courses.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 314 Experiential Learning in a European Context

This course accompanies the placement of students in internships or service learning contexts in LIU Global's European programs. Although the specific details will vary according to the organization with which students are placed, all students undergo a formal process of preparation, documentation, reflection and analysis as they plan and complete their experiential project. Students work closely with their advisors to set goals, to articulate their projects' relationship to their larger professional

and personal aspirations, and to document the outcomes of the experience in a graded written paper.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Fall*

GEUR 315 Spain in Images: Spanish Society Through Film

"Cinema is one of the most popular artistic manifestations because of its expressive power and narrative capacity. Cinematographic productions provide a dual perspective into the reality of contemporary Spain from two perspectives: historical document and aesthetic expression. On the one hand, the students will explore the Spanish cinematographic discourse in reference to directors and fundamental films in the history of cinema in Spain. On the other hand, the course provides a historical tour of Spain, from the Civil War to democracy, taking as reference the cinematographic production in the historical period in question. The main objective of this course is to familiarize students with the history, uses, manners and customs of Spanish society through cinematographic works in a way that makes compatible the artistic value and the transmission of historical-sociological content.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GEUR 317 Conversational Arabic

Conversational Arabic introduces students to the basics of the Arabic language. It orients them to the basics in grammar, syntax, pronunciation and vocabulary of Arabic. It emphasizes specifically students' capacity to communicate orally

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 1
Every Fall*

GEUR 320 Conversational Italian

Conversational Italian introduces students to the basics of the Italian language. It orients them to the basics in Italian grammar, syntax, pronunciation and vocabulary. It emphasizes specifically students' capacity to communicate orally.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 1
Every Spring*

GEUR 322 Advanced Spanish Grammar

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at

the appropriate level. The students attend class, complete daily assignments, participate in field activities, interact daily with Spanish-speaking people, and read and write about Spain and Spanish culture.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GNYC 270 Approaching Answers: Bibliographic Research

This bibliographic research course reinforces and builds on the academic reading, writing, and textual research skills introduced during the freshman year. Organized around a set of topics and readings identified by the instructor that are specifically relevant to the center or program at which the course is taught, students conduct advanced library and database searches, evaluate and closely read the texts that they have located, and engage and synthesize ideas contained in those texts. Students learn to develop extended annotated bibliographies and write literature reviews; they also learn to incorporate instructor and peer feedback as they revise, edit, and proofread their final projects.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GNYC 340 Junior Research Seminar

The Junior Research Seminar prepares students for an in-depth localized exploration of a significant global issue of their choice during their senior International Research and Internship Semester. Working closely with their instructor and peers, students will conduct a comprehensive review of the relevant literature on their global issue and carefully design their own field research proposal, taking into account key elements of research methodology, design and ethics. In addition, students will also survey international organizations working on the global issue of their choice and begin applying for internships at some of these organizations. In the process of developing these applications, students will receive both group and individual instruction on professional resume and cover letter writing as well as interviewing skills.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3 to 4
Every Spring*

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of

colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability, and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

Europe - Independent Study

GEUR 381-384 Independent Study (variable units)

Approval must be granted for independent study courses.

As at all LIU Global programs, students will be able to explore their own interests through undertaking independent research. This independent work will be facilitated through self-directed fieldwork or library research, overseen by a student's academic advisor.

Asia-Pacific Australia Program Courses

GAUS 330 Culture, Politics and Identity in Australasia

This interdisciplinary seminar provides students with an overview of Australian history and an introduction to Australian culture and representations of national identity, particularly in relation to its location in the Asia-Pacific. Along with the program's extended visit to Bali, the course will also introduce students to Balinese culture and history, enabling students to develop a comparative regional perspective on key issues. Through readings, films, excursions, guest speakers and class discussions, students will consider the major social, political, and cultural themes of contemporary society and how they have been shaped by past thinking, policies and practices. Of particular importance will be the impact of colonialism, issues of social justice and the question of human rights for Indigenous peoples, for those seeking asylum, and for other marginalized groups. Students will explore the impact and application of important theoretical concerns and relevant contemporary debates in Cultural Studies, Postcolonial Studies and Indigenous Studies around questions of race, gender and class in order to enrich their understanding of local, national and global issues.

To this end, comparisons with North America and other settler societies will be included in course discussions, enabling students to both learn about Australia and Bali as well as consider their own identity, culture and history in light of the critiques presented in this course.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GAUS 332 Innovative Encounters with Nature and Knowledge

Based on an experiential learning framework consisting of intensive reading, field trips and structured reflection, this innovative outdoor course allows students to directly experience and relate to Australia's unique environment as well as challenge their own understanding of concepts such as nature, culture and wilderness. Through engaging with cutting-edge thinking in the ecological humanities and via a range of outdoor activities such as camping in national parks, swimming under waterfalls and hiking in rainforests, students will gain a first-hand understanding of diverse ecosystems, different ways of knowing and relating to the land, and the relationships between natural and cultural landscapes, particularly by spending time with Indigenous peoples on their lands. During their extended visit to Bali during the second half of the semester, students will also be able to compare and contrast their experiences in Australia with the ecosystems, philosophies and relationships to place they encounter in the geographically proximate, but culturally distinct island society of Bali.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 333 Australia's First Peoples

The course introduces students to the diversity and complexity of Indigenous Australian Peoples, philosophy and cultures. Through quality print and audio-visual materials, guest lectures, field trips and class discussions, students will be introduced to a diverse and challenging range of Indigenous perspectives, cultural values and practices. Students will consider Indigenous knowledge as valid contemporary ways of knowing, relevant to informing a sustainable and socially just global future. Through an investigation of the interactions between Indigenous and non-Indigenous Australian society and comparative analysis of Balinese society, students will be encouraged to develop a critical awareness of diverse dominant processes of Indigenous exploitation as a result of colonization and the imperative of human rights and social justice for Indigenous peoples in Australia and globally.

In order to register for this course, the student must

be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 335 Social Entrepreneurship and Innovation for Sustainable Development

This course introduces students to the role that entrepreneurship and entrepreneurial thinking plays in decarbonizing economic development and prosperity. Using an experiential case study-based approach, the course exposes students to a range of established and emerging entrepreneurs who are developing integrated and scalable eco-positive enterprises in key sectors such as food, energy, housing and transportation. Through these case studies, the course explores alternatives to fossil fuel dependency, developing models that promote genuinely sustainable development. The course also builds students' capacity to envision, plan and execute new projects. Students work in collaborative partnerships with local people in the country in which the course is taught, engaging with sustainability problems and politics, developing grass-root solutions in cross-cultural teams.

Credits: 3

Every Spring

GNYS 340 Junior Research Seminar

The Junior Research Seminar prepares students for an in-depth localized exploration of a significant global issue of their choice during their senior International Research and Internship Semester. Working closely with their instructor and peers, students will conduct a comprehensive review of the relevant literature on their global issue and carefully design their own field research proposal, taking into account key elements of research methodology, design and ethics. In addition, students will also survey international organizations working on the global issue of their choice and begin applying for internships at some of these organizations. In the process of developing these applications, students will receive both group and individual instruction on professional resume and cover letter writing as well as interviewing skills.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3 to 4

Every Spring

GAPC 300 Political Economy and Ecology in the Asia-Pacific Region

This course introduces students to the social and political processes that shape economic development in the Asia-Pacific region and the impact of the various development models deployed on the region's ecosystems. Characterized by great cultural diversity, economic inequality and rapid social change, the region's nation-states, communities and cultures struggle to pursue livelihoods for all without destroying the ecosystems

they inhabit. This course orients students to the historical, cultural and sociopolitical contexts of the nation-states they visit as well as the drivers and frameworks supporting regional economic and political cooperation. In particular, students will learn about the work of inter- and transnational organizations through which diverse communities collaborate to pursue shared goals of sustainable development, social justice and peaceful coexistence. The course offers students opportunities to learn directly from various local communities, international organizations and experts in the field through an integrated learning experience based on lectures, seminars and fieldwork.

Credits: 3

Every Fall

GAPC 320 Introduction to International Development

This course is an introduction to the theory and practice of international development, a field of endeavor undertaken by governments, non-governmental organizations (NGOs), and international agencies that aspire to alleviate human poverty and inequality. The course explores the definitions, institutional frameworks and goal setting that shape development practice at local, national and international levels. Students are oriented to the discourses of poverty, inequality, human development, natural resource governance, and sustainable development that have driven policy and planning. Students are also introduced to the ways in which this discourse is now enriched and contested from a number of perspectives: those of indigenous communities and local knowledge formations of various kinds, as well as alternative formulations of well-being and social justice. A robust experiential dimension of the course will link these practices and controversies to local case studies experienced directly through field study.

Credits: 3

Every Fall

GAPC 330 Religion, Culture, and Politics in Thailand

This course introduces students to culture, religion and politics of contemporary Thailand, focusing specifically on the way in which the Thai context is shaped by the forces of economic and cultural globalization. Students are first introduced to Thai language, culture and religious practices. They study the relationships among Buddhism, popular culture, political authority, ethnic diversity and the uneven economic development that shapes contemporary social relations. Students are simultaneously oriented to the impact of global forces on these local contexts, focusing on the ways in which the nation's integration in the global economic system and its regional geopolitical relations impact economic development and shape human life. As a culmination to the course, students carry out a bibliographically supported collective field research project in which they study

the impact of a global issue on a local context.

Asia-Pacific Australia- Independent Study

GAUS 391- 393 Independent Study (variable units)

Approval must be granted for independent study courses.

Students may design a guided independent study project (ISP) with their faculty advisor and/or field advisor. Field advisors are professionals and specialists who can offer students more in-depth study of a chosen field through an ISP or specially arranged lectures and courses. In consultation with the advisor and field advisor (if one is assigned) students will create a proposal as part of their learning plan that will include specific learning goals, internship or service learning placements (if appropriate), methods to be undertaken, reading and written assignments, places (if any) to be visited and a timeline for completing the course. The learning goals must be consistent with the student's abilities (language, methodology, etc.) as determined by the advisor in consultation with the student. First-semester students may not take more than a total of four credits and second semester students may not take more than a total of eight credits of independent studies without permission from their faculty advisor and the support of the academic director.

GAPC 381- 384; 490-499 Independent Study (variable units)

Approval must be granted for independent study courses.

Students can request approval to conduct an independent study with guidance from their faculty advisor which must be approved in advance of registration to make sure it meets academic, health and safety criteria. The advisor and the student develop a learning plan for the semester and regular meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis. Students may not repeat the same course number for credit either in the same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

International Research & Internship Semester (IRIS)

GNYC 401 Senior Thesis I

This online course, the first in the year-long Senior Thesis sequence, facilitates students' preparation of an analytical research report and the finalization of their senior thesis research proposal. The report focuses on the data gathered at the site of the undergraduate research, a site anchored by an internship or service-learning project. Through the course, students master senior-level proficiency in

research paper design and execution, and further develop their capacity to write clear, well-reasoned, and effective academic English. In support of these projects, the course specifically develops field-note writing skills and documentation practices. At the semester's end, students draft their Senior Thesis proposals.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Fall*

GNYC 403 Internship in Global Issues

The Internship in Global Issues provides students with the opportunity to apply their knowledge of global issues in a professional setting relevant to the topic of their International Research and Internship Semester (IRIS). Through the process of securing the position and working under the guidance of a professional supervisor, students learn to identify, to apply for and to work effectively in a professional setting. Through completing a set of structured assignments, students also analyze the effectiveness of their host organization, reflect on their own capabilities, and investigate the relationship of the internship to their senior thesis topic.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3 to 6
Every Fall*

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 3
Every Fall and Spring*

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the student's advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 3
Every Fall and Spring*

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 3
Every Fall and Spring*

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 3
Every Fall and Spring*

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS field work. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the students' advisor and the Director of Undergraduate Research.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 2 to 6
Every Fall and Spring*

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability, and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

International Research & Internship Semester (IRIS) - Independent Study

GAPC 490 - 499, Asia-Pacific

GAUS 481 - 495, South Pacific

GCHI 423 - 499, Asia

GCOS 490 - 499, Latin America

GEUR 481 - 495, Europe

GNYC 472 - 499, America or non-Global Center/Program

Approval must be granted for independent study courses.

Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The advisor and the student develop a learning plan for the independent study project that includes a schedule for meetings to discuss the student's work. Students are expected to provide written assignments documenting their work on a regular basis. Students may not repeat the same course number for credit either in the same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

New York City Center Courses

GNYC 400 Capstone Seminar

The Capstone Seminar engages New York City in its global character, tying that engagement to the development of students' plans for their professional and academic futures. Through their encounters with communities and organizations in New York City and Washington, D.C., students will bring their experiential learning across the globe "back home," articulating the way in which their global experience has opened a doorway toward their future. The course will utilize readings, guest speakers, field visits to organizations and communities, participant observation, interviews, and group processing. It will also provide students with support from career services. A key element of the course is the exploration of international career opportunities in New York and Washington D.C. Students create an electronic Career Portfolio that highlights their acquired knowledge and skills with an emphasis on their global learning experience. With the field components of the course that demand transportation and breaks, the duration of the weekly class extends beyond the traditional three hours and may vary from week to week.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 402 Senior Thesis II

This course, the second in the Senior Thesis sequence, supports the writing of the final draft of the thesis proposal and the 30-page Capstone Senior Thesis. The Senior Thesis is a reconceptualization of the first semester's analytical research report: It is an expansion and revision of that paper, a widening of the lens to include a global perspective and critical engagement with and articulation of a disciplinary or interdisciplinary approach. In addition to honing academic writing skills, students deepen their familiarity with the literature in their field(s), creatively engage their sources, evaluate and synthesize ideas, develop persuasive arguments, and heighten their awareness of and ability to potentially enter into dialogue with their intended audiences. Students also create a poster presentation of their senior research, which they present at LIU's spring Discovery Day event. Finally, they develop an oral presentation encapsulating key aspects of their Global education and present portions of it at the LIU Global Senior Recognition Ceremony.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 430 Current Issues in Global Governance: The Role of International Organizations

GNYC 430 orients students to the role international organizations play in identifying and solving global challenges. The course concentrates specifically on activities of public, private and non-governmental organizations headquartered in New York and Washington, D.C. The course also assists students in deepening their knowledge of the global issue that frames their senior thesis through a course project that asks them to investigate the engagement of international institutions with the issue that frames their senior thesis. In addition to classroom-based work, the course includes integrated field experiences in New York City and Washington, D.C.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 433 Work: Capstone Internship

The Capstone Internship places students in a twelve-week professional setting where they learn to apply their knowledge and skills and acquire professional competencies. Students are oriented to expectations associated with productivity, professional comportment and work-place relations. They also, as a key element of the internship, engage in an analytical and reflective final project in which they evaluate the organization's effectiveness and engage in a self-assessment of their own

performance and capabilities.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3 to 6

Every Spring

New York - Independent Study

GNYC 396 - 499 Independent Study (variable units)

Approval must be granted for independent study courses.

Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The advisor and the student develop a learning plan for the semester and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

LIU PHARMACY

LIU Pharmacy (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 or visit the website at www.liu.edu/pharmacy. For additional information:

Doctor of Pharmacy Professional Program

Phone: 718-488-1234

Email: bkln-pharmd@liu.edu

Graduate Programs

Phone: 718-488-1062

Email: bkln-pharmacy-graduate-program@liu.edu

Continuing Professional Education

Phone: 718-488-1065

Email: bkln-pharmce@liu.edu

Alumni Relations

Phone: 718-780-6562

Email: BklnAlumni@liu.edu

John M. Pezzuto

Dean

Anait S. Levenson

Associate Dean for Research and Graduate Studies

Kenza Benzeroual

Associate Dean for Academic and Student Affairs

Pharmacy

The college offers a six-year curriculum leading to the degree of Doctor of Pharmacy. Students may enter the professional program in Pharmacy in the fall only.

The preprofessional phase of the program, offered through Richard L. Conolly College, consists of a minimum of four semesters of coursework in the humanities and basic sciences. The professional segment of the program consists of six semesters of didactic coursework, extramural introductory pharmacy practice experiences in the third and fourth years and in the summers between the third and fourth year and the fourth and fifth year, and an extramural sixth year of 40 weeks of advanced pharmacy practice experiences that students complete in healthcare institutions, community and other pharmacy practice settings. It provides the specialized education necessary to develop expertise in the ever-broadening field of pharmacy and prepares the student for professional licensure examinations.

LIU's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

A complete description of the pharmacy curriculum is contained in the LIU Pharmacy bulletin. Students seeking information about admissions requirements should contact the Office of Admissions: 718-488-1011.

Degree Requirements

Upon recommendation of the Faculty, and approval by the Board of Trustees, the degree of Doctor of Pharmacy is conferred by Long Island University upon a candidate who has completed the required curriculum, containing a minimum of 217-218 academic credits (depending upon admission status). Matriculants must maintain a cumulative and a professional phase GPA of at least 2.33 to remain in good academic standing. In addition, all students of LIU Brooklyn, including pharmacy students, are required to demonstrate computer proficiency as a requirement towards the attainment of a degree. All entering first-year students are encouraged to take the LIU Brooklyn proficiency examinations in computer literacy before registering. The examinations are administered by the LIU Brooklyn Testing Center and all students must successfully complete these examinations as part of the requirements for a degree. Transfer students are also required to pass these examinations or will be granted appropriate waivers at the time of the evaluation of their transfer credits.

All students of LIU Brooklyn must satisfy the requirements of the Writing Across the Curriculum program (WAC). To fulfill the minimum WAC requirements, students must complete, in addition

to English 16 and Core Seminar 50, at least one writing-intensive course in their discipline. The writing-intensive course for the Doctor of Pharmacy program is PHM 420 Principles of Health Behavior and Patient-provider Communication.

Preprofessional Studies:

Four Semesters

First Semester (15 credits)

| | | |
|-----------------------------------|-----------|---|
| General and Inorganic Chemistry I | (CHM 3) | 4 |
| General Biology I | (BIO 1) | 4 |
| English Composition | (ENG 16*) | 3 |
| Introduction to Psychology | (PSY 3) | 3 |
| First Year Seminar | (FYS 1) | 1 |

Second Semester (18 credits)

| | | |
|------------------------------------|--------------|---|
| General and Inorganic Chemistry II | (CHM 4) | 4 |
| General Biology II | (BIO 2) | 4 |
| Idea of the Human (Core Seminar) | (COS 50) | 3 |
| Calculus I | (MTH 40*) | 4 |
| Economics | (ECO 1 or 2) | 3 |

Third Semester (18 credits)

| | | |
|------------------------------|-------------------------|---|
| Organic Chemistry I | (CHM 121) | 4 |
| Physics for Pharmacy | (PHY 27) | 4 |
| English Literature | ENG 61, 62, 63 or 64**) | 3 |
| Philosophy or History | (PHI 61 or HIS 1***) | 3 |
| Physiology/Anatomy I | (BIO 137) | 4 |
| Pharmacy Orientation Seminar | (PHM 1) | 0 |

Fourth Semester (18 credits)

| | | |
|-----------------------|--------------------------|---|
| Organic Chemistry II | (CHM 122) | 4 |
| Physiology/Anatomy II | (BIO 138) | 4 |
| English Literature | (ENG 61, 62, 63 or 64**) | 3 |
| Philosophy or History | (PHI 62 or HIS 2***) | 3 |
| Microbiology | (BIO 101) | 4 |

Doctor of Pharmacy Professional Courses:

| | |
|--|------|
| Core Courses | 91.5 |
| Professional Electives | 9 |
| Introductory Pharmacy Practice Experiences | 8.5 |
| Advanced Pharmacy Practice Experiences | 40 |

Total credits: 149

*Entering first-year students may be required to

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

**Students must take two of the following four courses: ENG 61, ENG 62, ENG 63, ENG 64

***Two courses [6 credits] of either Philosophy or History are required. Both courses must be in the same discipline.

LIU BROOKLYN MINORS

CONOLLY COLLEGE OF LIBERAL ARTS & SCIENCES

| | |
|--------------------------------------|------------|
| Africana Studies | 12 credits |
| Art | 12 credits |
| Asian Studies | 12 credits |
| Biology | 12 credits |
| Chemistry | 12 credits |
| Criminal Justice | 15 credits |
| Economics | 12 credits |
| English | 12 credits |
| Gender Studies | 12 credits |
| History | 15 credits |
| Journalism | 12 credits |
| Latin American and Caribbean Studies | 12 credits |
| Mathematics | 12 credits |
| Media Arts | 12 credits |
| Modern Languages | 12 credits |
| Music | 12 credits |
| Philosophy | 12 credits |
| Political Geography | 15 credits |
| Political Science | 12 credits |
| Psychology | 12 credits |
| Sociology-Anthropology | 12 credits |
| Speech | 12 credits |
| Theatre | 12 credits |
| Urban Studies | 12 credits |

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION & INFORMATION SCIENCES

| | |
|---------------------------|------------|
| Accounting | 15 credits |
| Business | 12 credits |
| Computer Science | 21 credits |
| Entrepreneurship | 15 credits |
| Fashion Merchandising | 15 credits |
| Finance | 15 credits |
| Human Resource Management | 15 credits |
| Management | 15 credits |
| Marketing | 15 credits |
| Technology | 18 credits |

SCHOOL OF HEALTH PROFESSIONS

| | |
|--|------------|
| Autism and Developmental Disabilities | 12 credits |
| Case Management | 12 credits |
| Disaster Preparedness and Sustainability | 12 credits |
| Exercise Physiology | 12 credits |
| Experiential Learning | 12 credits |
| General Health Science | 12 credits |
| General Sports Sciences | 12 credits |
| Health and Exercise Psychology | 15 credits |
| Health and Wellness Coaching | 12 credits |
| Health Care Management | 15 credits |
| Inclusive Fitness | 12 credits |
| Nutrition | 12 credits |
| Personal Training | 12 credits |
| Sport Management | 12 credits |
| Strength and Conditioning | 12 credits |
| Yoga for Wellness | 12 credits |

LIU BROOKLYN APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Harriet Rothkopf Heilbrunn School of Nursing

| Major | Hegis Code | Degree |
|------------------------------------|------------|------------|
| Adult Nurse Practitioner | 1203.1 | MS |
| Adult Nurse Practitioner | 1203.12 | Adv. Cert. |
| Education for Nurses | 1203.12 | Adv. Cert. |
| Family Nurse Practitioner | 1203.1 | MS |
| Family Nurse Practitioner | 1203.12 | Adv. Cert. |
| Nurse Educator | 1203.1 | MS |
| Nursing | 1203 | BS |
| Nursing / Adult Nurse Practitioner | 1203.1 | BS / MS |

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 |
|---------------------|------------|--------|
| 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, MA |
| Game and Application Design and Development | 0605 | MFA |
| History | 2205 | BA |
| Humanities | 5649 | AA |
| Journalism | 0602 | BA |
| Media Arts | 0601 | BA |
| Media Arts | 1009 | MA |
| Media Arts | 0605 | MFA |
| Physics | 1902 | BS |
| Political Science | 2207 | BA, MA |
| Psychology | 2001 | BA, MA |
| Social Science | 4903 | BA, BS |
| Social Science | 5622 | AA |
| United Nations | 2210 | Adv. Cert. |
| Visual Arts | 1099 | BA |
| Writing & Producing for Television | 0605 | MFA |

School of Business, Public Administration and Information Sciences

| Major | Hegis Code | Degree |
|------------------------------------|------------|----------------------|
| Accounting | 0502 | BS, BS / MS, MS, MBA |
| Business Administration | 5004 | AAS |
| Business Administration | 0506 | MBA |
| Business Finance | 0504 | BS |
| Business Management | 0506 | BS |
| Computer Science | 0701 | BS, MS |
| Entrepreneurship | 0501 | BS |
| 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 |
| Technology Management | 0507 | BS |

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 |
| Adolescence Urban Education: Spanish | 1105.01 | 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 |

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 |
| Teacher of Physical Education in Urban Schools | 0835 | BS |

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M.F.A., LIU Post

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Ph.D., University of London

Robert Barry

Department Chair;
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B.A., Pitzer College;
M.F.A., University of Delaware

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M.A., Ph.D., Cornell University

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