

LIUBrooklyn

UNDERGRADUATE BULLETIN
2019 - 2020

LONG ISLAND UNIVERSITY

LIU Brooklyn

2019 - 2020 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, 2019. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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.

TABLE OF CONTENTS

LIU	4	REGISTRATION	25
ABOUT LIU BROOKLYN	5	Course Registration	25
Mission Statement	5	Changes to Class Schedule	25
Overview	5	Leave of Absence	25
Undergraduate and Graduate Offerings	5	Withdrawal	25
University Policies	6	Auditing of Courses	26
DIRECTORY	7	Transcript Requests	26
ACADEMIC CALENDAR 2019-2020	9	Student Access to Educational Records	27
ADMISSION	10	Administrative Matters	27
Freshman Admissions	10	TUITION AND FEES	28
International Admissions	11	Rate Schedule	28
Student Support Services	11	Residence Life Rates	28
Readmission	11	Financial Policies	29
Visiting Students	11	Payment Plans	30
New York State Immunization	12	Student Health Insurance	30
Graduation Rate	12	FINANCIAL AID	31
LIU BROOKLYN HONORS COLLEGE	13	Application Process	31
ACADEMIC POLICY	18	Awards	31
Undergraduate Degrees	18	Standards for Satisfactory Academic Progress (SAP)	33
Dual Degrees	18	STUDENT ENGAGEMENT AT LIU BROOKLYN	35
Academic Load and Class Standing	18	Athletics	35
Grades and GPA Calculation	18	Campus Ministry	35
Deans List	19	Cultural Programs and Exhibitions	35
Graduate and Diplomas	19	Living on Campus	35
Graduate Requirements	19	Public Safety	35
Academic Responsibility	19	Student Engagement	35
Placement Exams	19	FACILITIES	37
Orientation	20	Arnold and Marie Schwartz Gym	37
Writing Across the Curriculum	20	Downtown Brooklyn Speech-Language Hearing Clinic	37
Computer Literacy	20	Kumble Theater for the Performing Arts	37
Other Requirements	20	Psychological Services Center	37
Attendance and Tardiness	21	Steinberg Wellness Center / Wellness, Recreational and Athletic Center (WRAC)	37
Absence from Tests/Exams	21	Student-Run Businesses	38
Academic Good Standing, Probation and Dismissal	21	STUDENT SERVICES AND RESOURCES	39
Student Conduct	21	Alumni Community	39
Academic Integrity	22	Bookstore	39
Appeals Process	22	Center for Learning and Academic Success	40
Criminal Background and Drug Testing	22	English Language Institute	40
Additional Curricular Matters	23	Enrollment Services	40
Institutional Learning Goals	23	First Year Seminar (FYS 1)	40
Core Curriculum	24	Information Technology	40
		International Student Services	41

LIU Promise	41	Global Studies	257
Mathematics Center	41	International Relations	87
Multimedia Language Laboratory	41	Journalism and Communication Studies	109
Student Support Services	42	Media Arts	116
Testing Center	42	Music Technology, Entrepreneurship and Production	117
Veteran Services	42	Nursing	52
Writing Center	42	Occupational Therapy	226
AWARDS	43	Performing Arts	132
Departmental Awards	43	Physical Therapy	237
Special Awards	43	Physician Assistant Studies	237
Blackbird Leadership Awards	45	Political Science	87
Athletic Awards	45	Psychology	93
HONOR SOCIETIES	46	Public Health	237
Department Honor Societies	46	Respiratory Care	238
Academic Honor Societies	47	Social Sciences	97
SPECIAL PROGRAMS	48	Social Work	242
After School Program - FUN (Family UNiversity)	48	Teaching, Learning and Leadership	180
CSTEP	48	Technology, Innovation and Computer Science	171
LIU Gear Up	48	LIU BROOKLYN MINORS	274
Outreach Programs	48	LIU BROOKLYN APPROVED PROGRAMS	275
LIU BROOKLYN LIBRARY	50	LIU TRUSTEES AND SENIOR LEADERSHIP TEAM	277
HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING	51	LIU BROOKLYN FACULTY	278
RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES	58		
School of Arts and Communication	108		
SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES	150		
SCHOOL OF EDUCATION	177		
SCHOOL OF HEALTH PROFESSIONS	192		
LIU GLOBAL	246		
LIU PHARMACY	272		
PROGRAMS			
Accounting	155		
Acting for Theatre, Film and Television	131		
Art Therapy, Pre-Professional	144		
Athletic Training, Health and Exercise Science	194		
Biology	60		
Business	152		
Chemistry and Biochemistry	67		
Communication Sciences and Disorders	216		
Dance	131		
Diagnostic Medical Sonography	222		
English	71		

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 1,000 students.

LIU's athletic department is rooted in a rich tradition of excellence and history of success. Throughout the years LIU has been the home of both team and individual success, accumulating 23 National Championships, 225 Conference Championships, 368 All-Americans and 70 Professional Draft Picks.

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. Luntey Commons, located in Metcalfe Hall, is a food court, including Habanero Mexican Kitchen, the

All Tossed Up salad bar, Grille Works, and the Express Station. Peet's Coffee is located on the third floor of the Arnold and Marie Schwartz Hall of the Arts and Humanities, and the Smoothie Bar is located in the Steinberg Wellness Center.

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

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

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

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

LIU Brooklyn offers over 100 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 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).

The **School of Business, Public Administration and Information Sciences** offers degrees of Bachelor of Business Administration (B.B.A.) with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management and Marketing; Bachelor of Science in Accounting, Business Finance, Business Management (available with a concentration in Human Resource Management), Computer Science, Entrepreneurship, Healthcare Management, Marketing and Technology Management; a shared credit Bachelor of Science and Master of Science in Accounting; Associate in Applied Science in Business Administration; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, Human Resource Management, International Business, Management, Management Information Systems, and Marketing; Master of Business Administration (M.B.A.) in Accounting; a shared PharmD Pharmacy and /M.B.A.; Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; and a Master of Public Administration (M.P.A.) in Health Administration and in Public Administration.

The **School of Education** offers, on the undergraduate level, the Bachelor of Arts and the Bachelor of Science degrees in various disciplines in urban education, as well as a Bachelor of Science in Inclusive Early Childhood Education (dual certification in early childhood and special education). On the graduate level, the school offers the Master of Science in Education degree in the areas of Early Childhood Urban Education,

Childhood Urban Education, 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, Social Work, Sports Sciences and Sport Management. It also offers combined Communication Sciences and Disorders / Speech-Language Pathology, Fitness & Wellness / Urban Physical Education and in Occupational Therapy and an accelerated B.S. Health Science and /M.P.H. 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 and 2nd degree students as well as the Master of Science degrees in Adult Nurse Practitioner and Family Nurse Practitioner.

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers a Bachelor of Professional Studies (BPS) in Pharmaceutical Studies and a six-year Doctor of Pharmacy (Pharm.D.) degree. In collaboration with the School of Business, Public Administration & Information Sciences, an accelerated shared credit Doctor of Pharmacy (Pharm. D) and Master of Business Administration (M.B.A) is available; and in collaboration with the School of Health Professions, an accelerated shared credit Doctor of Pharmacy (Pharm.D) and Master of Public Health (M.P.H.) is available. LIU Pharmacy offers the Master of Science degree in Pharmaceutics (with concentrations in Industrial Pharmacy and Cosmetic Science), Drug Regulatory Affairs, Pharmacy Administration and in Pharmacology/Toxicology. It also offers the Doctor of Philosophy in Pharmaceutical Sciences (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:

Lisa Araujo

Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-4217

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, Tu, W, Th) 9 a.m. - 7 p.m. (F) 9 a.m. - 5 p.m. (S) 9 a.m. - 2:00 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.liunet-brooklyn.bncollege.com
Campus Ministry	718-488-3399	(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 Office of Veterans and Military Affairs	516- 299-2256 (School Certifying Official) 718-488-1390 (Success Coach) 718-780-6003 (Student Veterans Resource Center)	(M, Tu, F) 9 a.m. - 5 p.m. (Wed, Th) 9 a.m. - 6:00p.m.	bkln-svrc@liu.edu
LIU Pharmacy	718-488-1234	(M-F) 9 a.m. -5 p.m.	www.liu.edu/pharmacy
LIU Global	718-780-4312	(M-F) 9 a.m. - 5 p.m.	global@liu.edu www.liu.edu/global
Richard L. Conolly College	718-488-1003	(M - F) 9 a.m. - 5 p.m.	www.liu.edu/brooklyn/conolly
School of Business, Public Administration, and Information Sciences	718-488-1130	(M - F) 9 a.m. - 6 p.m.	business@brooklyn.liu.edu www.liu.edu/brooklyn/sbpais
School of Education	718-488-1055	(M-F) 9 a.m. - 5:00 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) 89:00 a.m. - 5 p.m.	scs@liu.edu www.liu.edu/brooklyn/scs
Dean of Students	718-488-1042	(M -Th) 9 a.m. - 7 p.m. (F) 9 a.m. - 5:00 p.m.	www.liu.edu/brooklyn/campus-life
Development and Alumni Relations	718-780-6562	(M-F) 9 a.m. - 5 p.m.	www.liualumni.com
Enrollment Services • Financial Services / Bursar • Registration • Academic Advising	718-488-1037	(M - Th) 8 a.m. - 6 p.m. (F) 8 a.m. - 5:00 p.m.	bkln-enrollmentservices@liu.edu www.liu.edu/brooklyn/es
International Student Services	718-488-1389	(M - F) 9 a.m. - 5 p.m.	
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-Th) 9 a.m. – 8 p.m.	www.liu.edu/brooklyn-library
LIU Promise	718-488-1042	(M-Th) 9 a.m. - 7 p.m (F) 9 a.m. - 5 pm	
Mathematics Center	718-246-6317	(M-F) 9 a.m. - 5 p.m.	
English Language Institute	718-488-1323	(M-Th) 9 a.m. - 6 p.m. (F) 9 a.m. - 5 p.m.	

Multimedia Language Laboratory	718-780-4568	(M, Tu, Th, F) 9 a.m. - 6 p.m. (W) 9 a.m. - 8 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 a.m. - 4 p.m. Pool (academic year) (M-Th) 8 a.m.- 2 p.m. and 4 p.m. - 6:30 p.m. (Saun) 9:00 a.m. - 2 p.m.	
Student Support Services	718-488-1044	(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
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 2019-2020

Fall 2019

September 2	Labor Day-holiday
September 3	Convocation Day
September 4	Weekday classes begin
September 4-17	Registration and program changes
September 7-8	First weekend session classes begin
September 13	Awarding of September degrees
September 17	Registration and program changes end
October 4	Last day to apply for comprehensive examination
October 7	Spring 2020 Registration Begins for Continuing Students
October 18	Last day to apply for January degree
October 19-20	First weekend session final examinations
October 26-27	Second weekend session classes begin
November 5	Election Day-classes in session
November 8	Last day for partial withdrawal of undergraduate courses
November 27 - December 1	Thanksgiving holiday
December 2	Classes resume
December 14-15	Second weekend session final examinations/last class meeting
December 13	Semester classes meeting Monday through Friday end
December 13	Last day to submit thesis
December 16-20	Final examinations-undergraduate and graduate
December 21	Winter recess begins

Winter 2020

January 6	Intersession Classes Begin
January 17	Final Class Meeting/Final Exam

Spring 2020

January 17	Awarding of January degrees
January 20	Martin Luther King Day - no classes
January 21	Weekday classes begin
January 21 - February 3	Registration and program changes
January 25-26	First weekend session classes begin
February 3	Registration and program changes end
February 10	Summer/Fall 20 Registration begins (tentative)
February 17	President's Day-no classes
February 18	Tuesday follows a Monday schedule

February 21	Last day to apply for May degree
March 7-8	First weekend session final examinations
March 9	Spring recess begins
March 16	Classes resume
March 21-22	Second weekend session classes begin
April 3	Last day for withdrawal from full-semester classes
May 17	Last day to submit thesis and complete degree requirements
May 2-3	Second weekend session final examinations/Last Class Meeting
May 5	Semester classes meeting Monday through Friday end
May 6-12	Final examinations-undergraduate and graduate
May 14	Commencement Ceremony (tentative)
May 15	Conferral of May degrees

Summer I 2020

May 16-17	Weekend session classes begin
May 18	Last day to add Weekend Session Class
May 18	Weekday classes begin
May 19	Registration and program changes end for weekday classes
May 23-25	Memorial Day-holiday
June 16	Last day for withdrawal from Summer 1 classes
June 29	Last day of weekday classes
During Last Class Meeting	Final Exams Summer 1
July 4	Independence Day holiday - Campus Closed
July 11-12	Weekend session final examinations/Last Class Meetings

Summer II 2020

July 6	Weekday classes begin
July 7	Registration and program changes end for weekday classes
July 10	Last day to apply for September degree
July 10	Last day to apply for comprehensive examination
July 18-19	Weekend session classes begin
July 20	Last day to add Weekend Session Class
July 31	Last day for withdrawal from Summer II classes
August 14	Last weekday class
During Last Class Meeting	Final Exams Summer 2
August 14	Last day to submit thesis and complete degree requirements
August 29-30	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.

General Information

The Office of Admissions invites applications from motivated candidates dedicated to participating in and learning from the many educational opportunities available at LIU Brooklyn. Through the application review process, the Admissions Committee seeks evidence that applicants are academically and intellectually prepared to pursue college-level work.

Freshman Admissions

Application and Notification Dates

To be considered for Early Action admission, applications and all supporting documentation must be submitted on or before December 1. Early Action notification begins on December 15 for fall 2020 admission.

The Office of Admissions accepts and reviews applications on a rolling basis, allowing candidates to submit applications at any time during the cycle.

To ensure consideration for all available departmental and merit-based scholarships and on-campus housing opportunities, it is strongly suggested that applications be submitted by December 1 for fall admission and by October 1 for spring admission.

Application Process

In order to be considered for admission, candidates should submit the following:

1. LIU Brooklyn undergraduate application on the web at liu.edu/apply or via the Common Application.
2. Non-refundable application fee in the amount of \$50.
3. High school transcript: Applicants must have official secondary school transcripts on file.
4. SAT or ACT Test Scores: Applicants must take either the College Board SAT or the American College Testing Program ACT exam, and have

the scores forwarded directly to the LIU Brooklyn Office of Admissions. SAT: LIU Code 2369. ACT: LIU Code 2792. Information about these exams is available through the high school guidance office or by contacting the testing programs directly:

College Board SAT Program
P.O. Box 7502
London, Kentucky 40742-7502
www.collegeboard.com

American College Testing Program (ACT)
2727 Scott Boulevard, minizip 46
Iowa City, Iowa 52243-0414
www.act.org

Official copy of TOEFL, IELTS, or iBT, if English is not the student's native language; student may also provide evidence of English proficiency with a minimum of 420 or higher on the SAT ERWS section.

5. Personal statement on any topic.
6. Recommendation from one teacher or guidance counselor.

Transfer Admissions

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 24 or fewer 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.

All final, official transcripts must be submitted prior to the student starting his or her studies at LIU Brooklyn. This includes score reports for Advanced Placement, International Baccalaureate Advanced Levels, CLEP and/or Excelsior College scores for which students hope to be awarded academic credit.

- Students will not be permitted to enroll for a second term until all official/final transcripts have been submitted.

- Students who submit transcripts after the first term of enrollment risk the credits not being awarded.
- Under no circumstances will transfer credit be awarded after two semesters of enrollment at LIU for coursework completed prior to enrollment at LIU.

Application of credit to degree program: All substitution or waiver approvals based on transfer credits awarded (including credit for AP, CLEP, IB, etc.) must be submitted to the University Registrar by the end of the first year of enrollment.

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 30 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 30 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 30 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 Admissions

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 for the incoming term.
- 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 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 24 credits or less 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.
- 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 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.

Student Support Services

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

Any student who has been out of attendance for more one or more regular semesters (fall or spring) who wishes to return to LIU must file an application for readmission.

- Applications for readmission can be obtained from the Office of Admissions.
- Students who have attended another college or university since their last attendance at LIU must submit an official transcript from any colleges attended before readmission will be approved.
- Students who have been out of attendance for more than 3 years must reapply and may be required to resubmit official transcripts from their prior colleges/high school if original documents are no longer on file.
- If readmission is approved, students return to LIU subject to the academic requirements as listed in the bulletin in effect at the time of readmission.
- Students who are out of attendance for one or more regular terms and are not on an approved leave of absence will be reviewed during the readmission process for institutional aid via the Scholarship Appeals Committee if they have not attended another college/university after leaving LIU.
- Students who attended another institution after leaving LIU are considered transfer students and will be reviewed for transfer scholarship eligibility based on current guidelines.
- Probationary students who withdrew from the university must have the approval of the appropriate academic dean in order to be readmitted.
- Students wishing to return to the Harriet Rothkopf School of Nursing or LIU Pharmacy may require the appropriate Dean's permission.
- Students wishing to be readmitted into a new program will be advised through the admissions process and evaluated for eligibility for the new program of study.
- Students who have been academically dismissed must have their applications for readmission referred to the appropriate school's committee on scholastic standing. To allow for sufficient time for review, it is strongly encouraged that readmission applications for dismissed students be filed no later than August 10 for the fall term, January 10 for the spring term, and May 10 for summer.

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 LIU Brooklyn of Admissions.

New York State Immunization Law

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

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

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 2012 was 31 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. 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).

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

Honors College

The Honors College offers courses that enable students to complete their social science, fine arts, speech and foreign language core requirements in an honors environment. In the first three semesters, students typically take the Honors College sequence of integrated literature, history, and philosophy courses organized around a central theme, and an honors topics course integrated with the honors research seminar. Completion of the Honors College sequence satisfies all Writing Across the Curriculum (WAC) requirements outside the major, and honors students are not required to take the core composition course. At the upper-level, the Honors College offers advanced liberal arts and sciences 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. These 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 sequence, the honors research seminar, 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 (12 credits). Students must also achieve a cumulative grade point average of 3.2 or higher by the time of graduation.

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 or any research project in the student's major may be expanded, under the guidance of a faculty mentor, into a substantial paper. Review of the paper by the faculty mentor, approval by an Honors College director, and presentation at a year-end Honors College symposium are required to achieve Distinction in Honors at graduation. Interested students should contact their Honors College advisor.

Honors College Core Equivalencies

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 for their major. The Honors College requirements fit into all majors. In addition to completing the Honors College core curriculum requirements, students must complete the honors research seminar and 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.

Equivalents in General Core and Honors College Core

<u>General Core Curriculum</u>	<u>Credits</u>
FYS 1	1
ENG 16	3
ENG 61-64	3
PHI 61, 62	3
Foreign Language	3
ART/MUS/DNC/MA/JOU or THE 61	3
HIS 1, 2	3 or 6
Social Science *	3 or 6
SPE 3	3
Natural Sciences	4
Mathematics	3 or 4

<u>Honors College Core Equivalents</u>	<u>Credits</u>
FYS 1H	1
ENG 16 **	0
HEG 21 or 22 (Honors Literature)	3 or 6
HHP 21 or 22 (Honors Philosophy)	3 or 6
HHI 21 or 22 (Honors History)	3 or 6
HSM 27 (Honors Topics)	3
Honors Foreign Language ***	3
HAR 21 or 22 (Honors Art) ****	3
Honors Social Science*****	3
HSP 21 or 22 (Honors Speech)	3
HSM 109 or 110 (Honors Research Seminar)	3
Honors College Advanced Electives (HHE)	9 or 12

Honors does not currently offer equivalents for

the natural sciences and mathematics core requirements. Students must take the science and mathematics requirements specified by their major.

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 contact the directors office.

* Some majors are required to take ECO 1 and/or 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 is waived for students taking the full Honors College sequence.

*** 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).

**** Honors equivalent for ART/MUS/DNC/THE/JOU/MA 61.

***** Honors social science core requirement may be met by HSS 21 or 22 (Honors Social Science), HPS 21 (Honors Psychology), or HEC 21 (Honors Economics), depending on the requirements of the major.

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 Spring

HEG 21 Literature of the Human Imagination

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

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

HEG 22 Literature of the Human Imagination

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

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

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

HHE 100 - 192 Honors Advanced Elective Seminar

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

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

HHE 195 Honors Independent Study

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

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

HHE 196 Honors Independent Study

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

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

HHE 197 Honors Independent Study

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

or HHE 196.

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

HHE 198 Honors Independent Study

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

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

HHE 200 New York Stories Seminar

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

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

HHE 201 University Honors Special Project

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

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

HHE 300 Honors Travel Seminar

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

during spring break. HHE 300 credit counts toward fulfilling the program's Honors Advanced Elective requirements and can be taken for repeat credit. *Student must be part of the Brooklyn Honors Student Group in order to register for the course.*

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

HSM 27 Honors Topics

This course introduces students to scholarly discourse within a particular humanities or social sciences discipline. Faculty and students explore contemporary research topics in academic fields such as English, Philosophy, Political Science, and History. Through studying a topic in depth students will learn the fundamental skills of academic research, from proficiency in accessing and assessing source material to writing professional essays and confidence in making presentations. Course topics are chosen by the instructor, and are reviewed and approved by the Honors Advisory Board.

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

Credits: 3

Every Fall and Spring

HSM 109 Honors Research Seminar

This course builds on the skills learned in HSM 27 and requires students to do original research using primary sources on a special topic in the humanities or social sciences. With faculty guidance, students may use select local archives, special collections, and museums to study historical documents and objects, or they may conduct fieldwork by interviewing and observing subjects. Students learn how to devise research problems and strategies for solving them; to collect, analyze, and interpret their findings; and to present their work to a scholarly community.

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

Credits: 3

Every Fall

HSM 110 Honors Research Seminar

This course builds on the skills learned in HSM 27 and requires students to do original research using primary sources on a special topic in the humanities or social sciences. With faculty guidance, students may use select local archives, special collections, and museums to study historical documents and objects, or they may conduct fieldwork by interviewing and observing subjects. Students learn how to devise research problems and strategies for

solving them; to collect, analyze, and interpret their findings; and to present their work to a scholarly community.

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

Credits: 3

Every Spring

HSM 112 Honors Science Experiential Methods Seminar

An interdisciplinary seminar focusing on issues that cut across scientific thought and a complementary discipline to explore concerns common to both.

The Honors Experiential Seminar is designed to combine science-based exploration, that includes laboratory and field work in any of the natural sciences, with exploration of the proposed topic through a secondary discipline in the humanities or social sciences. Topics of inquiry vary from year to year. HSM 112 credit counts toward fulfilling the programs' 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: 4

On Occasion

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

Undergraduate Degrees

LIU Brooklyn awards the following undergraduate degrees: Associate in Arts, Associate in Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, and Bachelor of Science. These degrees are earned through programs within the Harriet Rothkopf Heilbrunn School of Nursing, LIU Global, Richard L. Conolly College of Liberal Arts and Sciences, School of Business, Public Administration and Information Sciences, School of Education and School of Health Professions.

Three-quarters of the work for the Bachelor of Arts degree (90 credits) must be in liberal arts and sciences; one-half of the work for the Bachelor of Science degree (minimum of 60 credits) must be in the liberal arts and sciences; one-quarter of the work for the Bachelor of Fine Arts (minimum of 30 credits) must be in liberal arts and sciences.

LIU Brooklyn offers a 60-credit associate's of arts degree (A.A.) program; at least 48 of the credits earned must be in the liberal arts and sciences. In the 60 credit associate of applied science, 30 credits earned must be in the liberal arts and sciences.

Dual Degrees

LIU Brooklyn awards the following dual degrees: Bachelor of Science/Master of Science. These degrees are earned through the School of Health Professions.

Academic Load and Class

Standing

Full-time students in good academic standing may carry 12-18 credits during each fall and spring semester. A student taking 19 or more credits in the regular semester must be in good academic standing and obtain the signature of his/her Success Coach/Enrollment Services Coach and major department chair on the registration card. For any credits taken above 18, students will be charged additional tuition at the per-credit rate.

In accordance with University regulations, only students who have been admitted to the University, have formally registered, and made arrangements for payment of tuition and fees, may attend classes.

To be considered a sophomore, a student must have earned 30 credits; a junior, 60 credits; a senior, 90 credits. Students pursuing a Dual degree (Bachelor's/Masters) program will be considered graduate students once they have reached 120 credits and completed have entered the graduate portion of the dual degree program. Students in the Doctor of Pharmacy program are considered graduate students once they enter the

year five curriculum and are enrolled in 500 level classes.

Grading and GPA Calculation

Credits are granted for courses completed with the grade of A excellent, A- very good, B+ very good, B good, B- good, C+ above average, C average, C- below average, D below average, or P passed. The grade of F signifies failure. A grade of incomplete (INC) indicates that some of the course requirements have not been completed. W indicates a student initiated withdrawal from a course after the change of program period through the last day for grade change options (as noted in each semester's Schedule of Classes), UW indicates an unauthorized withdrawal with no academic penalty.

Students who receive grades of W (withdrawal), UW (unauthorized withdrawal), INC (incomplete) or Pass/Fail in the fall or spring semester are not eligible for inclusion on the Dean's or Honor's List for that semester.

Incomplete Grades

The 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 University Registrar before the end of the next semester.

INC grades will automatically convert to a grade of F (undergraduate courses only) if the work is not completed by the end of the following full semester. If an unusual extension of time becomes necessary to complete the work, the grade change must be approved by the faculty member, the chairperson and the dean. The grade "I" is printed on the transcript along with the final earned grade and the date the work was completed.

Unauthorized Withdrawal (UW)

Students who never attended or stopped attending a class without properly withdrawing by published deadlines might be assigned a grade of UW.

Students with an excessive rate of unexcused absences may receive a grade of F or UW for the semester. Except as noted below, any grade may be removed from the student's cumulative average by repeating the course at LIU Post.

W (Withdrawn)

The W grade is automatically assigned when a student officially withdraws from a course by published deadline dates. See the procedure for Withdrawal from One or Several Courses (Registration section).

Repeating Courses and GPA

Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average.

No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. No course may be repeated more than once, except with the prior approval of the Dean. If a course is taken more than twice, all grades after the first will be computed into the student's GPA. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

Required courses in which a grade of F was earned must be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent semester; this applies particularly to those students who are on academic probation. T

Students are responsible for monitoring their major and cumulative averages to ensure they are meeting their requirements for graduation, as well as the requirements for satisfactory academic progress.

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.

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.

P (Pass) and F (Fail) 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 and Grade Point Average (GPA)

Each student must satisfactorily complete at least 120 credits for a baccalaureate degree; in some departments more credits are required. The student must achieve an overall grade point average (GPA) of 2.00, and in some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.00; in certain programs the minimum major average may be higher.

A credit is defined as 50 minutes of classroom work per week, completed in one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. Quality points are computed by multiplying the number of credits in a course by: 4.000 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C, 1.667 for grade C-, 1.000 for grade D and 0.000 for grade F. Grades of "P" are not computed into the overall GPA, but do count towards graduation credits.

For courses in which the grade of F has been earned, no quality points are assigned. To determine the quality points for a specific course, multiply the corresponding quality points (see above) for the grade received in the course by the number of credits awarded for the course. To determine the total quality points, add all quality points for all courses. To compute the grade point average (GPA), divide the total quality points by the total number of credits, including those of failed courses. The grades W, UW and P are not counted in the GPA computation nor are the grades for courses taken at another college or university. All courses taken at any LIU campus will be computed into the student's cumulative and major averages.

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed GPA of 2.994 will be rounded down to 2.990. A computed GPA of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding. Major GPA's are calculated using all courses required in a student's major (excluding core and co-related courses).

For example:

In a semester, a student earns an A- in a 4-credit biology 1 course ($3.667 \times 4 = 14.668$), a B- in a 3-credit English 1 course ($2.667 \times 3 = 8.001$), a B in a 3-credit history 2 course ($3.000 \times 3 = 9.000$), a C+ in a 3-credit math 4 course ($2.333 \times 3 = 6.999$), and an F in a 3-credit art 1 course ($0.000 \times 3 = 0.000$).

The student has earned 38.668 total quality points based on 16 total credits. Dividing 38.668 by 16 yields a cumulative GPA for this semester of 2.417 before rounding. Based on the rounding policy, the cumulative GPA for this semester will be reported on the student's official LIU transcript as 2.420.

Grade Changes

A faculty member can change a grade in situations where it is warranted. All such changes must have chair and dean approval, and must be completed prior to degree conferral. Changes of grades cannot be made after a degree has been conferred; the student's record is completed/frozen at the time of conferral.

Dean's List

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 an 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.

Graduation and Diplomas

Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January and May. Candidates for graduation are required to notify the University Registrar of their intended date of graduation by filing an on-line degree application at least three months in advance. Please consult the Academic Calendar, which is available on the campus website at <http://liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Calendar>, for deadline dates.

Assuming they clear for graduation, students who file their degree application after the specified graduation deadline may have their degree awarded at the following conferral, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

Residency Requirement

The final 30 hours of credit must be earned in academic residence (regular attendance). A minimum of 9 credits of the requirements for a major and a minor must be completed at LIU. Full-time students should complete degree requirements within five years.

General Requirements for Graduation

- 2.00 cumulative average (higher in some areas)
- 2.00 minor subject average (higher in some

areas) if attempted

- core and major requirements fulfilled, and minor requirements if attempted
- 120 credits (more in some departments)
- Writing Across the Curriculum requirements fulfilled
- Minimum liberal arts requirements
- Computer Literacy

Graduation with Honors

Summa cum laude requires an average of 3.80 or higher; magna cum laude, 3.70-3.79; cum laude, 3.50-3.69. At least 54 credit hours (not including courses taken on a Pass/Fail basis or Life Experience credits) must be earned in academic residence at LIU for the student to qualify for Latin honors.

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. Student can opt to follow requirements from a bulletin published after their initial matriculation by notifying the University Registrar..

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.

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.

To register for the courses below, one of the

following requirements must be satisfied:
 English 13 - Prerequisite: Placement exam
 English 14 - ENG 13 or placement exam; or a score of 450 or higher in the Old Verbal/Reading or Writing SAT exam (prior to March 2016); or a score of 500 or higher on the New Evidence-Based Reading and Writing SAT section, or 25 on the Reading, or 26 on the writing sections (tested March 2016 or later); or score of 23 or higher on the ACT Assessment.

English 16 - ENG 14 or placement exam; or a score of 550 or higher in the Old Verbal/Reading or Writing SAT exam (prior to March 2016); or a score of 5610 or higher on the New Evidence-Based Reading and Writing SAT section, or 30 on the Reading, or 31 on the writing sections (tested March 2016 or later); or score of 25 or higher on the ACT Assessment.

Developmental Skills Mathematics (DSM-01) - Prerequisite: Placement exam

Developmental Skills Mathematics (DSM-09) - Prerequisite: DSM-01 or placement exam
 Mathematics 10/16/15 - DSM 09 or MW 9 or placement exam; or a score of 460 or higher in the Old Math SAT section (prior to March 2016); or a score of 500 or higher in the New Math (MSS) SAT section (tested March 2016 or later); or a score of 22 or higher on the ACT Assessment.

Mathematics 30 - Math 10 or placement exam; or a score of 530 or higher in the Old Math SAT section (prior to March 2016); or a score of 560 or higher in the New Math (MSS) SAT section (tested March 2016 or later); or a score of 25 or higher on the ACT Assessment.

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.

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 45 must be in courses numbered over 100 (with the exception of business courses numbered 101, 110, 111, 200, and 201). At least 90 credits in the liberal arts and sciences* must be completed by the candidates for the Bachelor of Arts, at least 60 by candidates for the Bachelor of Science degree, and at least 30 by candidates for Bachelor of Fine Arts and Bachelor of Business Administration degrees.

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.*

Core Curriculum

All students must complete the Core Curriculum as defined in the Core Curriculum section of the bulletin. Students entering LIU with a completed Associates Degree are exempt from the core, but must still meet the minimum number of Liberal Arts credits required for their degree (30 for BFA and BBA, 60 for BS and 90 for BA).

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. Students must fill out a declaration of minor form with the academic department and submit it to the University Registrar's office prior to degree conferral. Minors will not be added to a student's record after the degree has been conferred. 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.). Students who earn a double major do not earn 2 separate degrees unless a total of at least 150 credits is earned.

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.

Residency Requirement

Students must complete at least 30 credits in residency at LIU Brooklyn to qualify for a degree.

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.

Student Conduct

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.

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.

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

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

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

Criminal Background and Drug Testing

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

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

Related Curricular Matters

Semester Hour/Unit

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.

Change of Plan (Major) forms are submitted to Enrollment Services once approved by the new academic department. Changes in plan (major) submitted after the drop/add period of a term will be reflected in a student's record at the start of the following term. Changes to plans (majors) are not made effective mid-semester.

Double Majors

A student may be granted permission to pursue two academic plans (a primary and a secondary major) on the undergraduate level. The student pursuing two academic plans is required to fulfill the academic plan and correlated requirements for both areas, as well as the core curriculum requirements in both academic plans; however, only one degree will be awarded. In order to pursue two academic plans, a student must obtain the permission of both the departments. In order to obtain two academic plans, a student should consult with his/her academic advisor. In order to receive 2 separate degrees, students must complete at least 150 credits.

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. A minimum of 9 credits of the minor must be earned in residency at LIU.

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.

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.

Institutional Learning Goals

LONG ISLAND UNIVERSITY INSTITUTIONAL LEARNING GOALS

Assessment of student learning demonstrates that Long Island University's students have accomplished educational goals consistent with their programs of study and institutional expectations. In accordance with Middle States Commission on Higher Education (MSCHE) Standards, student learning is assessed at the degree program and institutional level. Student learning goals at the institution and degree program levels are interrelated with one another with relevant educational experiences. Long Island University's institutional learning goals are:

1. **CREATIVE AND REFLECTIVE CAPACITIES.** Openness to new ideas and appreciation of integrative and reflective thinking, investigation, and synthesis of existing knowledge as a way of creating and critiquing original, innovative work grounded in scientific, humanistic, historical, and/or aesthetic disciplinary knowledge.
2. **HISTORICAL AND INTERCULTURAL AWARENESS.** Recognition of oneself as a member of a global community consisting of diverse cultures with unique histories and geographies.
3. **QUANTITATIVE AND SCIENTIFIC REASONING.** Competence in interpreting numerical and scientific data in order to draw conclusions, construct meaningful arguments, solve problems, and gain a better understanding of complex issues within a discipline or in everyday contexts.
4. **ORAL AND WRITTEN COMMUNICATION.** Knowledge and skill in proficiently composing and comprehending complex ideas through a range of media in a variety of contexts and disciplines for specific purposes and audiences.
5. **INFORMATION AND TECHNOLOGICAL LITERACIES.** Cognitive and technical ability to use information and communication technologies to find, evaluate, create, and effectively and responsibly use and share that information.
6. **CRITICAL INQUIRY AND ANALYSIS.** Capacity for reflective assessment and critique of evidence, applying theory, and practicing discernment in the analysis of existing ideas and in the production of new knowledge across a broad array of fields or disciplines.
7. **ETHICAL REASONING AND CIVIC**

ENGAGEMENT. Ability to evaluate ethical issues in conduct and thinking, to demonstrate ethical self-awareness, and to consider various perspectives that foster responsible and humane engagement in local and global communities.

Core Curriculum

Core Curriculum: 34 - 35 credits.

The following core curriculum requirements apply to all units of LIU Brooklyn. Consult program models for any additional 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.

Humanities

English	ENG 16 or ENG 16X	3 credits
	ENG 61, 62, 63 or 64	3 credits
Philosophy	PHI 60	3 credits
Foreign Language		3 credits

Social Science

History	HIS 1 or 2	3 credits
Social Science	*ANT, ECO, HIS, POL PSY or SOC	3 credits
Social Science	**ANT, ECO, POL, PSY or SOC	3 credits

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

**Anthropology, Economics, Political Science, Psychology or Sociology

Science and Mathematics

Science: lab-based course	BIO, CHM, PHY	4 credits
Mathematics		3-4 credits

Arts and Communication

Communication Studies	SPE 3	3 credits
Visual and Performing Arts	ART, DNC, JOU, MA, MUS, THE 61	3 credits

* Art, Dance, Journalism, Media Arts, Music or Theatre.

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.

Information about course offerings, closed and cancelled classes, and Writing Across Curriculum classes is available through My LIU and the online Schedule of Classes. The Office of Enrollment Services emails a registration reminder notice to all My LIU accounts prior to the start of the summer/fall and the winter/spring semester registration periods. The registration dates are also noted on the academic calendar and on the My LIU account under "Enrollment Dates". Students are encouraged to meet with their Promise Success Coach or Enrollment Services Counselor prior to the start of registration. The Enrollment Services Office is located in Kumble Hall. During the academic year, the office hours are Monday through Thursday 9 a.m.-7 p.m.; Friday 9 a.m.-5 p.m.; Saturday 9 a.m.-2 p.m. LIU Promise is located on the second floor of Hillwood Commons.

Changes to Class Schedule

Students may drop and add courses, transfer from one section of a course to another, or change from a credit to an audit status (or vice versa) in one or more courses in the student portal (my.liu.edu) or filing an official change of enrollment change card with the Enrollment Services Office during the drop/add period at the start of each term. The deadline for program changes is specified in the academic calendar.

Leave of Absence

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

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

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

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

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

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

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

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

Withdrawal

Official Withdrawal from Courses

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

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

Unofficial Withdrawal

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

Course Drop

A Course Drop is an action taken by a student prior to or during the start of the term to remove a course from his/her transcript. Students may drop one, some or all of their classes though the drop/add period without receiving any grade. However, students who fail to drop a course or wish to withdraw from a course after the designated drop/add period for a term but before the designated withdrawal deadline must follow the Official Withdrawal procedures. See Withdrawal Policy for details on Withdrawals.

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

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

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

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

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

Official Withdrawal Deadlines

- **Withdrawal from full-semester courses** - Students may officially withdraw from one or more courses through the 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 or grade for the course and pay half tuition for it. Laboratory courses and Independent Studies may not be audited.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers and other institutions must be requested in writing. Please note: if you owe the university any funds or have certain blocks on your account, your request cannot be processed. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status. Students have the four following options to secure transcripts.

Option 1:

Currently Enrolled Students - Login to the

My LIU portal and select "Order Transcripts Online." Cost: \$15.00 per transcript.

Option 2:

Alumni or Students Not Currently Enrolled - Order transcripts online (Credentials, Inc.) through TranscriptsPlus. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that TranscriptsPlus uses current web encryption technology and your information is secure. Cost: \$15.00 per transcript.

Option 3:

Customer Service Telephone Requests - By calling the toll free customer service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$10 processing fee will be added to your order. (\$25 total per transcript order.)

Option 4:

In-Person "On Demand" transcripts- You may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed for you on the spot. Please call 516-299-2323 for office hours. Cost: \$25.00 per transcript

If you wish to release your transcripts to a third party for pick up, you must provide signature authorization for that request. The third party will be required to show photo id.

Essential information to be furnished should include:

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

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

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

For more information, visit the LIU Post Enrollment Services' website at:
<http://liu.edu/Brooklyn/Enrollment-Services/Registration/Transcript-Orders>

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 fees charged to the student.

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 online 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, 12-18 credits, per term	18,226
Bachelor's Degree and Undergraduate Studies, per credit	1,137
Undergraduate Audit Fee, per credit	569
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	958
Less than 12 credits, per term	479
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 220, NUR 410	1,120
SPS 141 / HS 141	1,000
LIU Global Fees:	
Center/Program Fee, per term	4,070
Online/Program Fee, per term	975
Room and Board, per term:	
Asia-Pacific	5,462
Australia	5,462

China	3,682
Costa Rica	3,682
Europe	5,462
Other International and Domestic Locations	3,825

Intensive English Program Fees, per term:

IEP 100, 110, 123, 130, 200	3,097
IEP 123A	2,325
IEP 123B, 150, 110A, 120	1,550
IEP 125, 210, 120A	775
IEP 126	275

Other Fees:

Orientation Fee (optional, non-refundable)	275
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee	100
Late Registration Fee	200
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on demand, per request	25
Official Transcript, online, per request	15

Residence Life Rates

Accommodations (per term)

Housing Deposit (non-refundable)	\$300
Conolly Hall:	
Single	8,340
Standard Double	4,447
Standard Triple	3,179
Suite Triple	4,576
Suite Quad	4,770
Apartment Triple	5,566
Apartment Quad	6,269
490 Fulton	
Studio	10,645
1 Bedroom Apartment	11,624
2 Bedroom Apartment	11,104
3-4 Bedroom Apartment	10,655
5-6 Bedroom Apartment	7,126
Intersession Rate:	
Per Week	296

Meal Plans (per term)

Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)	2,727
Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars)	2,501
Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars)	2,265
Residential Dining Dollars	300
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)	240

Commuter Meal Plan 2 (50 meals plus \$50 dining dollars) 385

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

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	1st Day of Classes
Winter	November 1	1st Day of Classes
Spring	December 1	1st Day of Classes
Summer	May 1	1st Day of Classes

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

Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education. To view your bill, log in to your MyLIU account. Your MyLIU Student Center page will be displayed. Click on the "Account Inquiry" link from within the "Finances" section, and your balance will appear. To pay your bill online by using a credit card, check, or wire transfer, click on the "Make a Payment" link from the Student Center home page, or from within the "Account Inquiry" section to access the MyLIU Payment Gateway. The LIU Payment Gateway is a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

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

Liability Calendar

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

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

Traditional Fall/Spring Terms

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

Summer and Other Sessions Seven Weeks or Greater

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

Summer and Other Sessions Three to Seven Weeks

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

Winter and Other Sessions Two Weeks or Less

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

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

Payment Plans

Payment Plans

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

The University offers the following payment plans each semester:

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

Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu 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 - \$3,233*

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.

*2018-2019 Rate

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 3.2 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Office of Enrollment Services will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

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

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

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

PART-TIME EMPLOYMENT

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 scholarship 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 of up to \$4,000 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
30-120	67%	30 - 59	1.9
121-180	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 selected by New York State 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 (\$125,000 or below).
- Must earn a passing grade in your coursework.
- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive the second payment.
- 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.

STUDENT ENGAGEMENT

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 19 league championships over the last five years, including four straight NEC titles in men's track & field from 2014-2017. LIU Brooklyn's women's volleyball team has won 11 championships in the last 14 years, the softball program has won a league-high 14 titles in its history, and women's indoor track won their 7th title this year which is an all-time NEC record.

Campus Ministry

Roland H. Robinson
S Building, Room 301
718-488-3399

Email: roland.robinson@liu.edu

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

Programming and services are scheduled Sunday-Friday. Please contact Campus Ministry 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

LIU Promise
Pratt 321
718-488-1042

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

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

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

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 Engagement

LIU Promise

Pratt 321, 718-488-1042

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

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

Student Organizations

We guide and assist 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, Seawanhaka Newspaper, and LIU Television.

Leadership Training

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

The City is Our Campus

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

Civic and Community Program

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

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

Student Government Association

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

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

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

Psychological Services Center

Matthew J. Morrison, Ph.D., Director
718-488-1266

At our Psychological Services Center, free and confidential personal counseling is offered to students by supervised doctoral candidates in clinical psychology. Students experiencing stress in relation to academic, social or family situations or students who simply feel they are not living up to their full potential for various reasons may benefit from speaking to someone at the center. Whether stress is interfering with a student's ability to do his/her best at school or is affecting the student's family or social life, talking can help. 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. Please call 718-488-1266 to make an appointment.

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

This 112,000 square foot facility supports LIU 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.

LIU Spirit Store

The LIU Spirit Store 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 the store 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 LIU Spirit Store. Students working in the store will gain experience in business and marketing.

STUDENT SERVICES AND RESOURCES

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

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

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

Alumni Community

LIU Employer and Alumni Engagement 718-780-6562

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

Staying Connected

Annual Alumni Membership: For \$10 a year, alumni receive an alumni ID card, alumni email address, Microsoft Office 365, and access to Handshake (LIU's job portal).

Alumni Benefits

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

Furthering Your Education

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

Legacy Alumni Scholarship: Grandchildren, children or siblings of alumni are eligible for an undergraduate annual scholarship of \$500.

Students must enroll in 12 credits per semester.

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

Visiting Campus

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

Stay healthy: Alumni receive a discounted \$400 membership fee to join the Pratt Recreation Center at LIU Post and the Wellness Recreation and Athletic Center (WRAC) at LIU Brooklyn.

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

Retail Discounts

GEICO: Alumni receive discounted insurance through GEICO, visit www.geico.com/alum/liu. All LIU Brooklyn alumni are encouraged to support the Fund for LIU, which provides assistance to LIU students in need through vital financial aid programs. To obtain an alumni identification card, update your contact information, or to learn more about benefits and volunteer opportunities, please contact LIU Employer and Alumni Engagement at 718-780-6562 or email liualumni@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 & Wednesday 10:00 a.m. - 6:00 p.m., Tuesday & Thursday 10:00 a.m. - 6:30 p.m., and Friday 10 a.m. - 2 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.liunetbrooklyn.bncollege.com

We Speak Textbook

- Rent or buy new, used, and digital textbooks

We Price Match

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

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

- The right textbook (we work directly with the professors to get the right titles on the shelf and on our website.)
- Rent or buy textbooks online for in-store

pickup or we can ship directly to you

- To save the most money upfront, rent your textbooks and save an average of 50%
 - highlight, take notes, and make them your own, plus we'll send you reminders when your rentals are due back.
- Buying your books?
 - save up to 25% with used textbooks
 - sell us your used textbooks during finals week and get up to 50% cash back.
- Bartleby
 - Bartleby is an online study tool and the easier way to study hard!
 - Bartleby supplements in-class instruction and on-campus tutoring to enhance learning outcomes for today's modern student.
 - Sign up for Bartleby and get access to over one million step-by-step textbook solutions written by subject matter experts. Plus, those same pros are waiting 24/7 to provide thorough explanations to all your homework questions for the titles we cover and those we don't with Q&A.
- Visit the LIU Brooklyn Bookstore or bartleby.com to learn more.
- 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 10% 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; noga.laor@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 part-time English language programs for international students, visitors and tourists, immigrants, and refugees who wish to improve their English language skills. Classes include Conversation and Listening, Grammar, Reading and Vocabulary, and Writing. Full- and part-time exam preparation courses for the TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are also offered, as well as elective classes in Pronunciation Practice, Job Preparation, and Idiomatic Expressions and Phrasal Verbs, among others. Half-Semester, Quarter-Semester, and University Preparation programs are also

available, as well as classes for Au Pairs. Classes are taught mornings, afternoons, and evenings, Monday-Thursday, throughout the year; F-1 (student) visas and financial aid are available for qualified students. The English Language Institute is located in the Library Learning Center, 4th Floor.

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 facilities technical support to Hanover, Hoyt, 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, cafeteria and retail space cash registers, Kronos Timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

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

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

Key Resources

Instructional Technology Centers

LIU's Instructional Technology Resource Center promotes excellence in teaching throughout the university. This includes face-to-face, online, and blended settings. Our mission is to provide pedagogical support for every situation across campus. The instructional design team provides faculty training on a wide variety of pedagogical issues, curriculum design consultation, and one-on-one support for anyone looking to build or

improve outstanding courses. We also collaborate with administrative offices to create an exceptional teaching and learning environment at LIU. Our Instructional Technology Resource Center is located in the Metcalfe Building Room M407 and facilitates utilization of the e-learning management system along with other teaching and learning tools.

Browse

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

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

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

My LIU

My LIU is the university's portal which provides students with convenient access to information about their records. By logging onto <https://my.liu.edu>, students may view the schedule of classes, register for courses, obtain their grades, and requests transcripts. They may also view financial aid awards, billing information, make online payments, accept and decline Federal Loans and Federal College Work Study, and make an appointment to see counselors. For more information, please visit or contact Browse.

Student Email

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

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

IT Email: it@liu.edu

Phone: 718-488-3300

International Student Services

Steve A. Chin, Director

Phone: 718-488-1389

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 Handshake, our online internship/job database and career management system.

Contact LIU Promise

Pratt 321, 1 University Plaza

718-488-1042

Hours:

Monday - Thursday, Friday: 9:00 a.m. - 7:00 p.m.

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

Jessica Hayes, Dean of Students

718-488-1042

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

718-600-3728; 718-780-4568

Location: LLC-021

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

Wednesday, 9 a.m. – 8 p.m.

The Multimedia Language Laboratory enables all LIU students and staff to improve their language skills at their own pace, either individually or collaboratively, using a full range of interactive language learning software. The Multimedia Language Laboratory provides a learning environment where students can:

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

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

- Python and Data Science
- sQL and Database Design
- Security+
- CISCO Certified Entry Networking Technician
- Typing
- Advanced Excel
- Excel Power BI
- Microsoft Word
- PowerPoint Beginner to Advanced

- Adobe Photoshop CS6/CC
- WordPress for Business

Student Support Services

Student Support Services

Joanne Hyppolite, Ph.D, Director

718-488-1044

Email: bkln-studentsupportservices@liu.edu

Location: Pratt 410

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

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

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

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

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

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

Testing Center

Testing Center

Andres Marulanda, Director

718-488-1392

Location: LLC, 4th floor

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

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

Other examinations administered by the center include retests, Foreign Language Placements, and exemption exams such as the Math-10 exit exam, 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.

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. Applicants with qualifying disabilities should contact the Office of Student Support Services for testing accommodations.

Veteran Services

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

For additional information, please visit the Student Veterans Resource Center (SVRC) in S-235, or contact the Veterans School Certifying Official and Assistant Dean for Veterans, Karlene Thompson in S-301, and at 718-488-1390 or at Karlene.Thompson@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 free 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.

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 outstanding 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 Business.

Stanley S. Bergen Jr. Award

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

The Rudy Bruner Award

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

The Sylvia Buch Memorial Service Award

This award is presented in memory of Sylvia Buch, for many years a devoted secretary in the Office of Student Activities, to a graduating senior who has been a member of the Student Government Association and who has rendered outstanding service to the student body of 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 prize is awarded to the graduating sociology major or minor 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 senior in the areas of communication studies or theatre.

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

This 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 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.

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 the field of audio production and design.

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.

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.

Blackbird Leadership Awards

The Blackbird Leadership Awards are presented annually to students with good scholastic records who have distinguished themselves in various student engagement including leadership and service.

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.

Claire Isicson Merle Award

This award is presented to the female student-athlete who typifies the ideas that Claire Isicson Merle personified: sportsmanship, enthusiasm, teamwork and leadership, along with academic achievement.

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.

Physician's Assistant

Pi Alpha

Pi Alpha is the national Physician Assistant honor society organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees' significant academic achievement and honors them for their leadership, research, community/professional service and other related activities. The society also encourages a high standard of character and conduct among students and graduates.

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 international 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.

Phi Kappa Phi

Phi Kappa Phi, founded in 1897, is a national honor society and member of the Honor Society Caucus whose mission is to promote academic excellence and engage a community of scholars in service to others. The Long Island University chapter was installed in October 2017. The top 7.5% of second-term juniors and 10% of seniors and graduate students are invited to join. Fellowships for undergraduate study abroad and graduate study are available.

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.

SPECIAL PROGRAMS

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

Guin Ellsworth, FUN Program Director 718-246-6488

Charlotte Marchant, School of Education 718-246-6496

The School of Education's Family University (FUN) Program serves financially eligible LIU Brooklyn students and their children by offering after school and evening programming for students with school-age children. FUN is located on the second floor of the Library Learning Center (LLC-240), within the School of Education. All undergraduate or graduate students with children who are enrolled in classes in the Brooklyn campus are welcome to apply. FUN provides a safe space for children to engage in community-building, explore their creativity through arts and literacy-based activities, receive help with their schoolwork and eat a healthy dinner - leaving parents free to pursue their education. It also serves as a lab space for School of Education students to conduct fieldwork, observe and facilitate activities. FUN's model is aligned with the School of Education's mission and philosophy and the program benefits from advisory and consultation provided by School of Education administration and faculty.

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

CSTEP

Sergio Adams, Program Director,
sergio.adams@liu.edu

Leydi Imam, Program Coordinator,
leydi.imam@liu.edu

Room Pratt 517
718-246-6455

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)

Roland H. Robinson

S Building, Room 301

718-488-3399

Email: roland.robinson@liu.edu

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, prevents 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 is funded by the New York State Education Department.

LPP at LIU Brooklyn

LPP at LIU Brooklyn is a dropout prevention and college and career readiness program for New York City high school students. Programming is comprised of a college and career readiness course, SAT and Regents Prep, discussions groups and project-based learning.

Programming

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

S.T.E.P.

(Science Technology Entry Program)

Long Island University's Early College Scholars and the Science Technology Entry Program (ECS - STEP) 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; and
- Position students to complete their undergraduate work in an accelerated timeline.

ECS - STEP has a competitive admissions process. We seek students who are highly motivated and who truly wish to be at the center of their own learning. We offer Enrichment Programming focusing on current high school curricula; program activities are offered Summer (the month of July), Fall and Spring semesters (Monday-Thursday 4:00 - 6:00pm); and credit-bearing courses with low teacher-to-student ratios in Science, Technology, Math, and Health Sciences, earning up to 30 college credits by the time of their high school graduation. Class are generally offered Monday - Saturday between 3:00pm - 6:00pm.

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

Contact Us

Sergio Adams - Program

Director, sergio.adams@liu.edu

Thebao Nguyenba, Program Coordinator,

thebao.nguyenba@liu.edu

Pratt 516

718-488-1363

Jumpstart Program

Antony Colon, Volunteer Manager,
antony.colon@jstart.org

Joery Francois, Volunteer Manager,
joery.francois@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. The program is also a Federal Work Study site. Students also have the opportunity to engage in short term community service opportunities throughout the academic year. Apply online at application.jstart.org!

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

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

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

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

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

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

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

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 tracks.

Applicants may be admitted as freshmen or transfer students. In addition, a 15 to 16-month accelerated track is offered to students who hold a baccalaureate degree in another discipline.

The School of Nursing admits students on a rolling basis and most courses are offered each semester.

The baccalaureate programs at the Long Island University Harriet Rothkopf Heilbrunn School of Nursing are accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org/ccne) and the New York State Board of Regents, New York State Education Department, 89 Washington Avenue, Room 110EB, Albany, NY 122234. Graduates qualify to sit for the NCLEX-RN licensure examination.

For information, please contact the School of Nursing at 718-488-1059 or visit the website at www.liu.edu/brooklyn/academics/harriet-rothkopf-heilbrunn-school-of-nursing.

Dr. Peggy C. Tallier

Dean

peggy.tallier@liu.edu

Dr. Patricia R. Reineke

Associate Dean

patricia.reineke@liu.edu

Ms. Corinne Reilly

Assistant to the Dean

corinne.reilly@liu.edu

Ms. Kian Goldman

Enrollment Service Counselor

kian.goldman@liu.edu

Mr. Luis Aguirre

Enrollment Services Counselor

Luis.aguirre@liu.edu

SCHOOL OF NURSING

Associate Professors: Acee, Elting, Kiraly, Lipovetzky, Ma, Migliore

Assistant Professors: Ahanonu, Arciaga, Broholm, Corda, Daco, Delaney, Hamilton, Hauck, Johnson, Motorina, Osborne, Stedford, Wray, Zabala

Adjunct Faculty: 98

B.S. 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
- The full-time 15 or 16-month accelerated 2nd degree track, for students who currently hold a baccalaureate degree in another discipline.

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

Upon completion of the program graduates are prepared to:

- Integrate knowledge from the liberal arts and sciences when providing professional nursing care to diverse individuals, families, groups, communities, and populations throughout the life span and across the continuum of healthcare settings.
- Identify principles of leadership and management for quality improvement and patient safety to the delivery of high quality professional nursing care within current cultural, economic, organizational, and political perspectives.
- Integrate evidence-based best practices into professional nursing practice to improve patient outcomes.
- Use information technology ethically to support evidence-based practice, decision-making, and demonstrate competence using patient care technology in the delivery of quality patient care across the continuum of care.
- Examine healthcare, financial, and regulatory policies that influence the practice of professional nursing and access to care and promote advocacy for consumers and the profession.
- Collaborate with members of the interprofessional team to improve communication to provide patient centered care.
- Provide population-based professional nursing care that integrates concepts of demographics,

social determinants of health, health promotion, disease and injury prevention, risk assessment, genetics/genomics, equity, and resource utilization in the delivery of quality and safe care.

- Demonstrate professionalism and accountability in nursing practice applying professional values of altruism, autonomy, human dignity, integrity, and social justice.
- Apply knowledge, skills, and attitudes using clinical reasoning to develop nursing interventions that recognize culture, spirituality, ethnicity, socioeconomic status, gender, and sexual orientation in the delivery of professional nursing care to all consumers across the lifespan.

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

Generic Nursing Program Admissions Requirements:

Applications to the Generic BS in Nursing program are accepted twice a year in the Fall and in the Spring Semester.

For acceptance as a nursing major:

Admission Criteria for **acceptance from High School** into the Nursing Major requires the following:

- High School GPA of 85% or >
- High School Science (specifically Biology & Chemistry) and Math (specifically Algebra) grades B or higher (85% or > in each of these math and science courses).

Admission Criteria for **acceptance for transfer students** into the Nursing Major requires the following:

- College GPA of 85%/3.0 or >
- College Science (specifically Biology, Chemistry, Anatomy & Physiology I & II) and Math (specifically Algebra and Statistics) grades B or higher (85%/3.0 or > in each of these math and science courses).
- 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).

Accelerated Program Admissions Requirements:

Admissions to the Accelerated program requires a previous bachelors degree. Applications are accepted three times a year, Spring, Summer, and Fall.

For Acceptance as a Accelerated nursing major:

- College GPA of 88%/3.3 or >
- College Science (specifically Microbiology, Biology, Chemistry, Anatomy & Physiology I & II) and Math (specifically Algebra and Statistics) grades B+ or higher (88%/3.3 or > in

each of these math and science courses).

Progression Criteria:

Generic BS Nursing Program

- A grade of C+ or better in all science and nursing courses and a minimum nursing and overall GPA of 2.75 is required to progress through the generic nursing program.
- Students will be subject to background checks and are required to undergo drug testing.

Accelerated BS Nursing Program

- A grade of C+ or better in all science and nursing courses and a minimum nursing and overall GPA of 2.75 is required to progress through the accelerated nursing program.
- Students will be subject to background checks and are required to undergo drug testing.

Criteria for eligibility to participate in clinical rotations:

1. Satisfactorily complete the required health forms – including titers, health clearance, and vaccines
2. Pass a background check
3. Pass a drug screen
4. Complete HIPAA and OSHA certification courses
5. Obtain American Heart Association Basic Life Support (BLS) for Healthcare Provider certification
6. Comply with criminal background checks and drug screening as required for eligibility to access entrance into specific clinical agencies as related to clinical course objectives.

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 all clinical clearance documentation must be submitted to Castlebranch by August 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester. It is the responsibility of students to obtain specific laboratory tests at their own expense. Failure to submit the aforementioned documentation within the specific time limit automatically denies admittance of students to nursing courses with clinical components.

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.

Nursing courses taken in baccalaureate programs at other institutions will not be accepted for transfer.

*Pending review by the New York State Education Department, Office of the Professions, persons who have been convicted of a crime other than a minor traffic violation could be ineligible for Registered Nurse Licensure in the State of New York, even though they have successfully completed the program.

B.S. Nursing

[Program Code: 00098] {HEGIS: 1203.0}

Graduation Requirements

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

**Core Curriculum Requirements
(34-35 credits)**

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 61 or 62	3.00
Foreign Language	3.00

Social Sciences

History 1 or 2	3.00
Anthropology or Sociology	3.00
Psychology - PSY 3	3.00

Science and Mathematics

Mathematics: MTH 16	3.00
Laboratory Science: BIO 3	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

Ancillary Requirements

Must take all of the following courses:

BIO 101	Microbiology	4.00
BIO 137	Human Anatomy	4.00
BIO 138	Human Physiology	4.00
CHM 1	Chemistry for Health Sciences I	4.00
MTH 100	Introductory Statistics	3.00
PSY 31	Lifespan Developmental Psychology	3.00
FYS 1	First Year Seminar	1.00
	Free Electives (2)	6.00

Major Requirements

Nursing Generic Track

NUR 210	Contemporary Topics in Nursing	2.00
NUR 211	Informatics for Nurses	3.00
NUR 220	Health Assessment and Health Promotion	2.00

NUR 220L	Health Assessment and Health Promotion - Lab	1.00
NUR 321	Principles of Nursing Practice	3.00
NUR 321C	Principles of Nursing Practice - Clinical	1.00
NUR 321L	Principles of Nursing Practice - Lab	2.00
NUR 330	Pathophysiology for Nursing Practice	3.00
NUR 340	Pharmacology for Nursing Practice	3.00
NUR 340L	Pharmacology for Nursing Practice - Lab	1.00
NUR 362	Introduction to Health Care Systems and Policy	3.00
NUR 363	Research/Evidence for Nursing	3.00
NUR 410	Maternity/OB and Pediatric Nursing	3.00
NUR 410C	Maternity/OB and Pediatric Nursing - Clinical	2.00
NUR 410L	Maternity/OB and Pediatric Nursing - Lab	1.00
NUR 420	Behavioral and Mental Health Nursing	3.00
NUR 420C	Behavioral and Mental Health Nursing - Clinical	1.00
NUR 430	Nursing Leadership and Management	3.50
NUR 430C	Nursing Leadership and Management - Clinical	.50
NUR 440	Medical Surgical Nursing I	3.00
NUR 440C	Medical Surgical Nursing I - Clinical	2.00
NUR 440L	Medical Surgical Nursing I - Lab	1.00
NUR 450	Medical Surgical Nursing II	3.00
NUR 450C	Medical Surgical Nursing II - Clinical	2.00
NUR 450L	Medical Surgical Nursing II - Lab	1.00
NUR 460	Community/Population Health Nursing	4.00
NUR 460C	Community/Population Health Nursing - Clinical	2.00

Credit and GPA Requirements

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 63
Minimum Major Credits: 59

Minimum Nursing Major GPA: 2.75
Minimum Overall GPA: 2.75

Accelerated B.S. Nursing Track

Nursing Generic Track

Major Requirements

NUR 210	Contemporary Topics in Nursing	2.00
NUR 211	Informatics for Nurses	3.00
NUR 220	Health Assessment and Health Promotion	2.00
NUR 321	Principles of Nursing Practice	3.00
NUR 321C	Principles of Nursing Practice - Clinical	1.00
NUR 321L	Principles of Nursing Practice - Lab	2.00
NUR 330	Pathophysiology for Nursing Practice	3.00
NUR 340	Pharmacology for Nursing Practice	3.00
NUR 340L	Pharmacology for Nursing Practice - Lab	1.00
NUR 362	Introduction to Health Care Systems and Policy	3.00
NUR 363	Research/Evidence for Nursing	3.00
NUR 410	Maternity/OB and Pediatric Nursing	3.00
NUR 410C	Maternity/OB and Pediatric Nursing - Clinical	2.00
NUR 410L	Maternity/OB and Pediatric Nursing - Lab	1.00
NUR 420	Behavioral and Mental Health Nursing	3.00
NUR 420C	Behavioral and Mental Health Nursing - Clinical	1.00
NUR 430	Nursing Leadership and Management	3.50
NUR 430C	Nursing Leadership and Management - Clinical	.50
NUR 440	Medical Surgical Nursing I	3.00
NUR 440C	Medical Surgical Nursing I - Clinical	2.00
NUR 440L	Medical Surgical Nursing I - Lab	1.00
NUR 450	Medical Surgical Nursing II	3.00

NUR	450C	Medical Surgical Nursing II - Clinical	2.00
NUR	450L	Medical Surgical Nursing II - Lab	1.00
NUR	460	Community/Population Health Nursing	4.00
NUR	460C	Community/Population Health Nursing - Clinical	2.00

Credit and GPA Requirements

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 63

Minimum Major Credits: 59

Minimum Nursing Major GPA: 2.75

Minimum Overall GPA: 2.75

Nursing Courses

NUR 210 Contemporary Topics in Nursing

The focus of this course is to introduce students to concepts and topics that are important to contemporary nursing practice and professional development of the nurse. Selected concepts are explored and include professionalism, clinical judgment, communication and collaboration, informatics, the interprofessional health care team, licensure, health care law and ethics, evidence-based practice, safety, health care economics, quality and health promotion.

Pre requisite: Student must be in Nursing plan code; ENG 16

Credits: 2

Every Fall, Spring and Summer

NUR 211 Informatics for Nurses

This course examines information management and technological advances for practice of professional nursing care, using the concepts of technology and information, professionalism, communication, health care law/policy, health care ethics, and patient education. Background information, informatics applications, health care information systems, patient privacy considerations, costs and consequences are reviewed. This course explores future directions in computerized integrated health care delivery.

Pre requisite: Student must be in Nursing plan code

Credits: 3

Every Fall, Spring and Summer

NUR 220 Health Assessment and Health Promotion

This course provides pre-licensure nursing students with beginning skill development to perform a comprehensive health and physical assessment of adults and older adults. Students will acquire the requisite knowledge and cognitive, psychomotor, and affective skills related to interviewing techniques, history taking, general survey, physical assessment, cultural assessment, health promotion, risk assessment, documentation, and communication of findings required for beginning nursing practice. The importance of culturally sensitive and linguistically appropriate care and evidence-based practice are integrated into all aspects of patient assessment. Emphasis is placed on the acquisition, processing, analysis, and interpretation of subjective and objective data, physical examination, documentation, and communication of assessment findings that provide accurate information from which to form valid nursing diagnoses and integrated plans of care. This course is taken concurrently with NUR 220L.

Pre requisite: Student must be in Nursing plan code, BIO 137 and 138, BIO 101, CHM 1

Credits: 2

Every Fall, Spring and Summer

NUR 220L Health Assessment and Health

Promotion Lab

Skills Lab experiences provide opportunities for students to apply knowledge they learn in lecture. Students practice the skills they need in order to prepare them to provide evidence-based nursing care to adults and older adults. This lab is taken concurrently with NUR 220.

Pre requisite: Student must be in Nursing plan code

Co requisite: NUR 220

Credits: 1

Every Fall, Spring and Summer

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

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.

NUR 321 Principles of Nursing Practice

This course focuses on concepts and exemplars essential to safe, quality nursing care of patients with basic health care needs, particularly the older adult. Classroom discussions and activities will focus on knowledge essential to developing competencies and the core values associated with professional nursing practice and focuses on the Quality and Safety Education in Nursing (QSEN) competencies. Core principles include safety and infection control, health and wellness, comfort and care, the nursing process, principles of medication administration, therapeutic communication, teaching and learning, and cultural and spiritual care of the patient. This will provide the theoretical basis for nursing skills taught in the laboratory and simulation settings. Skills related to the physiologic health process such as mobility, hygiene and comfort, infection control, vital sign monitoring, oxygenation, skin and wound care, nutrition and elimination will be taught and practiced in a laboratory/simulation setting. This course is taken concurrently with NUR 321L and NUR 321C.

Pre requisites: BIO 137, BIO 138, BIO 101, NUR 220, NUR 220L, NUR 340

Co requisites: NUR321L, NUR 321C

Credits: 3

Every Fall, Spring and Summer

NUR 321C Principles of Nursing Practice Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care to patients with basic health care needs, particularly the older adult. Each clinical experience includes a pre and post conference and simulation lab experiences include

a debriefing session. This course is taken concurrently with NUR 321 and NUR 321L.

Co requisites: NUR321, NUR 321L

Credits: 1

Every Fall, Spring and Summer

NUR 321L Principles of Nursing Practice Lab

Skills Lab experiences provide opportunities for students to apply knowledge they learn in lecture. Students practice the skills they need in order to prepare them to provide evidence-based nursing care to patients with basic health care needs, particularly the older adult. This lab is taken concurrently with NUR 321 and NUR 321C.

Co requisites: NUR321, NUR 321C

Credits: 2

Every Fall, Spring and Summer

NUR 330 Pathophysiology for Nursing Practice

This course introduces students to basic principles and processes of the concepts of pathophysiology and altered health states in relation to normal body functioning aspects of physical and physiologic changes occurring in disease processes. These include descriptions of cellular biology; genes and genetic diseases; forms of cell injuries; fluids and electrolytes and acids and bases; immunity; and tumor biology. Knowledge of these processes is applied to the pathophysiology of common diseases based upon selected concepts. The presentation of each disease/disorder entity includes relevant risk factors, pathophysiology, clinical manifestations and a brief review of treatment. Clinical reasoning will be augmented by applying models for nursing clinical judgment to clinical case studies. The course provides a foundation for future study in examining responses to illness in subsequent courses.

Pre requisites: BIO 101, 137, 138 and CHM 1

Credits: 3

Every Fall, Spring and Summer

NUR 340 Pharmacology for Nursing Practice

The purpose of this course is to explore core concepts and scientific basis of pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses including therapeutic and toxic effects, dosage calculations, and challenges related to drug therapy. The focus is safe administration and monitoring the effects of pharmacotherapeutic agents through the application of selected concepts important in nursing practice. Prototypes of the major drug groups are emphasized including evidence for best practice and critical thinking. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies. This course is taken concurrently with NUR 340L

Pharmacology for Nursing Practice lab.

Pre requisite: CHM 1, BIO 137, 138, 101 and MTH 16

Co requisites: NUR 330

Credits: 3

Every Fall, Spring and Summer

NUR 340L Pharmacology for Nursing Practice Lab

This course will include lab experiences that provide the student with essential knowledge, skills and competencies of safe medication administration and monitoring the effects of pharmacotherapeutic agents for individuals of all ages. This will include interpretation of medication orders, calculation of medication dosages and preparation and administration of medications in lab settings. This course is taken concurrently with NUR 340.

Pre requisite: CHM 1

Co requisites: NUR 330; NUR 340

Credits: 1

Every Fall, Spring and Summer

NUR 362 Introduction to Health Care Systems and Policy

This course provides an overview of the health care system and the policy, political, economic and social factors that shape it. The course includes particular emphasis on how these factors affect the nursing profession and nursing practice. It also examines the roles that nurses, other health professionals, and consumers play in shaping health policy. This is a writing-intensive course that fulfills LIU Brooklyn's writing-intensive requirement. For graduation, all students are required to take nine credits of writing-intensive courses. These courses include English 16 and a writing-intensive course in the major.

Pre requisite: Student must be in Nursing plan code; ENG 16

Credits: 3

Every Fall, Spring and Summer

NUR 363 Research/Evidence for Nursing

This course introduces nursing students to the processes and methods of research and evidence based practice. Focus is placed on identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, and identifying additional gaps in nursing knowledge. Students explore the research process and critique research studies for quality and application to professional nursing practice. Ethical and legal implications in research are explored.

Pre requisites: MTH 100 or PSY 150; Student must be in Nursing plan code

Pre or Co requisite: NUR 321

Credits: 3

Every Fall, Spring and Summer

NUR 410 Maternity/OB and Pediatric Nursing

This course combines pediatric and parent child nursing, and focuses on the health and nursing care of infants, children, adolescents, parents, and

families. The Parent Child portion provides a global perspective and will explore the social, economic, and political factors that impact the health of the maternal newborn population and the role of the registered nurse caring for the childbearing and neonatal population. This course explores health promotion across the lifespan in relation to maternal newborn health. The pediatric portion focuses on the knowledge and skill acquisition needed to care for children and adolescents across the continuum of care. Emphasis is placed on family-centered care through transitions in the illness and recovery phases. The course accentuates family centered strategies for optimizing health and maintaining individuality; promoting optimal developmental, physiological, and psychological functioning; and enhancing strengths within the context of family. Preventing disease through healthy environments: an assessment of the burden of disease from environmental risks social, economic, and political contexts affecting children bears examination. Clinical, lab, and simulation experiences provide opportunities for students to use clinical reasoning and the nursing process to provide quality nursing care to infants, children, adolescents, parents, and families. This course is taken concurrently with NUR 410L and NUR 410C.

Pre requisites: PSY 31, NUR 32,1 NUR 321L, NUR 321C;

Co requisites: NUR 440

Credits: 3

Every Fall, Spring and Summer

NUR 410C Maternity/OB and Pediatric Nursing Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care to infants, children, adolescents, parents, and families. Each clinical experience includes a pre and post conference and simulation lab experiences include a debriefing session. This course is taken concurrently with NUR 410 and NUR 410L.

Pre requisites: NUR 220; NUR 220L; NUR 321; NUR 321L; NUR 321C; NUR 330; NUR 340; NUR 340L

Co requisites: NUR 410; NUR 410L

Credits: 2

Every Fall, Spring and Summer

NUR 410L Maternity/OB and Pediatric Nursing Lab

Skills Lab experiences provide opportunities for students to apply knowledge they learn in lecture. Students practice the skills they need in order to prepare them to provide evidence-based nursing care to infants, children, adolescents, parents, and families. This lab is taken concurrently with NUR 440 and NUR 440C.

Pre requisites: NUR 220; NUR 220L; NUR 321; NUR 321L; NUR 321C; NUR 330; NUR 340; NUR 340L

Co requisites: NUR 410; NUR 410C

Credits: 1

Every Fall, Spring and Summer

NUR 420 Behavioral and Mental 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 health promotion, prevention and treatment of mental illness across the lifespan. This course is taken concurrently with NUR 420C.

Pre requisites: PSY 31, NUR 321; NUR 321L; NUR 321C

Credits: 3

Every Fall, Spring and Summer

NUR 420C Behavioral and Mental Health Nursing Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care that focuses on promotion, maintenance, and restoration of behavioral health across the lifespan. Each clinical experience includes a pre and post conference and simulation lab experiences include a debriefing session. This course is taken concurrently with NUR 420.

Pre requisites: NUR 220; NUR 220L; NUR 321; NUR 321L; NUR 321C; NUR 330; NUR 340; NUR 340L

Co requisites: NUR 420

Credits: 1

Every Fall, Spring and Summer

NUR 430 Nursing Leadership and Management

This course examines leadership concepts, including communication, evidence, ethics, law/policy, quality, and professionalism in the health care delivery system. Theories regarding leadership, management, power, chaos, change, influence, delegation, communication and empowerment are analyzed. Strategies for effective multidisciplinary collaboration are explored. Through a mentorship with a nursing leader, students apply leadership and management theory, plus participate as members of the healthcare team with a commitment to health equity in partnership with communities and other health professionals. This course is taken concurrently with NUR 430C.

Co requisite: NUR 430C

Credits: 3.50

Every Fall, Spring and Summer

NUR 430C Nursing Leadership and Management Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to apply leadership and management theory, plus participate as members of the healthcare team with a commitment to health equity in partnership with communities and other health professionals. This course is taken concurrently with NUR 430 Nursing Leadership and Management lecture.

Pre requisite: Student must be in Nursing plan code

Co requisite: NUR 440

Credits: 0.50

Every Fall, Spring and Summer

NUR 440 Medical Surgical Nursing I

This is the first of two courses, which focus on the health care needs for adults across their life span using selected concepts as a framework for study. Building on the foundations of previous nursing courses and the nursing process, students will examine the impact of altered health states including social determinants that integrate physiologic, sociocultural and behavioral alterations throughout. Emphasis is on prevention of complications, caring, empowerment, and critical thinking to promote optimal well-being in the patient and family. The clinical experience provides students with opportunities to apply the nursing process in acute care settings. This course is taken concurrently with NUR 440L and NUR 440C.

Pre requisites: NUR 321, NUR 321L, NUR 321C

Co requisites: NUR 410

Credits: 3

Every Fall, Spring and Summer

NUR 440C Medical Surgical Nursing I Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care to adult and geriatric patients experiencing basic health care needs. Each clinical experience includes a pre and post conference and simulation lab experiences, which includes a debriefing session.

Pre requisites: NUR 220; NUR 220L; NUR 321; NUR 321L; NUR 321C; NUR 330; NUR 340; NUR 340L

Co requisites: NUR440; NUR440L

Credits: 2

Every Fall, Spring and Summer

NUR 440L Medical Surgical Nursing I Lab

Skills Lab experiences provide opportunities for students to apply knowledge they learn in lecture. Students practice the skills they need in order to prepare them to provide evidence-based nursing care to patients with basic health care needs to adult and geriatric patients during clinical experiences. This course is taken concurrently with NUR 440 and NUR 440C.

Pre requisites: NUR 220; NUR 220L; NUR 321; NUR 321L; NUR 321C; NUR 330; NUR 340; NUR 340L

Co requisites: NUR440; NUR440C

Credits: 1

Every Fall, Spring and Summer

NUR 450 Medical Surgical Nursing II

This is the second of two courses, which focuses on evidence-based nursing care of adult and geriatric clients using selected concepts as a framework for study. Building on the foundations of previous nursing courses and the nursing process, students will examine the impacts of altered health states, including social determinants and plan nursing care for patients experiencing specific basic and complicated health alterations. Emphasis is on nursing care designed to prevent complications and to promote optimal well-being in the patient and family. This course is taken concurrently with NUR 450L and NUR 450C.

Pre requisites: NUR 410, NUR 440

Co requisites :NUR 460

Credits: 3

Every Fall, Spring and Summer

NUR 450C Medical Surgical Nursing II Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care to adult and geriatric patients experiencing basic and complicated health alterations. Each clinical experience includes a pre and post conference and simulation lab experiences include a debriefing session. This course is taken concurrently with NUR 450 and NUR 450L.

Pre requisites: NUR 220; NUR 220L; NUR 330; NUR 340; NUR 340L; NUR 440; NUR 440L; NUR 440C

Co requisites: NUR 450; NUR 450L

Credits: 2

Every Fall, Spring and Summer

NUR 450L Medical Surgical Nursing II Lab

Skills Lab experiences provide opportunities for students to apply knowledge they learn in lecture. Students practice the skills they need in order to prepare them to provide evidence-based nursing care to adult and geriatric patients experiencing basic and complicated health alterations, in addition to the application of critical reasoning in a variety of clinical settings. This lab is taken concurrently with NUR 450 and NUR 450C.

Pre requisites: NUR 220; NUR 220L; NUR 330; NUR 340; NUR 340L; NUR 440; NUR 440L; NUR 440C

Co requisites: NUR 450; NUR 450C

Credits: 1

Every Fall, Spring and Summer

NUR 460 Community/Population Health Nursing

This course will explore the role of the nurse caring for individuals, families, and populations with a focus on health promotion and prevention of population-based health problems and disease. Healthy People 2020 provides the basis for the identification of social determinants of health, at-risk assessment and reduction among diverse

populations across the lifespan. Concepts derived from nursing theory, clinical practice, epidemiology, ecology, and social sciences are integrated throughout this course. Students learn to provide culturally competent care that demonstrates an understanding of community models for health/illness and the sociopolitical and economic forces governing health care regulation, choices, and services. Emphasis is placed on a "real world" community-centered project that addresses the health and educational needs of a specific population. This course is taken concurrently with NUR 460C.

Pre requisites: NUR 420, NUR 440

Co requisite: NUR 450

Credits: 4

Every Fall, Spring and Summer

NUR 460C Community/Population Health Nursing Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care to individuals, families, and populations with a focus on health promotion and prevention of population-based health problems and disease. Each clinical experience includes a pre and post conference and simulation lab experiences include a debriefing session. This course is taken concurrently with NUR 460.

Pre requisites: NUR 220; NUR 220L; NUR 330; NUR 340; NUR 340L; NUR 440; NUR 440L; NUR 440C

Co requisite: NUR 460

Credits: 2

Every Fall, Spring and 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 acting 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.

Scott Krawczyk

Dean

scott.krawczyk@liu.edu**Kevin Lauth**

Associate Dean

kevin.lauth@liu.edu**Maria Vogelstein**

Assistant Dean

maria.vogelstein@liu.edu**Judy Luu**

Assistant to the Dean

judy.fan@liu.edu

Fields of Study

Acting
Art Therapy, Pre-Professional
Biochemistry
Bioinformatics
Biology
Chemistry
Communications
Dance
Economics*
English
Fine Arts*
Foreign Languages and Literature*
History*
Humanities
International Relations
Journalism
Mathematics*
Media Arts
Music
Philosophy*
Physics
Political Science
Psychology
Social Science
Sociology/Anthropology*
Sports Communication and Marketing
Theatre

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 45 must be earned in courses numbered above 100.

*Not offered as a major at this time

The fields of study are grouped as follows:

Conolly College

- Biology (Concentration in Molecular Biology) and Bioinformatics
- Chemistry and Biochemistry
- English, Philosophy, Languages, Humanities - Minors in Gender Studies and Africana Studies
- Mathematics
- Physics (Concentrations in Health Science and Quantitative Finance)
- Political Science and International Relations - Minor in Political Geography
- Psychology
- Social Sciences - Economics, History and Sociology/Anthropology - Minors in Asian Studies and Criminal Justice

School of Arts and Communication

- Journalism, Communication and Sports Communication and Marketing
- Performing Arts – Acting, Dance and Theatre
- Media Arts and Music
- Visual Arts

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, Social Sciences 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 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 Dean Maria Vogelstein, Conolly College, Room LLC 517, 718-488-1003.

DEPARTMENT OF BIOLOGY

Professors: Chung, DePass, Kwon, Morin (Chair),
Professors Emeriti: Birchette, Cohen, Hammerman
Associate Professors: Kovac, Kwak, Leslie, Tello,
Vogelstein

Associate Professor Emeriti: McKenna

Assistant Professors: Molina, Zolnik

Instructor: Peckham

Adjunct Faculty: 28

At the undergraduate level, the Biology Department offers the Bachelor of Science in Biology with a concentration in Molecular Biology and a Bachelor of Science Degree in Bioinformatics. At the graduate level, the M.S. in Biology offers concentrations in General Biology, Molecular/Cellular Biology, Microbiology and Medical Microbiology. Our core of 10 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, developmental biology 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. Bioinformatics

B.S. in Bioinformatics

{Program Code: 40072} {HEGIS: 0419}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political
Science, Psychology, Sociology 3.00

Science and Mathematics 4.00

Mathematics: MTH 30 4.00

Laboratory Science: BIO 1 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Major Requirements

Biology Requirements

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

BIO 126 Principles of Genetics 4.00

BIO 151 Bioinformatics and
Genomics 3.00

BIO 153 Proteomics/Macromolecu
les Structure and Function 4.00

BIO 157 Bioinformatics, Capstone
I 3.00

BIO 158 Bioinformatics, Capstone
II 3.00

BIO 159 Bioinformatics, Field
Placement 3.00

BIO 160 Molecular Biology 2.00

BIO 161 Introductory Molecular
Biology 3.00

BIO 552 Current Methods in
Biotechnology 3.00

Computer Science Requirements

CIS 148 Database Systems I 3.00

CS 101 Fundamentals of
Computer Science and
Information Sciences 3.00

CS 103 Programming I for
Business 4.00

CS 131 Algorithms and Data
Structures in Python 3.00

CS 132 Discrete Structures in
Computer Science 3.00

CS 148 Database Systems I 3.00

CS 161 Statistics and
Bioinformatics 3.00

Biology Electives

Choose one from the following:

BIO 119 Principles of Evolution 4.00

BIO 129 The Biological Basis of
Human Variation 3.00

BIO 152 Foundations of
Biochemistry 3.00

Ancillary Requirement

CHM 3 General Chemistry I 4.00

CHM 4 General Chemistry II 4.00

CHM 121 Organic Chemistry I 4.00

CHM 122 Organic Chemistry II 4.00

MTH 30 Pre-Calculus
Mathematics 4.00

MTH 40 Calculus I 4.00

Ancillary Statistics Requirement

One of the following:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in the Social
Sciences 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 10

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 45

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. Biology

B.S. Biology

{Program Code: 06885} {HEGIS: 0401.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements

(34-35 credits)

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 60 (PHI 61 or 62)	3.00
Foreign Language	3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 10	3.00
Laboratory Science: BIO 1	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

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: 45
 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.

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.

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.

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.

Credits: 4

Every Fall, Spring and Summer

BIO 25 The Science of Sustainability

The United Nations defines sustainability as meeting the needs of the present, without compromising the ability of future generations to

meet their own needs. Although sustainability can be framed in societal, economical or environmental terms, all three aspects of sustainability are inherently interrelated. In fact, creating sustainable societies and economies is often centered upon the wise stewardship of the environment and natural resources. This course will introduce and demonstrate the major environmental sustainability issues related to the natural and man-made environment, and allow you to consider their broader societal impacts and pathways to solving these problems. In addition to readings, classroom discussion and labs, this course will use numerous experiential learning activities to amplify course content. Two hours of lecture and four hours of laboratory per week.

Credits: 4

Every Fall

BIO 26 DNA and Human Life

BIO 26 is designed for cultivating non-science major students' science literacy in modern biology. Today, it's impossible to uncouple our daily life from life sciences. We are flooded with information about life science such as health, foods, medicines, new therapy every day from the mass media and the Internet. To understand and evaluate information, students need basic core concepts of modern biology, one of which is how DNA shapes organisms' lives including ours. Students will learn the basic mechanisms how DNA works, and what happens if DNA has a defect. Students will then discuss current issues of life sciences that are closely related to our daily life. Two hours of lecture and four hours of laboratory per week.

Credits: 4

Every Spring

BIO 100 Summer Research Experience in Biology

BIO 100 is designed as a course-based undergraduate research experience (CURE) in which students conduct an in-depth research project in the field of biology. This course provides students with a unique opportunity to participate in all aspects of scientific research including: developing research questions and hypotheses; designing an experiment; using various field and lab methods; analyzing and interpreting data; and presenting results. In addition, lectures address key concepts, skills and current topics related to research in biology.

Credits: 4

Every 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 120 Field Study in Ecology

Each year the ecology of a different part of the world is studied; for example, Florida, Costa Rica, the American Southwest or the Galapagos. Emphasis is on the biota of a region and their adaptations and evolution. Local habitats are interpreted in an ecological context along with the role of human influence. Depending on locality, field techniques may include hiking, snorkeling, animal observation and identification, and water/soil analysis. Lectures are interdisciplinary and suitable for all disciplines. Requirements include a field notebook, quizzes and a final report. Three days on campus plus 10 to 12 days at the field site. Travel expenses are incurred.

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 3

On Occasion

BIO 121 Ornithology

A study of the anatomy, physiology, ecology, behavior and evolution of birds. The major goal is to integrate information from other biology courses to gain a better understanding of biology as a whole. A second goal is to gain an appreciation of the diversity of the natural world through an intense survey of birds. Laboratory topics include anatomical studies of bird anatomy and feather structure and computer sessions examining bird song and bird evolution. Two hours of lecture and one four hour laboratory period or field trip per week. Field trips include visits to the Ornithology Department of the American Museum of Natural History, the Bronx Zoo, the Jamaica Bay Wildlife Refuge, and Floyd Bennett Field (Gateway National Recreation Area).

Pre-requisite of BIO 2 or BIO 4 is required.

Credits: 4

Every Spring

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

Alternate 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 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. Six hours of laboratory/lecture time per week

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. Six hours of lecture/laboratory time per week.

Pre-requisite of BIO 2 or 4 and BIO 137 is required.

Credits: 4

Every Fall, Spring and Summer

BIO 141 The Science of Sustainability

The United nations defines sustainability as "meeting the needs of the present, without compromising the ability of future generations to meet their own needs." Creating sustainable societies is often centered upon the wise stewardship of the environment and natural resources. This course will introduce and demonstrate the major sustainability issues related to the natural and man-made environment, and allow students to consider the broader societal impacts of these issues. In addition to readings and classroom discussion, this course will use written reflections and experiential learning activities to amplify course content.

The pre-requisite of BIO 2 or 4 is required.

Credits: 3

Not Set

BIO 151 Bioinformatics and Genomics

This course gives an introduction to bioinformatics, an interdisciplinary field that uses computer technology to study biological data, and some of its applications in genomics, the study of the entire set of genetic material in organisms. The course will start with an overview of molecular evolution in DNA and proteins, the databases and tools that are used for their analyses including phylogenetics then graduate to the use of the next-generation sequencer ION PGM (Personal Genome Machine) on bacterial genomes. Students will also learn how to analyze their PGM data on the IonReporter, a bioinformatics software that elucidates bacterial composition and diversity. Three hours of lecture per week

Pre requisites: BIO 160 or BIO 161 or BIO 126

Credits: 3

Every Fall

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 153 Proteomics/Macromolecules Structure and Function

Proteomics is the discipline of molecular biology concerned with the analysis of protein expression in cells, tissues and/or organisms. Areas of study include (a) protein purification, (b) protein identification, (c) protein modification and localization, (d) protein structure and function and (e) protein-protein interactions. The ultimate goal of proteomics is to have an understanding of the structure, function, localization and interactions of the entire protein content of a specific organism.

This course is designed to teach students about proteomics and how to use proteomic tools. Topics include (a) protein synthesis and folding, (b) protein purification, (c) protein analysis using mass spectroscopy, yeast two hybrid system, co-immunoprecipitation, (d) biological databases, (e) sequence alignment and (f) protein structural predictions. Two hours of lecture and four hours of laboratory per week

A pre requisite of BIO 151 is required.

Credits: 4

Every Fall

BIO 157 Bioinformatics, Capstone I

The first semester of a two semester sequence of the bioinformatics major's capstone experience involving research in the field of bioinformatics.

The two semester capstone course series is an opportunity for students to apply the knowledge gained during their 4 year course of study to real-world situations. Under the guidance of faculty mentors, students identify a research question and explore and conduct detailed research in the field of bioinformatics. In addition, students may work independently or in small groups. Students will join a professional society and be required to read the scientific literature. Students will be required to present updates on their research and/or scientific papers during monthly meetings.

Credits: 3

Every Fall

BIO 158 Bioinformatics, Capstone II

The second semester of a two semester sequence of the bioinformatics major's capstone experience involving research in the field of bioinformatics.

The two semester capstone course series is an opportunity for students to apply the knowledge gained during their 4 year course of study to real-world situations. Under the guidance of faculty mentors, students identify a research question and explore and conduct detailed research in the field of bioinformatics. In addition, students may work independently or in small groups. Students will join a professional society and be required to read the scientific literature. Students will be required to present updates on their research and/or scientific papers during monthly meetings.

A pre requisite of BIO 157 is required.

Credits: 3

Every Spring

BIO 159 Bioinformatics, Field Placement

This course is designed to give college credit for student internships in the field of bioinformatics. Analogous to the Capstone courses, this course is designed to give students the opportunity to obtain work experience in the field of bioinformatics.

A pre requisite of BIO 157 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, Shedrinsky, Vasanathan

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. Biochemistry

B.S. Biochemistry

{Program Code: 22696} {HEGIS: 0414.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political
Science, Psychology, Sociology 3.00

Science and Mathematics 4.00

Mathematics: MTH 30 4.00

Laboratory Science: BIO 1 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

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 40 Calculus I 4.00

MTH 101 Calculus II 4.00

Major Requirements

The following courses are required:

BIC/B 128 The Basis of Cell 4.00
IO Function

BIC/C 153 Biochemistry 4.00
HM

BIC/C 154 Biochemistry 4.00
HM

BIC/B 160 Molecular Biology 2.00
IO

BIC/B 161 Introductory Molecular 3.00
IO Biology

BIC/C 186 Senior Research 3.00
HM

CHM 136 Physical Chemistry II 4.00

Choose two (2) out of the following:

BIC/B 125 Physiology 4.00
IO

BIC/B 126 Principles of Genetics 4.00
IO

BIC/C 187 Senior Research 3.00
HM

BIC/B 508 The Biology of Cancer 3.00
IO

BIC/C 514 Bioanalytical Chemistry 3.00
HM

BIC/C 531 Neurochemistry 3.00
HM

BIC 541 Special Topics in 3.00
Biochemistry

Credit and GPA Requirements

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 36

Minimum Credits in Courses >100 Level: 45

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.S. Chemistry

B.S. Chemistry

{Program Code: 06941} {HEGIS: 1905.0}

Graduation Requirements

Students must satisfy the placement, proficiency,

orientation and 34-35 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political
Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 30 4.00

Laboratory Science: BIO 1 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Requirement

The following courses must be fulfilled:

BIO 1 General Biology I 4.00

BIO 2 General Biology II 4.00

CHM 3 General Chemistry I 4.00

CHM 4 General Chemistry II 4.00

PHY 31 General Physics I 4.00

PHY 32 General Physics II 4.00

Distribution Requirement

The following courses must be fulfilled:

MTH 40 Calculus I 4.00

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: 60

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 45

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

BIC 125 Physiology

An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.

Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.

Credits: 4

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. This course has an additional fee. Same as CHM 153.

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 CHM 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 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

CHM 1 Chemistry for Health Science I

CHM 1. Chemistry for Health Sciences. An examination of the fundamentals of chemistry and biochemistry, with a general application to everyday living and health. Fulfills the science core requirement for nonscience majors. Two lecture hours, one recitation period and three hours of laboratory per week. Not open to Division II majors.

Credits: 4

Every Semester

CHM 2 Introduction to Biochemistry for Health Sciences.

A study of the fundamentals of biochemistry as it pertains to everyday living, health and nutrition. This course will focus on the biochemical components of living organisms and how diet can influence the metabolism and physiology of humans. Fulfills the science core requirement for nonscience majors. Three hours of lecture and three hours of laboratory per week. Not open to Division II majors. Credits: 4. Offered every semester

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 Environmental and Health Science

An introduction to fundamental chemical principles, which are applied to sustainability,

environmental issues, energy, biochemical components of living organisms, nutrition, pharmaceuticals and the molecules of life. Three hours of lecture and three hours of laboratory each week. Course not open to science majors.

Credits: 4

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. This course has an additional fee. Same as CHM 153.

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 CHM 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 ENGLISH, PHILOSOPHY, AND LANGUAGES

University Professor Hunt

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

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

Associate Professors Bokor, Horrigan, McCrary

Associate Professor Emeriti Gilles, Li

Adjunct Associate Professor Hassan

Adjunct Assistant Professor Matkov

The Department of English, Philosophy, and Languages offers a wide range of courses to meet the needs of a diverse student body. Our department serves the core curriculum by developing skills in reading, writing, critical thinking, knowledge of global cultures, and linguistic competence. The three combined disciplines offer classes in topics that provide a thorough grounding in the humanities and liberal arts.

English writing 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. The sophomore literature courses survey both western traditions and the non-western literatures of Africa, Asia, the Caribbean, and Latin America.

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. 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.

In our increasingly multilingual world, the ability to communicate with people from other cultures enriches individual experience. An acquired language raises cultural awareness, fosters intellectual inquiry, and bridges differences that divide us.

The department offers a B.A. in English. The undergraduate program in English features coursework in creative writing, 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.

In addition to the English major, the department offers minors in English, Philosophy, Modern Languages, Africana Studies and Gender Studies

that can be obtained by completing twelve credits of upper division (100 level or above) courses.

B.A. English

B.A. English

{Program Code: 06930} {HEGIS: 1501.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political
Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

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

Complete 30 credits in English above 100 as follows.

One course in creative writing (104, 164, 165, 166, 167, 168 when taught by creative writing faculty,

also certain 200-level courses depending on topic).

One course in literature (102, 119, 128, 129, 137, 140, 150, 158, 159, 169, 170, 180, 184, 187, also certain 200-level courses depending on topic)

One course in writing and rhetoric (160, 163, 168 when taught by writing and rhetoric faculty, 171, 172, 173, 174, 175, also certain 200-level courses depending on topic).

Any seven additional English courses.

Notes:

No course can satisfy two different requirements.

The following courses may be taken twice for credit: 140, 150, 163, 164, 165, 166, 167, 168, 170, 180.

Thesis (190, 191, or 192) is optional. If chosen, it would be one of the abovementioned "seven additional English courses."

All courses should be chosen in consultation with the student's faculty mentor in English and/or the department's undergraduate advisor.

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: 45

Ancillary Requirement: see above

Distribution Requirement: see above

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: conferences on Africana Philosophy and on Jazz and other African-based musical forms (Music of the Spirit); multicultural, multinational musical performances; films; speakers and discussion panels; fundraisers; and mentorship presentations. Students interested in learning more about the Africana Studies program should contact the co-directors of the program, Professor Carol Allen, 718 488-1050, carol.allen@liu.edu., or Professor Kimberly Jones,

718 488-1057, kimberly.jones@liu.edu.

Students interested in minoring in Africana Studies should consult with a co-director of the program.

Required Courses - 6 credits

HUM 105 Introduction to Africana Studies

ANT 173 African Civilizations

Students must take 6 additional credits from courses at the 100 level or above with topics such as:

African American History

History of African American Women in the U.S.

Caribbean History

The History of the Civil Rights Movement

Blacks and the Law

Black Political Thought

African Cultures and Societies

African Literature

African Film

African American Literature

African Diaspora Dance

African Diaspora Music

Caribbean Literature

Black Female Creativity

The Black Detective

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

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

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 people 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

Minor in Languages

A minor in French or Spanish consists of 12 credits at or above the 100 level, chosen in consultation with the Foreign Languages and Literature coordinator. 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

Minor in Philosophy

A minor in philosophy offers 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.

Students may minor in Philosophy by completing any four PHI courses numbered above 100 for a total of 12 credits. Richard L. Conolly College does not offer a major in Philosophy at this time.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

English Courses

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.

One of the following prerequisites is required:

ENG 13

Placement Exam

500 or higher on Evidence Based Reading &

Writing SAT

25 or higher on Reading SAT

23 or high on ACT Assessment

26 or high on Writing & Language SAT

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

On Occasion

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.

One of the following prerequisites is required:

ENG 14

Placement Exam

610 or higher on Evidence Based Reading &

Writing SAT

30 or higher on Reading SAT

25 or high on ACT Assessment

31 or high on Writing & Language SAT

Credits: 3

Every Semester

ENG 16C English Composition

English 16C is an accelerated class for students who place into English 14 but whose academic profile

qualifies them to enroll in English 16C with additional support. Students in English 16C will enter into an ongoing conversation of consequence through research, readings, and classroom discussions. To this end, integrating the thoughts and words of other writers into their own essays is emphasized. Both in relation to their own experience and to a text or set of texts, students in English 16C learn how to develop a persuasive argument within a specific rhetorical situation. Three classroom hours per week, three laboratory hours per week. Part of core requirement. This course has an additional fee. Prerequisite:

Placement.

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

On Occasion

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 Global 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

ENG 137 Shakespeare

The greatness of Shakespeare explored through the intensive study of selected plays and poems.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

ENG 163 Explorations in Nonfiction Writing

A nonfiction workshop in which students explore genres that include the essay, memoir, experimental nonfiction, zine writing, and digital storytelling. Emphasis on discussion of student manuscripts and individual conferences with instructor. May be taken twice for credit.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
Annually

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
Annually

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Counts as creative writing course when taught by creative writing faculty. Counts as writing and rhetoric course when taught by writing and rhetoric faculty. May be taken twice for credit.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

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. Counts as a literature course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3
On Occasion

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. Counts as a literature course. May be taken twice for credit.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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. Counts as a writing and rhetoric course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

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. Counts as a writing and rhetoric course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

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. Counts as a writing and rhetoric course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

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. Counts as a writing and rhetoric course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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. Counts

as a writing and rhetoric course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

ENG 178 Writing in the Sciences

The focus of this course is scientific writing for the health professions. Students will learn and practice the conventions for writing scientific material for a variety of audiences. This writing workshop involves writing and research assignments, presentations, and peer review. Students will learn to prepare abstracts, conduct bibliographic database searches, review scholarly and popular scientific literature, and complete a scientific research paper. Additional genres include cover letters, personal statements, and poster presentations.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

Not Set

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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 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.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

ENG 190 Senior Thesis in Literature

English majors may elect to write a thesis, depending on their intellectual interests and future academic plans. The decision whether to write a thesis should be made in consultation with the student's English Department faculty mentor. Ideally, students seeking to write literature theses

will prepare for the project by concentrating on literature in their major coursework (see prerequisites below). If the thesis option is selected, then a faculty member will guide the student through an independent research project in literary history or analysis, which will result in an extended essay. Prerequisites: 12 credits in upper division literature courses and permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites one course is 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

English majors may elect to write a thesis, depending on their intellectual interests and future academic plans. The decision whether to write a thesis should be made in consultation with the student's English Department faculty mentor.

Ideally, students seeking to write creative writing theses will prepare for the project by concentrating on creative writing in their major coursework (see prerequisites below). If the thesis option is selected, then a faculty member will guide the student through an independent writing project, which will result in a manuscript of poems, fiction, plays, or creative nonfiction. Prerequisites: 12 credits in upper division creative writing courses and permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites one course is 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 Occasion

ENG 192 Senior Thesis in Writing and Rhetoric

English majors may elect to write a thesis, depending on their intellectual interests and future academic plans. The decision whether to write a thesis should be made in consultation with the student's English Department faculty mentor. Students seeking to write theses in writing and rhetoric will prepare for the project by concentrating on writing and rhetoric in their major coursework (see prerequisites below). If the thesis option is selected, then a faculty member will guide the student through an independent research project, which will result in 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.

Prerequisites: 12 credits in upper division writing and rhetoric courses and permission of Department Chair. Offered as a tutorial.

Of the following pre-requisites one course is 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 one course is 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 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 one course is 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 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 one course is 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: 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 one course is 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: 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, Sandra Cisneros, Alison Bechdel, Gary Shteyngart and Tracy K. Smith. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

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.

Pre-requisites: ENG 16 and PHI 60; or HEG 21 or HEG 22 and HHP 21 or HHP 22

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

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-requisite: ENG 16 or HEG 21 or HEG 22.

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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-requisite: ENG 16 or HEG 21 or HEG 22.

Credits: 3

On Occasion

HUM 104 Gender and Knowledge

What does it mean to know something? Do women arrive at conclusions and solve problems in different ways than men? What makes someone the

gender that he or she is? What is the relationship between emotion and reason? Are women more emotional and men more logical? Are men better than women in mathematics and science? Is there such a thing as "feminine intuition"? What is the best way to acquire knowledge?

This course will examine, and attempt to provide answers to these and other questions regarding gender and different types of knowledge. This course examines theories about the relationship of women to knowledge and rationality and examines feminist critiques of traditional views of knowledge.
Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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 may include a field trip, interview, and community outreach.

Pre-requisite: ENG 16 or HEG 21 or HEG 22.

Credits: 3

On Occasion

HUM 117 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology - physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations.

Pre-requisite: ENG 16 or HEG 21 or HEG 22.

Credits: 3

Cross-Listings: HUM 217, PSY 217

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

On Occasion

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.

Pre-requisite: ENG 16 or HEG 21 or HEG 22.

Credits: 3

On Occasion

HUM 170 Philosophy 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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisites: ENG 16 and PHI 60; or HEG 21 or HEG 22 and HHP 21 or HHP 22

Credits: 3

Cross-Listings: HUM 180, PHI 180

On Occasion

HUM 189 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

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 faculty member in the Department of English, Philosophy, and Languages, and get the approval of the faculty member, Department Chair, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a 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 faculty member in the Department of English, Philosophy, and Languages, and get the approval of the faculty member, Department Chair, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a 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, Sandra Cisneros, Alison Bechdel, Gary Shteyngart and Tracy K. Smith. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

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 Merchant, Slavoj Zizek, Paul Taylor, Aldo Leopold among others.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

Cross-Listings: HUM 230, PHI 230

On Occasion

Language 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 or English.

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

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

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

On Demand

SPA 32 Intermediate Spanish

Continued emphasis on speaking, reading, writing and understanding Spanish. Prerequisite: Spanish 12 or permission of the Department.

Credits: 3

On Demand

SPA 100 Spanish Conversation

Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications. 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 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 or English.

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

Philosophy Courses

PHI 60 Philosophical Explorations

PHI 60 is an integrated core course that introduces students to the basic concepts and methods of elementary logic and philosophical inquiry, while emphasizing the critical intellectual skills needed both in philosophical reflection and in coping with the many practical challenges of modern living. Students will learn to avoid common fallacies in informal reasoning and argumentation, to distinguish good from bad reasoning generally, and to engage in general problem solving, productive dialogue, and effective communication. They will engage in responsive and critical writing, while being guided in close reading and discussion of important philosophical texts from ancient times and the modern world. They will also become acquainted with some major traditions of ethical thought and the central problems of contemporary moral philosophy, while sharing, examining, sharpening and refining their own ethical sensibilities and values. The course as a whole will

aid them in becoming more informed, methodical, and incisive thinkers, better able to exercise their voices as active citizens in the public sphere.

Credits: 3

Every Semester

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

Cross-Listings: PHI 119, SPE 119

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?

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

On Occasion

PHI 170 Philosophy 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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

On Occasion

PHI 173 Philosophy of Science

Is science objective? Can a scientific hypothesis be truly confirmed or disconfirmed by evidence? Does science progress, and, if so, how does this happen? 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 revolution? This course introduces students to major issues in the philosophy of science. Topics include the scientific method, the nature of scientific progress, the role that evidence has in confirming or disconfirming scientific hypotheses, and paradoxes associated with the acquisition of scientific knowledge. Students will 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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisites: ENG 16 and PHI 60; or HEG 21 or HEG 22 and HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

On Occasion

PHI 213 Philosophical Investigations Through Film

This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

Cross-Listings: MA 213, PHI 213

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 Žižek, Paul Taylor, Aldo Leopold among others.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

Cross-Listings: HUM 230, PHI 230

On Occasion

**DEPARTMENT OF
MATHEMATICS AND
PHYSICS**

Professors: Achuthan, Arons (Chair), Myers, Park,
Zuckerberg

Professors Emeriti: Clark, Glickman, Kleinman,
Posmentier, Stanley, Zuckerman

Associate Professors: Su

Associate Professors: Emeriti Farber, Tucker

Adjunct Faculty: 12

Richard L. Conolly College does not offer degree
programs in mathematics or physics 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.

One of the following prerequisites is required:
DSM 09

MW 9

Placement Exam

500 or higher on MATH SAT

22 or higher on ACT Assessment

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

On Occasion

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.

One of the following prerequisites is required:

DSM 09

MW 9

Placement Exam

500 or higher on MATH SAT

22 or higher on ACT Assessment

Credits: 4

All Sessions

MTH 16 Finite Mathematics

Selected topics from matrix algebra, linear programming, consumer mathematics, probability, sets and counting techniques. Students who have taken MAT 15 or 11Y are exempt from MAT 16.

One of the following prerequisites is required:

DSM 09

MW 9

Placement Exam

500 or higher on MATH SAT

22 or higher on ACT Assessment

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.

One of the following prerequisites is required:

MTH 10

Placement Exam

560 or higher on MATH SAT

25 or higher on ACT Assessment

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 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

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: classical mechanics of linear and rotational motion, Newton's laws of motion and gravitation, conservation of energy and momentum. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

In the fall, one calculus-based section will be offered, which is strongly recommended for physics majors.

Pre-requisite of MTH 30 is required.

Credits: 4

Every Fall and Spring

PHY 32 General Physics

A non-calculus-based introduction to physics intended primarily for science majors, but may be taken by non-science students. Second semester: electricity, magnetism, optics, relativity, atomic and nuclear physics. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

In the spring, one calculus-based section will be offered, which is strongly recommended for physics majors.

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 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 147 Electronics

A semi-quantitative discussion of fundamental electronic devices, together with laboratory work designed both to supplement the classroom discussion and provide training in the actual use of electronic equipment. Two lecture hours and two, two-hour laboratory periods.

Credits: 4

Rotating Basis

PHY 149 Quantum Mechanics

A continuation of the study of the methods and applications of quantum mechanics. Angular momentum and spin, the exclusion principle, the hydrogen atom, perturbation theory, and scattering theory. Three lecture hours. Pre-requisite PHY 146

Pre requisites: PHY 32, PHY 146 and MTH 40

Credits: 3

Rotating Basis

**DEPARTMENT OF
POLITICAL SCIENCE**

Senior Professor Ehrenberg (Chair)
Professors Stevens Haynes, Sánchez
Professors Emeriti DiMaio, Werner, McSherry
Associate Professor Fahmy, Sheppard
Adjunct Faculty: 6

Politics is everything. It is our identity, our society, and our government. Politics is our constitution, our democracy, and our foreign policy. Politics is the White House, the Capitol Building, and the United Nations. But political decisions aren't just about who we vote for; the choices we make as individuals – about our schools and our environment, about the movies we watch and the music we listen to – are inherently political.

The **Bachelor of Arts in Political Science** and the **Bachelor of Arts in International Relations** degree programs offered by the Department of Political Science are the ideal opportunity for students looking to become more informed about the political reality of the world around them and enter the job market with the outstanding qualifications necessary to a career path in top tier corporate and public sector institutions.

Students majoring in political science must complete a 30-credit course of study. The subfields of political science include American politics, political philosophy, comparative politics, international relations, and a host of related fields such as policy studies, political geography, political economy, popular culture and the media, and studies of particular countries or regions. There is also considerable room for student choice within the major, as the department offers ample opportunities for independent study, honors theses, and internships. Students may also earn a 15-credit minor in Political Science.

Students majoring in international relations must complete the 36-credit course of study in courses that address a broad spectrum of cutting edge issues in contemporary global diplomacy and security, including international law and human rights, international political economy, geopolitics, regimes and institutions, the environment and technology, non-state actors, and regional studies that focus on the Middle East, Asia, and Africa. Credits for internships in international relations, including internships abroad, with the United Nations, and in Washington, D.C., may be counted toward the major upon prior approval by the International Relations Program.

Located at the hub of global diplomacy and finance, Long Island University, Brooklyn, the most diverse campus in New York, represents and reflects a universe of history and perspectives from around the world. Under the guidance of experienced and award-winning faculty, the programs offered by the Department of Political Science empower students to develop the

proficiency in research and writing, confidence in public speaking, debate and presentation, cultural awareness, analytic proficiency, and networking skills and connections necessary for advanced academic or professional study and entering a highly competitive job market around the world.

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. International Relations

B.A. International Relations

{Program Code: 39895 } {HEGIS: 2210}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

**Core Curriculum Requirements
(34-35 credits)**

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary 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 - 36 Credits

The following courses are required:

POL	11	Power and Politics	3.00
IR	101	Great Power Politics	3.00
IR	111	Theories of International Relations	3.00
IR	135	United Nations - Theory	3.00
IR	136	United Nations - Participation	3.00
POL	150	World Politics	3.00
POL	185	Seminar Political Inquiry	3.00
IR	210	International Political Economy	3.00

Electives (three courses, 9 credits)

Capstone (one of the following):

SSC 223 Capstone Seminar in Social Sciences 3.00

SSC 224 Capstone Seminar in Social Sciences 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: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.A. Political Science

B.A. Political Science

{Program Code: 06958} {HEGIS: 2207.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

**Core Curriculum Requirements
(34-35 credits)**

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

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: 45

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 twelve-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 twelve credits in approved courses. These include:

POL	166	Politics of Development	3.00
POL	159	Geopolitics	3.00
POL	141	Future Politics	3.00
POL	582	Geopolitics	3.00
POL	667	Future Politics	3.00
ECO	140	Urban Economics	3.00
ECO	138	Economic Development	3.00
SOC	107	Migration	3.00

SOC 125 Globalization 3.00

SOC 113 Urban Anthropology/Sociology 3.00

URB 506 Geography of the City of New York 3.00

URB 550 The Ghetto from Venice to Harlem 3.00

URB 605 Computer Technology 3.00

MKT 345 Telecommunications: Marketing in the Information Age (Prerequisite: MKT 201) 3.00

MKT 338 International Marketing (Prerequisite: MKT 201) 3.00

There is no required course in the minor, but all students will arrange their individual course of study in consultation with the directors of the political geography minor program. Courses outside of those listed will be considered on a case-by-case basis. To participate in the political geography minor, please contact Professor Jose Sanchez at Jose.Sanchez@liu.edu, or Professor Si Sheppard at Simon.Sheppard@liu.edu.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

IR 101 Great Power Politics

This course offers an overview of the dynamics of strategic interaction between great powers, including the causes of conflict, origins of alliances, logic of coercion, sources of order, and definition of national interests. In a broad historical narrative, the course will discuss how the balance of power and the nature of relations between great powers has shifted from the pre-World War II era to the Cold War (bi-polarity), the post-Cold War period (uni-polarity), and the contemporary world system (multi-polarity).

Credits: 3

Alternate Years

IR 111 Theories of International Relations

This course analyzes the role of international relations theory, from ideology to history and mythmaking, in the historical, contemporary, and future implementation of policy. Important theoretical approaches to international relations under discussion include Realism, Liberalism, Nationalism, Marxism, and Democratic Peace.

A pre requisite of IR 101 is required.

Credits: 3

Alternate Years

IR 123 The Geopolitics of the Middle East

This course will focus on critical issues in the geopolitics of the Middle East region, broadly defined as extending from Libya to Iran. Students will be introduced to the forces structuring state relations in the post-Ottoman period, including pan-Arabism, Zionism, Baathism, nationalism, terrorism, democracy, and the Sunni-Shia divide. Critical junctures including Israeli independence, the Six Day War, the Iran-Iraq War, The Gulf War, Operation Iraqi Freedom, the Arab Spring, and the rise of ISIS will be discussed.

A pre requisite of IR 101 is required.

Credits: 3

On Occasion

IR 201 Non-State Actors

The established model of geopolitics is predicated upon the existence of, and interactions between, states in the global system. This course will assess the impact of non-state actors such as religions, transnational corporations, human and environmental rights organizations, criminal networks, and terrorists on this model. Students will discuss whether the state system ever truly monopolized the terms of the debate in international relations, and the extent to which the contemporary state system has been compromised by the rise of increasingly salient non-state actors. Students will focus on what actions can be defined as terrorist, who uses them, why, and under what circumstances, as well as the determinants of their effectiveness.

A pre requisite of IR 101 is required.

Credits: 3

On Occasion

IR 210 International Political Economy

IPE seeks to advance knowledge of how political institutions, processes, and actors influence economic interactions, and conversely, how economic institutions, processes, and actors affect political interactions. Students will investigate the role of domestic drivers in shaping global politics as well as the influence of global drivers on domestic politics. Institutions this course will focus on include: international and regional regimes, private authority structures, welfare policies, social and environmental policies, monetary and exchange rate policies, global integration, international trade, international development and equity, international finance, multinational corporations, NGOs, and corporate social responsibility.

A pre requisite of IR 101 is required.

Credits: 3

Alternate Years

IR 234 The Geopolitics of South Central, and East Asia

This course will focus on critical issues in the geopolitics of East Asia in the post-World War II era, with particular attention paid to the evolution of China during this period, from civil war through Maoist ideology to modern superpower. Other case studies under consideration will include the Korean divide, the India-Pakistan confrontation, and the fate of Afghanistan.

A pre requisite of IR 101 is required.

Credits: 3

On Occasion

IR 301 Race, Nationalism and Identity

This course will analyze the role of identity politics in international relations. Students will explore how the interplay between national and transnational cultural identities has driven foreign policy initiatives including support for imperialist, revanchist, and secessionist agendas.

A pre requisite of IR 101 is required.

Credits: 3

On Occasion

IR 321 Technology and International Relations

This course provides an overview of the role advances in technology have played in forcing changes to traditional assumptions about international relations. Students will focus on how breakthroughs in transportation technologies (e.g., the railroad, flight, space travel) and communications technologies (e.g., radio, TV, the Internet) have enhanced social and economic interactions globally, and how the rise of weapons of mass destruction (e.g., chemical, biological, nuclear) have altered the balance of power militarily. Students will learn about how these weapons work, why states (and increasingly, non-state actors) seek to develop them, and attempts to prevent proliferation.

A pre requisite of IR 101 is required.

Credits: 3

On Occasion

IR 345 The Geopolitics of Africa

This course will focus on critical issues in the geopolitics of sub-Saharan Africa in the post-World War II era, with particular attention paid to decolonization, development, national identity, sovereignty, and regional hegemony. Case studies under consideration will include the transition from Apartheid to democracy in South Africa, civil war in Liberia and Sierra Leone, the collapse of state authority in the Congo, and the persistence of anarchy in Somalia.

A pre requisite of IR 101 is required.

Credits: 3

On Occasion

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 12 America and the World

This class explores the origins and evolution of American politics and government and how America interacts with the wider world. Students will investigate the inner workings of the American constitutional order and the political culture in which it is based. Issues and institutions under consideration will include presidents and parties, identity and representation, civil liberties and civil rights. With an enhanced understanding of America, students will then focus on the challenges of contemporary international power politics, from globalization to climate change, and the role the United Nations plays in mediating disputes and advancing collective action.

Credits: 3

Every Fall and Spring

POL 13 International Relations

This course serves as an introduction to what drives the political world and to political science as a field of study that attempts to explain this. The course introduces students to the systematic study of politics and to crucial concepts in the discipline including: collective action, democracy, government, justice, power and the state. Course material consists of philosophical and theoretical texts, case studies, political analyses and documentaries. Upon completion, students will better understand the practice of politics at the local, national and international level.

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

On Occasion

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 126 American Constitutional Law

An analysis of constitutional principles as expressed in major United States Supreme Court decisions relating to separation of powers, federalism, and regulation of business.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 130 The American Judicial System

A study of the function, structure and decision-making process in federal and state courts.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 135 The United Nations: Theory

This course will study the role and influence of the United Nations (UN) in a global context, evaluating its record in diplomacy, disaster relief, human rights and democracy promotion, and international peacekeeping. Analysis will focus on the institutions of the UN, from operating systems to funding. Students will undertake a field trip to UN headquarters during the semester to meet with UN executives and personnel.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: IR 135, POL 135

Every Spring

POL 136 The United Nations: Participation

This course will focus on training students for competition in a National Model United Nations (NMUN) conference. Training will incorporate immersion in role-playing, research and writing of position papers, debate preparation, and familiarization with NMUN rules and procedures.

At the end of the semester, students will participate as a team in a NMUN conference at an overseas venue. Students must have in their possession a valid passport for international travel.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: IR 136, POL 136

Every Fall

POL 137 The Politics of Popular Culture

An examination of the political content and implications of selected areas of contemporary popular culture.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 143 Urban Politics and Problems

A study of the urbanization process and urban institutions. Topics include ethnic, brokerage and reform politics; powers of mayors and councils; and suburbia. Critical problems, including state and federal issues, are discussed.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 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 152 Conflict Resolution

An examination of the theories and methods of conflict resolution in a variety of settings, such as labor relations, criminal justice, community and the international arena.

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

On Occasion

POL 159 Geopolitics

This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Alternate Years

POL 161 Concepts and Theories in Comparative Politics

A review of the basic theoretical frameworks, concepts, approaches and methodologies in comparative politics. The study of major authors, key texts and theories, including modernization, political culture, corporatism, dependency, bureaucratic authoritarianism, rational choice, democratic transition theory and others is conducted. Comparative analysis is made of distinctive political systems and their development.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

POL 164 Latin American Politics

The politics of Latin America in revolution and reform, military coups and democracy movements, human rights struggles and experiments with economic models from socialism to laissez-faire capitalism. The political, social and economic developments in Latin America are examined, with special attention to historical antecedents, recent democratization processes, social and economic conditions, the role of the military, and current issues, such as the impact of globalization. The effects of American foreign policy and major theories explaining Latin American development and politics are also included.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: POL 164, SSC 236

On Demand

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 172 Islam and Democracy

An examination of the relationship between different schools of Islam and political democracy.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

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

Alternate Years

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 178 Politics and Culture

This course examines how political activity and behavior are shaped by culturally specific meanings and social codes, and discusses how the various aspects of culture affect social relations and political decision-making.

Credits: 3

On Occasion

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.

Required for all Political Science majors.

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

POL 207 The United Nations Experience

The United Nations Experience combines the theory and practice of international relations. Students learn theory through an immersion in the history of the United Nations, with a focus on diplomacy, NGOs, and international relations, broadly speaking. Key to this course, however, will be a practical training element that teaches students how to prepare for and compete in National Model UN competitions. Students will train for and compete in NMUN competition against each other. Students will visit the United Nations headquarters, listening to guest speakers and interacting with key staff and ambassadors. With the help of regional experts, students will immerse themselves in the history and culture of the country they are representing and draft position papers and training to debate with their peers from around the world in order to secure the adoption of resolutions.

Credits: 3

Every Fall and Spring

**DEPARTMENT OF
PSYCHOLOGY**

Professors Duncan, Kose (Director, M.A. Program), Papouchis, Ramirez, Samstag, Schuman, Wong (Director, Ph.D. Program)
 Professor Emeriti Allen, Fudin, Hurvich, Magai, Mcguire, Penn, Ritzler
 Associate Professors Haden, Kudadjie-Gyamfi (Chair), Meehan, Saunders
 Assistant Professor Morrison (Director, LIU Psychological Services)
 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, and 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. Psychology

B.A. Psychology

[Program Code: 06946] [HEGIS: 2001.0]

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Distribution Requirement

- Six credits or two courses of upper-level History (HIS) or
- Six credits or two courses of upper-level Economics (ECO) or
- Six credits or two courses of upper-level Sociology/Anthropology (SOC/ANT) or
- Six credits or two courses of upper-level

Political Science (POL)

Major Requirements

The following three (3) courses are required,

PSY 101 Research Design and Analysis I 4.00

PSY 103 Research Design and Data Analysis II 4.00

PSY 249 Writing in Psychology 3.00

A minimum of three (3) lower-level Psychology courses (100 level) totaling nine (9) credits are required.

A minimum of three (3) upper-level Psychology courses (over 100 level) totaling nine (9) credits are required.

The major in Psychology requires 29 credits (3 required courses, 3 lower-level electives, and 3 upper-level electives.

****Psy 3 is not 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: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Psychology

A psychology minor requires 15 PSY credits at or above the 100 level, in addition to the core PSY 3 class.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.0

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 31 Lifespan Developmental Psychology

This is an examination of theories and experiences of developmental processes that occur during an individual's lifespan, from prenatal development through old age.

This course is only open to non-Psychology majors.

Credits: 3

Every Fall and Spring

PSY 101 Research Design & Analysis I

A survey of the methods used in psychological research. Students learn about the various methods that psychologists use to address research questions. Discussions will focus on generating research questions, collecting data, measuring constructs, and sampling issues. The lab component of this course will provide hands-on experience with conducting research including the steps involved from generating a research question to reporting findings. A brief report to document each step of the research process will be generated. This course replaces PSY 151 and does not require 102 as a co-requisite. Prerequisite: Mth 15 or 16.

Credits: 4

Every Semester

PSY 103 Research Design & Analysis II

This course builds from Research Design and Analysis I. This discussion and lab course is a study of research design, 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. Students learn about the various research designs and statistical techniques that psychologists use to address research questions. The lab component provides hands-on experience with conducting data analyses. This course replaces PSY 150 which is only open for non-majors in psychology. This course requires a C or better in Psy 101, MTH 15/16.

Pre-requisites of MTH 15 or 16 and PSY 101 (with C or better) are required.

Credits: 4

Every Semester

PSY 107 Child Development

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 or PSY 31.

Credits: 3

Every Semester

PSY 108 Adult Development

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.

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.

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.

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.

Credits: 3

Every Semester

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.

Credits: 3

Every Fall

PSY 215 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 216 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 217 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 218 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 219 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 220 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 221 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

Every Fall

PSY 224 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

Every Fall

PSY 225 Contemporary Issues 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

Every Semester

PSY 226 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

Every Spring

PSY 228 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 249 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 research proposals.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

Every Semester

PSY 250 Statistics in the Social Sciences

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. This course is open to non-majors in psychology.

The pre-requisite of MTH 15 or MTH 16 is required.

Credits: 3

Every Semester

PSY 283 Health Psychology

This course examines the biological, psychological, social and cultural factors that are important to the promotion and maintenance of health and illness. Topics include health-enhancing and health-compromising behaviors (i.e. health habits and lifestyle), risk factors for leading causes of death, stress and coping, the interplay among patients, their health-care providers, and health care settings, pain and chronic illness, and specific illnesses ranging from heart disease, cancer, and HIV/AIDS to neurological and age-related disorders.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

Every Spring

PSY 289 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 290 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 295 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 296 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.

PSY 101 and 103 (or 150), and 9 credits in 100+ level electives

Credits: 3

On Occasion

PSY 297 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 297 and PSY 298) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
PSY 101 and 103 (or 150), and 9 credits in 100+ level electives
Credits: 3
Cross-Listings: PSY 197, PSY 297
Every Semester

PSY 298 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 297 and PSY 298) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
PSY 101 and 103 (or 150), and 9 credits in 100+ level electives
Credits: 3
Every Semester

DEPARTMENT OF SOCIAL SCIENCES

Professors Emeriti Carden, Dorinson, Gabel, Hittman, Lombardi, Necheles-Jansyn, Rosenberg, Varma, Warmund, Wilson

Professors Ali, Xia

Associate Professors Agrait, Barton, Horstmann Gatti (Chair), Jones, Juwayeyi, Kim, Rodriguez Associate Professor Emeriti Gritzer, Harwood, Hendrickson, Reilly

Assistant Professor Emeritus Sherar

Adjunct Faculty: 7

The Department of Social Sciences includes faculty in the disciplines of Economics, History, Sociology, and Anthropology, whose teaching and research interests span a wide range of economic, social, cultural, and historical topics and global perspectives. Students from all programs will begin their study of these disciplines through the core curriculum. Through these classes students will develop skills in critical thinking, logical reasoning, reading, writing, and oral communication as they learn the foundational knowledge in each of these disciplines. Following completion of the core, we welcome students into our advanced courses, which are designed to appeal to students from a variety of majors, including those in other Liberal Arts fields, as well as in Business, Education, Social Work, and Health Professions. Recent course offerings have focused on the History of Global Epidemics, Crime and Social Justice, International Finance, Body/Dress/Culture, and the Sociology of Sport.

The department offers a B.A. in Social Science and minors in Economics, History, Sociology-Anthropology, Criminal Justice, and Asian Studies. The B.A. in Social Science provides an opportunity for students to pursue a creative, interdisciplinary program, in which they study topics from several disciplinary perspectives while also allowing for concentration in their choice of a primary field of Economics, History, Sociology, or Anthropology. This newly restructured degree program includes a capstone course in the student's final year. Students are encouraged to customize their program by adding internships, honors and independent study courses as well as Study Abroad. Outstanding students are also encouraged to develop their own research projects under the supervision of faculty mentors. Come build your major with us!

B.A. Social Science

The Department of Social Sciences offers an interdisciplinary major leading to a B.A. in Social Science. This flexible program is intended to serve students interested in the disciplines of Economics, History, Sociology, and/or

Anthropology and provides the opportunity for an interdisciplinary approach to topics in the Social Sciences.

Students will be closely counseled by a team of faculty members in their areas of concentration in order to develop a coherent and well-integrated program.

B.A. Social Science

[Program Code: 78843] [HEGIS: 4903]

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Major Requirements

Program Model

After completing the core courses in Economics, History, Sociology, and Anthropology, students will take twenty-four (24) credits of advanced courses (numbered 100 or above) in those disciplines and a three (3) credit interdisciplinary capstone course. All Social Science majors are also required to take an additional six (6) credits (numbered 100 or above) in Political Science or Psychology.

- Primary Concentration (12 credits in ECO, HIS, SOC, or ANT, numbered 100 or higher)

- Two Secondary Concentrations (6 credits each in a second and third discipline ECO, HIS, SOC, or ANT, numbered 100 or higher)
- Capstone (SSC 223 or 224)
- Additional Electives (6 credits in Political Science or Psychology, numbered 100 or higher)

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: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Sociology-Anthropology

The Minor in Sociology-Anthropology allows students to pursue in-depth study of such topics as migration, cultural difference and cultural change, social inequality, the politics of race, family and gender, comparative religions and popular culture from music to fashion and sports. Broad survey courses focused on Asian, African, or Latin American and Caribbean cultures add depth to these courses of study.

After one introductory course (Ant 4, Ant 5 or Soc 3), any four SOC or ANT advanced courses can be combined to create the Minor. The Soc-Anthro Minor combines easily with many majors and programs in Conolly College and other schools. It prepares students to pursue people-oriented careers, to better understand the world and to fully enjoy living in a great city like New York.

For further information, please contact any of the Sociology or Anthropology faculty in the Department of Social Sciences: Professors Syed Ali, Hal Barton, Yusuf Juwayeyi or Haesook Kim at first name/last name@liu.edu. You can also call 718-488-4077.

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Minor in Criminal Justice

The Criminal Justice Minor Program at LIU Brooklyn is a 12-credit minor housed in the Department of Social Sciences. The course of study encompasses two 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:

Haesook Kim
 Director, Criminal Justice Minor Program
 Haesook.Kim@liu.edu
 Tel. 718-780-4077 / 718-488-1058

Minor in Economics

The Minor in Economics offers a unique combination of theory and practical applications, preparing students to think analytically about real world economic problems. Not only is an economics minor likely to improve the versatility and job market performance of students who major in most liberal arts or professional disciplines, but it also provides intellectual challenges likely to appeal to inquisitive minds. Indeed, this field usually attracts students who enjoy using intuitive logical arguments to gain insight on socio-economic problems and public policy issues, and who are often inspired not only by practical considerations, but also by their intellectual curiosity and a desire to contribute to society.

The program seeks to equip students with the basic tools needed to understand the operation of a modern economy, including the role of markets and organizations in the allocation of resources as well as the factors that determine income, employment and economic growth. Aside from introductory courses in Microeconomics and Macroeconomics, the program offers a variety of elective courses, including Money and Banking, Financial Economics, Economic Development, Industrial Organization, Government Regulation, Public Finance, Urban Economics, International Economics, and other subjects. The underlying goal is to train students to use formal analysis and empirical observation to shed light on varied socio-economic issues and to develop several valuable analytical and communication skills in the process, bringing about a considerable vocational benefit since these constitute a relevant background for several professions, including careers in business, law, public service, education,

journalism, urban affairs, international relations and other fields.

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.

For more information, please contact Gustavo Rodriguez (gustavo.rodriguez@liu.edu) or call 718-488-4077.

Credit and G.P.A. Requirements

Minimum Total Credits: 12 Credits

Minimum G.P.A.: 2.0

Minor in History

The history minor is designed to enhance any course of study as it offers both personal rewards and practical advantages. Guided by a faculty of accomplished historians, students are invited to explore historical events and topics in American, African, Asian, European and Latin American History. Our courses approach historical study with a global perspective and incorporate various interpretive lenses, analyzing political, social, cultural, and economic developments around the world. History classes help students not only better understand the world, but also give students the opportunity to improve their analytical, research, writing, and communication skills. The history minor is especially valuable for students pursuing careers in education, law, public administration, business, journalism, archival and museum work. Faculty mentors will assist students in devising a personalized plan of study.

The history minor requires students to take either History 1 or History 2 and at least 12 credits in History courses at the 100 level and above. Students interested in a minor program should contact

Stacey Horstmann Gatti
 Chair, Department of Social Sciences
 718-488-4077 or 718-246-6444
 Stacey.horstmann@liu.edu

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

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 his/her 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

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

Every Fall and Spring

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 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

Alternate Years

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

Alternate Years

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

On Occasion

ANT 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.

Credits: 3

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 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

On Occasion

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

On Occasion

ANT 141 Archaeology: An Introduction

An analysis of the methods and techniques employed by archeologists to discover, reconstruct and date prehistoric and historic cultures and to link human life with its recent and remote past.

The pre-requisite of ANT 4, or ANT 5, or HSS 21, or HSS 22 is required.

Credits: 3

On Occasion

ANT 149 Shamanism and Witchcraft: Healing Traditions in Cross-Cultural Perspectives

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

On Occasion

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

On Occasion

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 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

On Occasion

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 Social Sciences. 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

On Occasion

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 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 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.

The pre-requisite of SOC 3, or HSS 21, or HSS 22 is required.
Credits: 3
On Occasion

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
Alternate Years

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).

Of the following courses only one (1) pre-requisite is required: SOC 3, ANT 5, HSS 21 or HSS 22.
Credits: 3
On Occasion

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
Alternate Years

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
On Occasion

SOC 128 Criminology

An examination of crime in modern society: the extent and social cost of violent, property, white-collar, corporate and organized crime and the accuracy of crime statistics. Crime prevention and punishment are also considered.

The pre-requisite of SOC 3, or HSS 21, or HSS 22

is required.

Credits: 3

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 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

On Occasion

SOC 149 Shamanism and Witchcraft: Healing Traditions in Cross-Cultural Perspectives

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

On Occasion

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

On Occasion

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

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

On Occasion

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

On Occasion

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 Social Sciences. 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
On Occasion

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

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 and Spring

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 and Spring

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

On Occasion

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

On Occasion

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

On Occasion

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

On Occasion

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

On Occasion

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

On Occasion

ECO 123 Economics Statistics I

This course provides an introduction to statistics, surveying several concepts of particular interest in economic applications. After a brief review of descriptive statistics and elementary probability concepts, the foundations of sampling, estimation and hypothesis testing are examined. Linear regression methods and statistical decision theory, which play a central role in econometrics and economic theory, are introduced.

The pre-requisites of ECO 1 and 2 are required or permission of the Instructor.

Credits: 3

On Occasion

ECO 124 Economics Statistics II

This course provides an introduction to econometrics, which consists in the application of statistical techniques to economics. Topics include statistical inference using bivariate and multivariate regression, extensions to problems involving heteroskedasticity and misspecification, and applications to the analysis of time series.

The pre-requisite of ECO 123 is required.

Credits: 3

On Occasion

ECO 125 International Economics

This course provides an introduction to international trade, an area of economics that focuses on the causes and consequences of the presence of trade among nations. It examines such fundamental topics as the concept of comparative advantage in the context of the Ricardian model, the connection between factor mobility and income distribution, the role of trade policy and protectionism in industrialized and developing economies, the presence of imperfect competition in international markets, and the globalization debate (same as International Business 125).

Pre-Requisite of ECO 2 or Permission of Instructor is required.

Credits: 3

Cross-Listings: ECO 125, IBU 125

Rotating Basis

ECO 126 International Finance

This course provides an introduction to open-economy macroeconomics, focusing on the flow of capital across international financial markets and

the effects of exchange rate and monetary policy on those flows. It surveys a variety of topics, including purchasing power parity and exchange rate determination in foreign exchange markets, the Mundell-Fleming model of output and exchange rate determination under fixed and flexible exchange rates, speculative attacks and the causes and consequences of international financial crises. The course will also discuss various recent policy debates, the role of global imbalances in the recent financial crisis, and several recent proposals to reform the international financial system.

The pre-requisite of ECO 1 is required or Permission of Instructor is required.

Credits: 3

On Occasion

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 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 completion 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 completion of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

Credits: 3

On Demand

History Courses

HIS 1 Perspectives in Premodern World History

A thematic approach to topics in World History that examines content from the history of civilization in at least two geographical regions (Africa, the Americas, Asia, the Middle East or Europe) up to the Modern Era (c. 18th century). All courses are aimed at discovering the nature of historical inquiry, including both an examination of historical facts, and also the importance of perspective, context, and causality in the creation of a historical argument. Topics will be chosen by the faculty member.

Credits: 3

All Sessions

HIS 2 Perspectives in Modern World History

A thematic approach to topics in World History that examines content from the history of civilization in at least two geographical regions (Africa, the Americas, Asia, the Middle East or Europe) from 1500 to present. All courses are aimed at discovering the nature of historical inquiry, including both an examination of historical facts, and also the importance of perspective, context, and causality in the creation of a historical argument. Topics will be chosen by the faculty member.

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 Topics in Early American History

An examination of a particular topic focusing on some aspect of political, social, cultural, or economic history of Colonial and Revolutionary era America. Specific topics will be determined by the

faculty member.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 104 Topics in Nineteenth Century American History

An examination of a particular topic focusing on some aspect of political, social, cultural, and economic history of the United States in the nineteenth century. Specific topics will be determined by the faculty member.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 107 The History of the Rise of Modern America (1880-1940)

An examination of the era commonly known as The Gilded Age and the Progressive Era, which focuses on America's transition from an agricultural, rural and relatively homogeneous nation to one that became 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 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

On Occasion

HIS 117 Topics in Twentieth Century American History

An examination of a particular topic focusing on

some aspect of political, social, cultural, and economic history of the United States in the twentieth century. Specific topics will be determined by the faculty member.

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

On Occasion

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

On Occasion

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

On Occasion

HIS 141 The Ancient World

A survey of the history of the Ancient World from

the earliest civilizations of Egypt and Mesopotamia to the decline of the Roman Empire, with particular reference to the emergence of government and society, the spread of commerce, the place of art and architecture in public and private life, and the various roles of women.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

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

Rotating Basis

HIS 157 History of Latin America

Through an emphasis on the major forces that shaped and continue to shape the region of Latin America, this course will present historical information that will help you to understand better the issues surrounding contemporary Latin America. Among the themes covered will be the affect of implanted Iberian institutions, the challenges to those institutions, the notion of modernization, the contradictions between economic growth and development, and the struggles for and against change.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

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

On Occasion

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 Special Topics in Women's History

The course will focus on a topic related to the roles and actions of women or to an issue related to the treatment of women in history. The specific topics, including both historical and geographic scope, will be chosen by the faculty member. May be repeated if subject matter differs.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 175 The Social History of Sports: A Search for Heroes

A study of the way in which Americans and others have played over time; an analysis of how athletes have mirrored the values and reflected the fantasies of their times.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 180 Culture and Society in Humor

An examination of humor as a key to understanding the conflict and controls inherent in all cultures, inviting analysis, synthesis, and creation of comedy as a means of cracking the codes of American culture.

The pre-requisites of HIS 1 and HIS 2, or HHI 21 and HHI 22, are required.

Credits: 3

On Occasion

HIS 190 Special Topics in World History

Reading and group discussion of a special topic in World History. 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 Occasion

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

Social Science Courses

SSC 190 Research Seminar

Designed to encourage and assist students interested in graduate-level study in the Social Sciences. Students are required to do interdisciplinary research in their 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 Chair of the Department of Social Sciences.

Credits: 3

On Demand

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, Political Science, and Psychology 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. The seminar promotes experimentation and provides a culminating academic focus for majors in all social science disciplines. 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 Sciences

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science, Political Science, and Psychology 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. The seminar promotes experimentation and provides a culminating academic focus for majors in social science disciplines. Course topics and themes vary from year to year.

Credits: 3

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

Every Semester

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. Counts as a literature course.

Prerequisite: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22

Credits: 3

On Occasion

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

On Occasion

SSC 236 Latin American Politics

The politics of Latin America in revolution and reform, military coups and democracy movements, human rights struggles and experiments with economic models from socialism to laissez-faire capitalism. The political, social and economic developments in Latin America are examined, with special attention to historical antecedents, recent democratization processes, social and economic conditions, the role of the military, and current issues, such as the impact of globalization. The effects of American foreign policy and major theories explaining Latin American development

and politics are also included.

The pre-requisite of POL 11, or HSS 21, or HSS 22 is required.

Credits: 3

Cross-Listings: POL 164, SSC 236

On Demand

SCHOOL OF ARTS AND COMMUNICATION

The School of Arts and Communication offers majors in acting for theatre, film and television; art therapy pre-professional; dance; journalism; media arts; music technology, entrepreneurship and production; and sports communication and marketing. Courses are also offered in communication studies and visual arts. 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 45 must be earned in courses numbered above 100.

**DEPARTMENT OF
JOURNALISM AND
COMMUNICATION STUDIES**

Senior Professor: Parisi
Senior Professor Emeritus: Engelman
Professors: Bird (Chair), Rauch
Professor Emeritus: Freeman
Associate Professors: Del Collins, Greaves-Venzen
Adjunct Faculty: 8

The study of communications is vital for our public life as a nation, our individual professional careers, and our interpersonal relations. The Department of Journalism and Communication Studies helps students to master a broad range of theories and skills through news-editorial and production programs leading to a **Bachelor of Arts in Journalism** or a **Bachelor of Arts in Sports Communication and Marketing**. These programs prepare students for exciting careers in print, broadcast, digital, and multimedia media, as well as public relations, advertising, corporate communications, sports and the legal profession.

B.A. Sports Communication & Marketing

LIU Brooklyn’s innovative B.A. in Sports Communication & Marketing – unique in the NYC metropolitan area – prepares students for careers in a dynamic and growing spectrum of sports media. Students develop skills in areas such as sports writing and reporting; promotion of sports teams, events and products; performing as a play-by-play announcer or program host; and production of sports content for traditional, online and social media. The program helps students to understand and think critically about the history, politics, law and business of sports, as well as its role in our society and culture.

The program capitalizes on LIU’s relationships with sports reporters, publicists and experts in New York City and beyond. Students interact not only with campus experts in sports journalism, marketing and management but also with personnel of the Barclays Center arena (just 1/2-mile from campus) and media partners such as the YES cable network, which carries Brooklyn Nets basketball games. Sports Communication & Marketing majors can perform invaluable internships with professional sports teams, college athletic programs, campus media, and other organizations in order to gain practical experience in sports-related fields.

B.A. Sports Communication & Marketing

{Program Code: 40028 } {HEGIS: 0601 }

Graduation Requirements

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

Orientation (1 credit)

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communication: SPE 3 3.00

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

Liberal Arts Requirement (45 credits)

45 Credits Numbered Above 100 (Advanced Courses)

Major Requirements (28 credits)

Must complete all of the following courses:

ANT/ 161 Sociology of Sport 3.00

SOC

JOU 119 News Writing 3.00

JOU 120 Introduction to Mass Communication 3.00

JOU 135 News Reporting I 3.00

JOU 147 Sports Information and Public Relations 3.00

JOU 151 Sports Writing and Reporting 3.00

JOU 160 Journalism Internship 1.00

MKT 201 The Fundamentals of Marketing 3.00

MKT 344 Sports Marketing 3.00

SPM 176 Introduction to Sport Management 3.00

Journalism Electives (6 credits)

Choose two (2) courses from the following:

JOU 111 Photojournalism 3.00

JOU 130 Television Journalism 3.00

JOU 141 Online Journalism 3.00

JOU 143 Visual Communication 3.00

JOU 222 Social Media in Theory and Practice 3.00

JOU 1561 Video Journalism I 3.00

Sports Electives (6 credits)

Choose two (2) courses from the following:

HIS 175 The Social History of Sports: A Search for Heroes 3.00

JOU 192 Covering High-Profile Athletes: Challenges and Pitfalls 3.00

JOU 204 The Globalization of Sports: Origins and Prospects 3.00

SPM 186 Sport Facilities Management 3.00

SPM 191 Leadership in Sport Management 3.00

SPM 200 Sport Law 3.00

SPM 202 Strategic Sport Communication 3.00

SPM 216 Professional Selling and Communications for Sports 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 40

Minimum Credits in Courses >100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.A. 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. Our program helps students develop their talents in writing, reporting, and multimedia production for print and online publications as well as broadcast news outlets. Students can customize their coursework to focus on areas such as sports reporting, public relations and strategic communication, pre-law studies, and/or entertainment journalism.

Journalism majors at LIU Brooklyn can develop their portfolios and their leadership

abilities by working with the campus newspaper, radio and TV stations. They can get invaluable experience as interns for news organizations like NY1, *The New York Times*, CNN, *People*, NBC Universal, *Vibe*, ESPN, Def Jam, BET Networks, Sirius XM, The Travel Channel, and CBS Sports. Journalism majors have traveled to Russia, South Africa, England, Sweden, Mexico, Canada, India, and other countries to perform foreign internships funded by the department's Kruglak Fellowship.

B.A. Journalism

[Program Code: 06901] {HEGIS: 0602.0}

Graduation Requirements

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

Orientation (1 credit)

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements

(34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, 3.00

Political Science, Psychology, or Sociology

Anthropology, Economics Political 3.00

Science, Psychology, Sociology

Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communication: SPE 3 3.00

Art, Dance, Journalism, Music, Theatre, 3.00

Media Arts

Liberal Arts Requirement

45 Credits Numbered Above 100 (Advanced Courses)

Major Requirements (31 credits)

Must complete all of the following courses:

JOU 100 History of the Press 3.00

JOU 101 The Law of Communications 3.00

JOU 119 Writing for News Media 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 143 Visual Communication 3.00

JOU 160 Journalism Internship 1.00

9 Additional Credits in Journalism Courses Numbered Above 100

Ancillary Requirements (3 credits)

Choose one (1) course from the following:

JOU 111 Photojournalism 3.00

MA 106 Video Workshop I 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

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: 45

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 communications and social media 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.

Minor in Journalism Requirements

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 vital than ever before 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 12 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 61 Journalism, Social Media & You

Examines a wide range of news shared through social media, with attention to the political, economic, democratic, and satirical motives of diverse media creators. Considers the role of new technologies and the proliferation of fake news, propaganda, hoaxes, rumors, and advertising on the Internet. Explores principles and practices of credible journalism, such as objectivity and balance. Students develop news-literacy skills and learn to evaluate and curate their social-media newsfeeds. Satisfies the Arts core requirement.

Credits: 3

Every Fall and Spring

JOU 100 History of the Press

Provides an overview of the development of print journalism in the U.S., especially the response of newspapers and magazines to changes in social conditions and communication technologies. Examines the role of the press from the American Revolution to the present, with special attention to coverage of military conflict in the Spanish-American War, two World Wars, Vietnam, and Iraq. Scrutinizes a wide range of mainstream and dissident publications. Also explores the growing importance of news aggregators, bloggers, and social news-feeds.

Credits: 3

Alternate Spring

JOU 101 The Law of Communications

Reviews debates over the First Amendment and the protection it affords the press and other mass-media institutions. Examines concepts and landmark cases in such areas as defamation, copyright, privacy, obscenity, protection of news sources, secrecy in government, regulation of advertising, broadcasting, and anti-trust law. Emphasizes how social and technological changes require us to reconsider First Amendment protections. Gives special attention to legal problems posed by communication technologies such as cable television, communication satellites, computers, and the Internet.

Credits: 3

Every Fall

JOU 109 Mass Media and Culture

Examines how mass media portray and are influenced by popular and folk cultures. Surveys historical, theoretical, and empirical data concerning the relationships between media and artifacts of mass culture. Looks at cultural manifestations such as supermarket tabloids, tabloid television, and blogs that cater to sensationalism. Also considers rumor cycles to see how mass media and social media both initiate and circulate the expressions of various regional and social groups.

Credits: 3

On Occasion

JOU 111 Photojournalism

A production-based course exploring the uses of digital photography. Topics include photo essays, photo documentaries, ethical uses of images in mass media, and the human condition in photography. Students 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 department

Credits: 3

Cross-Listings: JOU 111, MA 111

Rotating Basis

JOU 118 Media Management

Concentrates on the business structure and management of media organizations from large to small, with special attention to career opportunities in global and local media firms. Focuses on new management concepts and solutions to the complex problems facing media organizations today.

Addresses specific issues such as administrative services, start-ups, management planning systems, marketing strategy, and collective bargaining.

Credits: 3

On Occasion

JOU 120 Introduction to Mass Communication

Surveys the landscape of mass-communication industries including newspapers, magazines, books, movies, music, radio, TV and the Internet.

Examines the role of mass media in American culture, the evolution of new communication technologies and their impact on daily life and society. Considers the democratic function of journalism, the economics of media, and persuasive uses of mass communication in politics, advertising, and public relations. Introduces students to mass-communication theories, critical approaches, media-effects research, and free-speech issues.

Credits: 3

Every Fall and Spring

JOU 122 Feature Writing for Magazines and Blogs

Students learn to write and research feature articles for magazines, blogs, and other print/online media. They practice developing story angles, identifying sources, conducting interviews, organizing material, and revising their work. Emphasizes techniques for capturing reader interest and making subjects come alive. Students learn to analyze editorial formulas, do readership research, tailor stories to particular publications, and pitch story ideas.

Pre-requisite of JOU 119 or permission of Department.

Credits: 3

On Occasion

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 print,

Web, radio, television, agency operations, and research.

Credits: 3

Cross-Listings: JOU 126, MA 126

On Occasion

JOU 132 TV News Workshop

Students practice applying TV production skills as they create video news reports. Prerequisite of JOU/MA 130 is required, or permission of the Department.

Credits: 3

On Occasion

JOU 135 News Reporting I

Develops fundamental skills of news gathering, analysis, interviewing, and research. Students learn to cover a variety of news beats and write breaking news stories for print and online publication. Introduces students to investigative reporting techniques. They gain insight to professional journalism by talking with guest speakers and covering stories outside the classroom.

Pre-requisite of JOU 119 / ENG 126 or permission of the Department

Credits: 3

Every Fall

JOU 136 News Reporting II

Students advance their reporting skills through preparation of longer, more complex stories that provide interpretation and analysis. They explore real-world newsroom problems, investigative journalism, and reporting practices for different media platforms. The class performs field work to produce off-campus stories, in addition to on-campus assignments.

Pre-requisite of JOU 135 or permission of Department.

Credits: 3

Every Spring

JOU 139 Multimedia Journalism

Students plan and execute multimedia journalism projects that incorporate photos, audio and video elements. They develop skills in writing and storytelling across platforms, designing multimedia packages and creating information graphics. They practice collaborating on team reporting projects and improving user experience with effective content management, navigation and interactivity.

Credits: 3

Every Fall

JOU 140 Investigative Journalism

Explores U.S. traditions of investigative journalism that goes beyond day-to-day coverage of breaking news to discover crime, corruption, and misdeeds through in-depth reporting. Explores tools and techniques for gathering and analyzing difficult-to-obtain information from primary and secondary sources, including public records, databases, and interviews. Students select and complete their own investigative projects.

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 interactivity, linking, RSS, podcasting, and citizen journalism. Provides hands-on instruction in digital news-gathering and multimedia presentation. Also addresses issues of social responsibility, credibility, law, and ethics as they relate to online journalism. *The pre-requisite of JOU 119/ENG 126 or MA 150 or equivalent is required or permission of the Department.*

Credits: 3

On Occasion

JOU 143 Visual Communication

Introduces key concepts and practices of graphic communication as they relate to print and online publications: magazines, newsletters, blogs, websites, and more. Students explore and apply principles such as typography, color, balance, proportion, emphasis and unity. Class projects help students develop editing and design skills using page-layout software to produce individual or group projects.

Credits: 3

Every Fall

JOU 144 Entertainment Journalism

Provides a historical overview of the rise of entertainment journalism in the U.S. Examines case studies of celebrity coverage in various fields, from entertainment to sports to politics. Considers the impact of paparazzi and bloggers on journalism. Students practice 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

Every Fall

JOU 145 Introduction to Public Relations and Strategic Communication

Introduces principles and practices of public relations, with attention to its historical development, trends, and socio-cultural impact. Familiarizes students with PR goals, theories, ethics, research, planning, and strategies. Explores PR issues across a range of organizations, including corporations, government agencies, healthcare, education, and nonprofit groups. Offers a foundation in strategic communication for students who aspire to managerial careers.

Credits: 3

Cross-Listings: JOU 145, MA 1531

Every Fall

JOU 147 Sports Information and Public Relations

Students examine techniques of sports publicity, promotion, and marketing for both amateur and professional athletics. They learn to produce 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 projects. 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

Introduces students to principles and practices of PR writing, including how it differs from objective news writing. They learn and apply professional standards such as Associated Press style as they practice writing press releases and other strategic-communication materials. The class studies various examples of PR writing to analyze its organization, form, style, and effectiveness in informing and persuading audiences.

Pre-requisite of JOU 119 / ENG 126 or permission of the Department

Credits: 3

Cross-Listings: JOU 148, MA 146

Every Spring

JOU 151 Sports Writing and Reporting

Addresses all aspects of sports writing and reporting including deadline coverage, game description, feature stories, column writing, and fantasy sports. Students compare print, digital, and broadcast coverage of the sporting world to evaluate trends and effectiveness. They develop skills in crafting leads, reporting ethically, writing clearly, doing research, cultivating sources, and conducting interviews. Guest speakers working in 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

Every Spring

JOU 157 Creative Aspects of Copywriting

Introduces copywriting techniques for print media, Web, radio, and television as well as the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures, commercials, and other materials.

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 Journalism Internship

Provides academic credit to journalism majors who engage in off-campus internships and on-the-job projects under the supervision of the Journalism department. Students submit reports about their experiences as interns and provide evaluations from their on-site supervisors. May be taken up to four

times. 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 and leadership skills. Permission of the Department 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 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 and leadership skills. Permission of the Department 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 177 Superheroes: Comics to Hollywood

Explores the place of superheroes and super-heroines in American popular culture from the golden age of comic books to blockbuster Hollywood films. Focuses on the emergence and evolution of figures such as Superman, Batman, Wonder Woman, Captain America, Green Lantern, and Black Panther. Also considers less mainstream superheroes representing racial, ethnic and other minorities. Examines superheroes from a historical and sociological perspective, emphasizing their role in affirming and challenging enduring myths and motifs in American culture.

Credits: 3

Cross-Listings: JOU 177, MA 175

Every Fall

JOU 192 Covering High-Profile Athletes: 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 sports history? The course explores these questions with special emphasis on American culture and the rise of larger-than-life heroes such as 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

Gives outstanding students an opportunity to pursue independent work in their major under the guidance of a faculty member. No regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.0, a

3.25 GPA in their major, and permission of the Department Chair and the Dean. A maximum of six credits of Honors Study is allowed.

Credits: 3

Every Fall and Spring

JOU 196 Honors Study

Gives outstanding students an opportunity to pursue independent work in their major under the guidance of a faculty member. No regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.0, a 3.25 GPA in their major, and permission of the Department Chair and the Dean. A maximum of six credits of Honors Study is allowed.

Credits: 3

Every Fall and Spring

JOU 197 Independent Study

Students conduct research on mass-media topics or perform intensive professional internships under the supervision of a Journalism faculty member. Prerequisite: Permission of the Department Chair and the Dean.

Credits: 3

Every Fall and Spring

JOU 198 Independent Study

Students conduct research on mass-media topics or perform intensive professional internships under the supervision of a Journalism faculty member. Prerequisite: Permission of the Department Chair and the Dean.

Credits: 3

Every Fall and Spring

JOU 204 The Globalization of Sports: Origins and Prospects

Explores the rising phenomenon of internationalism in sports. Examines themes such as the growing popularity of soccer in the U.S., the professionalization of the Olympics, and the presence of players from around the world on the roster of every major team sport—from baseball to basketball to American football to hockey.

Credits: 3

Cross-Listings: JOU 204, SPS 204

On Occasion

JOU 211 Environmental Communication & Advocacy

Explores how journalists, filmmakers, politicians, and others communicate about the environment, sustainability and climate change. Analyzes representations of the environment in popular culture to understand the visual and verbal rhetoric used to discuss ecological challenges. Focuses on survey research and advocacy campaigns addressing public attitudes and behaviors on environmental issues.

Credits: 3

On Demand

JOU 222 Social Media in Theory and Practice

Examines best practices in social networking from

the perspective of writers, journalists, media professionals, and other communicators. Students learn to write, edit, and research for blogs and news-feeds, 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

Rotating Basis

JOU 251 Camera Phone Photo and Video

A two-day workshop designed to help students develop skills in photo and video capturing and processing with mobile devices (cellphones, iPads, tablets, etc.). Students are introduced to Lightroom 4 and open-source software editing packages. After completing this class, students will be able to use devices to produce quality images and video packages for print output and/or posting on social media and photo/video sharing sites (You Tube, Instagram, etc.).

Credits: 1

Cross-Listings: JOU 251, MA 251

Every Fall and Spring

JOU 1561 Video Journalism I

An intermediate course that trains students to work as video journalists, integrating TV production with news-writing skills. Using a digital camcorder and non-linear editing equipment, students learn the technical and aesthetic aspects of news shooting while applying journalism principles in the field.

The pre-requisite JOU 119 / ENG 126 or MA 150 is required.

Credits: 3

Cross-Listings: JOU 1561, MA 1561

Every Fall

JOU 1562 Video Journalism II

An advanced course building on the skills learned in Video Journalism I for mastery of technique. Students produce broadcast-quality video news packages for local television stations.

Pre-requisite of JOU 1561/MA 1561 is required.

Credits: 3

Cross-Listings: JOU 1562, MA 1562

On Occasion

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 discover their vocal facility and capacity by exercising and practicing the sounds and symbols of the International Phonetic Alphabet (IPA). They develop intelligent, effective communication skills for business and professional advancement in competitive workplaces by learning standard American English. Students learn to speak clearly and more effectively in their daily lives, to let go of bad habits, and to free the power of their natural voices.

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 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

On Occasion

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.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

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 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

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. 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

Uses an experiential approach to developing effective interpersonal communication skills in both private and professional settings. Focuses on heightened self-awareness of how communication is influenced by social conditioning, assumptions, bias, misuse of language and hierarchical social systems. Applies group dynamics, simulations, and communication techniques used by corporate trainers. Students examine why these approaches are successful and how individuals can 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 216 Interviewing Strategies

This course focuses on interviewing techniques and strategies that provide skills and confidence needed to participate successfully in an employment interview. Students will develop effective strategies of communication during the interviewing process. Topics include resume formatting, dress code, verbal and nonverbal communication, etiquette and personal integrity, and legal and ethical questions.

The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.

Credits: 3

On Occasion

SPE 222 Social Media in Theory and Practice

Examines best practices in social networking from the perspective of writers, journalists, media

professionals, and other communicators. Students learn to write, edit, and research for blogs and news-feeds, 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

Rotating Basis

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

Professors Fishelson, Lauth, Moghaddam
 Professor Emeritus Aquino
 Associate Professors Banks (Chair), LaZebnik,
 Nappi, Newsome, Rabkin
 Associate Professor Emerita Cooper
 Assistant Professor Beasley,
 Adjunct Faculty: 10

The Department of Media Arts offers an undergraduate Bachelor of Arts degree in Media Arts, and a B.F.A. in Music Technology, Entrepreneurship and Production. At the graduate level the department offers an M.A. and M.F.A. in Media Arts, and an M.F.A. in Writing and Producing for Television.

In the B.A. program, all Media Arts majors, beginning as freshmen, have immediate access to equipment and facilities including: digital photography labs, digital video editing labs, an HDTV television studio, computer graphics labs, digital audio suite, cinema screening facilities and HDTV digital cameras.

The department also offers a competitive internship program, and opportunities to participate in professional productions and exhibitions, as well as in film festivals and special media events.

B.A. 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 12 or more credits in one of the following fields: Computer Graphics, Animation and Interactive Media and Visual Effects; Digital Audio Production and Sound Design; Film, Television and Digital Video Production; Media Management; or Photography.

An integrated track is a grouping of 12 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} {HEGIS: 0601.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, 3.00

Political Science, Psychology, or Sociology

Anthropology, Economics Political 3.00

Science, Psychology, Sociology

Science and Mathematics

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

Science Lab Based Course: BIO, CHM, 4.00
 PHY

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Requirement

Six (6) advanced credits in a single discipline other than Media Arts.

Major Requirements

General Requirements for major in Media Arts:

Foundation and Skills Courses (required): 24 credits

Area of recommended emphasis electives: 12 credits

TOTAL: 36 credits

12 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

12 credits of Media Arts skills 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 recommended emphasis:

An Integrated track is made up of 12 credits from two or more Areas of Concentration: MA 199 Internship is recommended in all areas of elective emphasis.

Advanced undergrads may also take graduate courses if approved by the instructor. These courses will count towards the students undergraduate major.

1) Computer Graphics: Digital Design / Animation / Interactive & Visual 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

MA 199 Media Arts Internship 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 160 Pod Casting 3.00

MA 206 Radio Production 3.00

MA 199 Media Arts Internship 3.00

Or

3) Film & Television Production:

Writing/Cinematography/Directing/Editing

MA 1081 Video Workshop II 3.00

MA 145 Video Workshop III 3.00

MA 155 Directing the Moving Image 3.00

MA 152 Screenplay 3.00

MA 204 Short Form Video 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 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 199	Media Arts Internship	3.00

Or

4) Photography: Digital/Fine Art/Creative

MA 118	Digital Photography I	3.00
MA 122	Digital Photography II	3.00
MA 123	Studio Photography	3.00
MA 111	Photo Journalism	3.00
MA 162	Photography Portfolio/Exhibition	3.00
MA 199	Media Arts Internship	3.00

Or

5) Media Management: Business/Marketing

MA 255	Prod Management	3.00
MA 580	Independent Producer	3.00
MA 257	The Music Business	3.00
MA 222	Social Media Theory & Practice	3.00
MA 199	Media Arts Internship	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: 45
 Minimum Major GPA: 2.5
 Minimum Overall GPA: 2.5

B.F.A. Music Technology, Entrepreneurship and

Production

The B.F.A. in Music Technology, Entrepreneurship and Production, is a studio-based cohort program, designed to provide professional training for students who aim to succeed in the music industry. The program features an experiential teaching and learning approach grounded in the real world of music production, artist development and marketing. The B.F.A. in Music Technology, Entrepreneurship and Production’s cutting edge curriculum is designed to address the dynamic and changing landscape of contemporary music, a landscape shaped by global connectivity, creative collaboration and digital technology.

The goal of the B.F.A. in Music Technology, Entrepreneurship and Production is to bring students together under one “umbrella,” while establishing a network of people in different disciplines within the industry. By creating an experiential, hands-on, studio-model exploration of the music industry in an educational environment, students will gain invaluable insight and skills as they matriculate through the program. More importantly, the relationships and connections that students establish will last well beyond their graduation extending into their professional careers.

All students take foundational classes in music production, composition, history, and entrepreneurship during their first four semesters. In their fifth semester (beginning of junior year) students begin taking electives. Students may choose to work more deeply in one of three areas of emphasis through their electives: Musical Creativity and Craft, Music Production and Engineering or Music Entrepreneurship.

B.F.A. Music Technology, Entrepreneurship & Production

{Program Code: 39355} {HEGIS: 1099.0}

Graduation Requirements

Students must satisfy the placement, proficiency, orientation and 28 - 29 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

Orientation

FYS 01	First Year Seminar	1.00
--------	--------------------	------

Core Curriculum Requirements (28 - 29 credits)

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 60 (PHI 61 or 62)	3.00

Social Sciences

History	3.00
---------	------

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

Anthropology, Economics Political Science, Psychology, Sociology	3.00
--	------

Science and Mathematics

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

Science Lab Based Course: BIO, CHM, PHY	4.00
---	------

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
----------------------------	------

Major Requirements

Cohort Based Program Requirements

Music Foundations

TEP 100: Music Fundamentals (2 credits x 4 semesters)	8.00
TEP 101: Music Theory & Application	3.00
TEP 103: Piano Lab I	2.00
TEP 104: Aural Skills I	2.00
TEP 106: Piano Lab II	2.00
TEP 120: Music Theory and Application II	3.00
TEP 122: Drum/Rhythm Proficiency	2.00
TEP 123: Studio Recording Lab (1 credits x 4 semesters)	4.00
TEP 124: Aural Skills 2	2.00
Subtotal:	28.00

Music Production Foundations

TEP 102: Intro to Music Technology/Production	3.00
TEP 105: Sequencing & Production	3.00
TEP 121: Foundations Of Recording	3.00
TEP 126: Record Company Operations	2.00
TEP 160 Culture Of Rhythm & Production	3.00
Subtotal:	14.00

History

TEP 125 Music Of Black Americans or Music of the Beatles	3.00
TEP 161 History of Motown and Soul Music or History of Hip Hop	3.00
TEP 200 History Of the Recording Industry	3.00
Subtotal:	9.00

Entrepreneurship Foundations

TEP 140: Business Of Music Publishing/Copyright	3.00
TEP 162: Legal Aspects of Music Industry	3.00
TEP 180: Music Entrepreneurship	2.00
TEP 201: Professional Development Workshop	3.00

Subtotal: 11.00

Portfolio Development

TEP 300 Capstone 3.00

TEP 301: Thesis 3.00

TEP 205: Internship 0.00

Subtotal: 6.00

REQUIRED COURSE CREDITS

68.00

Musical Creativity and Craft Emphasis

Electives

TEP 141: Social Media/Analytics 3.00

TEP 145: Jazz Theory and Application 2.00

TEP 146: Songwriting I 3.00

TEP 164: Songwriting II 3.00

TEP 184: Popular Music Counterpoint 2.00

TEP 185: Studio Arranging 3.00

TEP 183: Accounting For Musicians and Artists 3.00

TEP 203: Songwriting Workshop 3.00

Producer/Engineer Emphasis Electives

TEP 145: Jazz Theory and Application 2.00

TEP 147: Music Production For Records 3.00

TEP 148: Foundations of Mixing 3.00

TEP 165: Music Acoustics 3.00

TEP 184: Artist Management 2.00

TEP 185: Studio Arranging 3.00

TEP 186: Mixing II 3.00

TEP 204: Sound For Visual Media 3.00

Management/Marketing/Promotion Emphasis

Electives

TEP 163: Principles of Business Management 3.00

TEP 181: Concert Promotion 3.00

TEP 182: Music Intermediaries 2.00

TEP 183: Accounting For Musicians and Artists 3.00

TEP 202: Promotions in Radio Broadcast 3.00

TEP 141 Social Media/Analytics 3.00

TEP 142 Popular Music Counterpoint 2.00

TEP 143 Creative Promotion in Media 3.00

ELECTIVE CREDITS - 22.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 90

Minimum Credits in Courses > 100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Media Arts

Minor in Media Arts Requirements

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.

Minor in Music

Minor in Music Requirements

Music – 12 credits in MUS or TEP courses 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

Media Arts Courses

MA 10 Introduction to Media Arts

An introduction to Media 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 61 Media Arts & Technology

As Media Arts and technology have an ever-increasing impact on our daily lives, this course introduces students to the artistic and technological histories and developments of a variety of interrelated media, including photography, film and television, video arts, electronic music, hip-hop sampling, computer arts and artworks on the Internet. Through class lectures, discussions, screenings and readings, students will study these contemporary art forms, as well as their technological developments by various individuals, movements and institutions. This class serves to acquaint students with the basic concepts and methods of Media Arts and related technological developments.

Credits: 3

Every Fall and Spring

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

Introduction to the principles and practice of multi-camera TV studio production. This course covers the basic production roles and techniques including producing, directing, switching, scripting, shooting, audio, electronic graphics and on-camera performance. Students apply the skills learned in class to producing and directing a TV talk show and musical production.

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

Rotating Basis

MA 106 Video Workshop I

An introduction to the principles and practice of portable digital video production. Working in crews on field projects, students explore the techniques and aesthetics of single-camera videography, sound recording, location lighting, and video editing.

Credits: 3

Every Fall and Spring

MA 107 Introduction to Music Production 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 110 Music Production 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 course exploring the uses of digital photography. Topics include photo essays, photo documentaries, ethical uses of images in mass media, and the human condition in photography. Students 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 department

Credits: 3

Cross-Listings: JOU 111, MA 111

Rotating Basis

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.

Pre requisites: MA 100 and MA 150

Credits: 3

Every Fall and Spring

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, Spring and Summer

MA 119 Business of Media Arts

A required course the Media arts major providing students with an overview of media structure and the language current media world. This course is designed to give students an understanding of internships at a media company and learn about media conglomerates and what they own. critical thinking, the meaning of symbols, how to present work and the strategies required to solve creative

problems and be successful. Guest speakers from the industry will present real world situations including what companies are looking for in terms of content and employment.

A minimum of 64 units must be completed prior to registering for this course.

Credits: 3

Annually

MA 121 Advanced Photography

A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on a review of other photographers work, special assignments, creative range, and in-depth critiques.

Pre-requisite of MA 115 and MA 117 are required or permission of instructor.

Credits: 3

Cross-Listings: ART 121, MA 121

On Occasion

MA 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Cross-Listings: ART 122, MA 122

Rotating Basis

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, Spring and Summer

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 print, Web, radio, television, agency operations, and research.

Credits: 3

Cross-Listings: JOU 126, MA 126

On Occasion

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 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 techniques of sports publicity, promotion, and marketing for both amateur and professional athletics. They learn to produce 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 projects. 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

Provides a historical overview of the rise of entertainment journalism in the U.S. Examines case studies of celebrity coverage in various fields, from entertainment to sports to politics. Considers the impact of paparazzi and bloggers on journalism. Students practice 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

Every Fall

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

Introduces students to principles and practices of PR writing, including how it differs from objective news writing. They learn and apply professional standards such as Associated Press style as they practice writing press releases and other strategic-communication materials. The class studies various examples of PR writing to analyze its organization, form, style, and effectiveness in informing and persuading audiences.

Pre-requisite of JOU 119 / ENG 126 or permission of the Department

Credits: 3

Cross-Listings: JOU 148, MA 146

Every Spring

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

MA 151 Sports Writing and Reporting

Addresses all aspects of sports writing and reporting including deadline coverage, game description, feature stories, column writing, and fantasy sports. Students compare print, digital, and broadcast coverage of the sporting world to evaluate trends and effectiveness. They develop skills in crafting leads, reporting ethically, writing clearly, doing research, cultivating sources, and conducting interviews. Guest speakers working in 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

Every Spring

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

Annually

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 Copywriting

Introduces copywriting techniques for print media, Web, radio, and television as well as the creation of complete promotion packages for direct marketing. Students develop practical skills by creating advertising letters, brochures, commercials, and other materials.

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 175 Superheroes: Comics to Hollywood

Explores the place of superheroes and superheroines in American popular culture from the golden age of comic books to blockbuster Hollywood films. Focuses on the emergence and evolution of figures such as Superman, Batman, Wonder Woman, Captain America, Green Lantern, and Black Panther. Also considers less mainstream superheroes representing racial, ethnic and other minorities. Examines superheroes from a historical and sociological perspective, emphasizing their role in affirming and challenging enduring myths and motifs in American culture.

Credits: 3

Cross-Listings: JOU 177, MA 175

Every Fall

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 182 Film Criticism

A study of analytic approaches to film and their application to the writing of film criticism. A number of approaches are discussed - journalistic, humanist, auteurist, historical, social, scientific, ideological and theoretical; films screened represent a wide variety of directors, styles and genres. Through in-depth analysis of each film in class and in written criticisms, students learn to express their ideas and feelings about film.

Credits: 3

On Occasion

MA 183 Contemporary American Cinema

A contextual approach to contemporary American cinema, including both fiction and nonfiction films. The emphasis is on the development of styles and techniques and the relationship of film to other arts, media and society. Includes class discussion and the writing of criticism. Occasionally guest filmmakers are invited to talk about their work.

Credits: 3

On Occasion

MA 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

Cross-Listings: MA 187, TFT 187

Rotating Basis

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 Demand

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 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 Fall, Spring and Summer

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 203A Audio Mixing Fundamentals

Learn the basic audio skills needed to train your ears and improve your mixes. Through practical real-world audio fundamentals, students taking this 1-credit weekend course will learn proper gain staging techniques, the basics of frequency analysis, sure-fire equalization methods, compression analysis & utilization, as well as common saturation practices. Students will gain insights into fundamental methodologies that span all musical genres and are used by mixing engineers all over the world

Credits: 1

On Demand

MA 203B Advanced Audio Mixing

Elevate your audio mixing skills by learning time-saving techniques used by acclaimed mixing engineers the world over. Through the process of multi-track session mixing, students taking this 1-credit weekend course will learn practical processing techniques for sampled drums, natural drums, guitars, bass and vocals, as well as low end mix control and master bus processing. Students will gain insights into the real-world workflow of a Mixing Engineer to help them work efficiently and productively.

Pre-requisite(s): MA 101 or MA 107

Credits: 1

On Demand

MA 206 Advanced Editing

A video production class in advanced non-linear video editing, examining the art, form and concept of the "Cut." Students work with Final Cut Pro 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 207 3D Logo Animation

This is an introductory level class in the design and creation of 3D Logo animations for Video, Film and the web. Students will learn techniques in 3D modeling, surfacing, lighting, animation, special effects and rendering specifically for logos.

Credits: 3

On Occasion

MA 212 African-American Film

An examination of African-American images as an intrusion on typical Hollywood mainstream narrative. By concentrating on images both inside and outside dominant film making institutions, the course surveys the implicit transgressive politics of filmmakers from Clarence Brown and Oscar Micheaux, to Melvin Van Peebles, Charles Burnett and Ivan Julien.

Credits: 3

On Occasion

MA 213 Philosophical Investigations Through Film

This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films.

Pre-requisite: PHI 60 (PHI 61 or 62) or HHP 21 or HHP 22

Credits: 3

Cross-Listings: MA 213, PHI 213

On Occasion

MA 222 Social Media in Theory and Practice

Examines best practices in social networking from the perspective of writers, journalists, media professionals, and other communicators. Students learn to write, edit, and research for blogs and news-feeds, 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

Rotating Basis

MA 232 Audio Mixing Fundamentals

Learn the basic audio skills needed to train your ears and improve your mixes. Through practical real world audio fundamentals, students will learn proper gain-staging techniques, frequency analysis and compression.

Pre-Req of MA 101 is required

Credits: 3

On Demand

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 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

On Occasion

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/EPF 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 Music Production 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 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

Every Spring

MA 1361 Web Design 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

On Occasion

MA 1362 Web Design II

An advanced-level workshop dealing with mastery of topics covered in MA 136.1 such as concept development, creative design and media authoring. Special topics include: advanced techniques for image processing, interface design, the latest WEB authoring software. Students are encouraged to explore and apply critical concepts in interactive design, and use conceptual approaches to solve interface design problems.

Pre-requisite of MA 1361 is required.

Credits: 3

On Occasion

MA 1531 Introduction to Public Relations and Strategic Communication

Introduces principles and practices of public relations, with attention to its historical development, trends, and socio-cultural impact. Familiarizes students with PR goals, theories, ethics, research, planning, and strategies. Explores PR issues across a range of organizations, including corporations, government agencies, healthcare, education, and nonprofit groups. Offers a foundation in strategic communication for students who aspire to managerial careers.

Credits: 3

Cross-Listings: JOU 145, MA 1531

Every Fall

MA 1561 Video Journalism I

An intermediate course that trains students to work as video journalists, integrating TV production with news-writing skills. Using a digital camcorder and non-linear editing equipment, students learn the technical and aesthetic aspects of news shooting while applying journalism principles in the field.

The pre-requisite JOU 119 / ENG 126 or MA 150 is required.

Credits: 3

Cross-Listings: JOU 1561, MA 1561

Every Fall

MA 1562 Video Journalism II

An advanced course building on the skills learned in Video Journalism I for mastery of technique. Students produce broadcast-quality video news packages for local television stations.

Pre-requisite of JOU 1561/MA 1561 is required.

Credits: 3

Cross-Listings: JOU 1562, MA 1562

On Occasion

MA 1581 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and film media. Students work on writing and creating characters, auditioning skills (commercial vs dramatic), teleprompter news reading, improvisation and scene study. Using closed-circuit television interactively, students see their work each class.

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

On Demand

MA 1591 Acting I

An introductory study of acting, training the body and the voice to prepare for the creation and development of characterization. The course consists of acting exercises, analysis and interpretation of roles, and improvisation. Student prepare and perform one dramatic monologue and one scene with a partner. Students also attend live performances to observe the craft in action.

Credits: 3

Cross-Listings: MA 1591, THE 1251

Every Fall and Spring

MA 1592 Acting II

A continuation of THE 125.1 and more advanced work in scene analysis and 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 in scene study of modern plays, including character and script analysis, and a final emphasis on techniques of scene performance. The course will also focus on rehearsal procedure and how to build a character throughout the rehearsal process. Students are required to see live performances. 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

TEP 100 Music Fundamentals

Students will receive private instruction on their primary or secondary instruments. All students will be required to take either piano, guitar or drum instruction. Entrepreneurs will be allowed to take hands-on personal consultations with selected mentors.

Credits: 2

All Sessions

TEP 101 Music Theory and Application I

This course is a study of popular music. This study begins with the aural analysis of contemporary songs, including bass motion, chord function, and aspects of the rhythm section. It leads to understanding the bass line, harmony, and rhythmic structure of these songs and creation of original pieces in major key and Aeolian mode (natural minor). Keyboard exercises, written homework assignments, and laptop computer drills provide extensive practice in musical and notational elements. Students learn to read and write major and natural minor scales in all keys and learn triads and seventh chords diatonic to those scales. The course provides exposure to chromatic variations on major key harmony: the principles of secondary dominants and modal interchange are studied in limited situations to add color and variety to diatonic harmony. These activities will decode the melodic, harmonic, and rhythmic language of most of contemporary popular music and set the stage for a detailed study of more complex and chromatic music in Music Theory and Application II.

Credits: 3

Every Fall

TEP 102 Introduction to Music Technology/Production

This course introduces the fundamentals of music technology geared to the needs of today's professional musician. One of the most significant challenges facing musicians today is mastering the skills required to continually adapt to a changing technology base. Musicians today must understand and be prepared for the fact that this technology base is moving more rapidly than it can be assimilated.

Credits: 3

Every Fall

TEP 103 Piano Lab I

Students will learn standard song forms, progressions, blues forms, comping, harmonic continuity, triads, seventh chords, melody, and accompaniment.

Credits: 2

Every Fall

TEP 104 Aural Skills and Ear Training I

Students develop basic ear training skills through performance and dictation. They study melodies, intervals, harmony, and solfege in major keys, as well as basic rhythms in the most common meters.

Credits: 2

Every Spring

TEP 105 Sequencing and Production

This course is an extension of TEP 102. Students will experiment with different DAWs including Ableton Live, Logic and Pro Tools. Students will be introduced to advanced midi techniques for studio and live performance. This course will also serve as an introduction to mixing.

Credits: 3

Every Spring

TEP 106 Piano Lab II

This course is a continuation of Piano Lab I. Instructional focus is on understanding of materials of improvisation both theoretically and aurally, and assimilating these materials into established musical forms and styles. Learning methods include playing with tapes and MIDI sequences, various call-and-response activities, and writing, performing, and analyzing improvisations.

Pre requisites: TEP 101, TEP 103

Credits: 2

Every Spring

TEP 120 Music Theory and Application II

This course is a continuation of Music Theory and Application I. The class focuses on modes derived from major scales, melodic minor, diminished scales and reharmonization and counterpoint techniques.

A pre requisite of TEP 101 is required.

Credits: 3

Every Fall

TEP 121 Foundations of Recording

This course explores the fundamentals of analog and digital audio. Topics include recording consoles: design, function, and signal flow; principles of signal processing: reverberation, delay, equalization, compression, and other effects; an introduction to microphone and loudspeaker technology; and an introduction to music production and recording techniques in both analog and digital media. This class will demonstrate how to monitor and sculpt EQ settings, why and when to process your input signal, selecting the correct microphone and polar pattern for each instrument and how to choose the right outboard gear for the track.

Credits: 3

Every Fall

TEP 122 Drum Proficiency

This course is designed to acclimate students to the role of drums in music production. Students will learn basic concepts of sight reading rhythms, understanding swing and groove through study of beginning and elementary instruction in drum set techniques.

A pre requisite of TEP 101 is required.

Credits: 2

Every Fall

TEP 123 Studio Recording Lab I

Students will participate and record in various genres, styles and configurations; honing essential skills and techniques. Sessions will be recorded, mixed and critiqued.

Credits: 1

Every Fall

TEP 124 Aural Skills and Ear Training II

Students develop basic ear training skills through performance and dictation. They study melodies, intervals, harmony, and solfege in major keys, as well as basic rhythms in the most common meters.

Credits: 2

Every Spring

TEP 125 Music of Black Americans

This course will examine and chronicle the musical contributions of African Americans who came to this country as indentured servants in 1619 and later slaves, beginning in the 17th Century.

Emerging from the degradation and atrocities of slavery, the African American was able to create a "song" that would have a profound impact on how we disseminate and digest music today. Although musical contributions by African Americans will be the primary focus of this class, it will be necessary to discuss and examine the social, economic, religious, political and technological variables that helped with the proliferation of the music.

Credits: 3

Every Spring

TEP 126 Record Company Operations

A critical analysis of the anatomy of domestic and international record companies, focusing on the role of each department within the structure.

Students become intricately acquainted with such areas of activity as artists and repertoire (A&R), promotions, marketing, distribution, product management, and business affairs. Special attention is given to contractual relationships with artists and producers as well as domestic and international licensing of masters.

Credits: 3

Annually

TEP 140 Business of Music Publishing/Copyright

This course is a detailed analysis of the inner workings of music publishing companies, with emphasis on the role of the publisher in the acquisition, market development, and administration of copyrighted musical compositions. Topics include copyright registration and renewal, contractual relationships with composers, and an analysis of domestic and international licensing of the publisher's catalog through recordings, motion pictures, print, and performance rights. Relationships with foreign affiliates and sub-publishers are also covered.

Credits: 3

Every Fall

TEP 141 Social Media/Analytics

This course focuses on the metrics and analytics that allow music marketers/promoters/managers to

develop marketing campaigns for specific demographics. The course will introduce students to the evolution of social media and branding opportunities that it provides artists.

Credits: 3

Every Fall

TEP 142 Popular Music Counterpoint

This course instructs students in the fundamental principles of free counterpoint (i.e., composition with melodic lines) with an emphasis on two-part writing. Through the utilization of a three-pronged focus on principles, literature, and experiential practice, students complete exercises and projects involving composition and performance within the common-practice period with additional attention to and experience in contemporary tonal practice.

Credits: 3

Every Fall

TEP 143 Creative Promotion in Media

A comprehensive study of media options available for the promotion of artists, products, and services. It includes a brief discussion of marketing plans, followed by a detailed look at both old and new media. Concepts such as integrated marketing communication are melded with creative tools for branding. Students will analyze an existing promotion plan, as well as create one of their own for a new product. The course is useful for the future entrepreneur, corporate executive, creative production person, or anyone who needs information on consumer research, business relationships, and marketing efforts.

Credits: 3

Every Fall

TEP 145 Jazz Theory I

This course will serve as an advanced course for songwriters and producers. This course will also cover basic musical concepts relating to the jazz idiom such as chord/scale relationships, bass pedals, substitute chords and harmonies, styles, etc. This course will introduce students to a more detailed approach to jazz improvisation.

Credits: 2

Every Fall

TEP 146 Songwriting I

This course includes both lectures and workshop sessions and examines the craft of popular songwriting from both an elementary and practical viewpoint. Song elements covered include basic song structures and forms, lyric writing and prosody, melody, harmonic setting and basic accompaniment approaches. The class includes discussion, analysis and composition exercises that investigate the development and fusion of these elements into completed songs. Collaboration within the workshop environment is encouraged, and the course culminates with a class recital of original student works.

Credits: 3

Every Fall

TEP 147 Music Production for Records

This course is designed for producers, entrepreneurs and songwriters/performers. Emphasis is placed on the creative and aesthetic techniques of production. Topics include song choice, song analysis, lyric analysis, artist development, creative vision, scheduling, budgeting, prioritization of tasks, communication issues, compromise and flexibility with regard to artist's vision, servicing the artist's and the record company's needs, and tracking the development of the production process from demo to master.

Credits: 3

Annually

TEP 148 Foundations of Mixing

This course introduces students to the aesthetic considerations and functional operation of equipment for multi-track mixdown of stereo masters. Topics include: common control room procedures and protocols, console and control room signal flow, control logic, patching and balance, use of outboard signal processors, and documentation protocols. Weekly out-of-class studio lab time consists of mixing prerecorded multi-track material. Audio ear training is also required outside of class time.

Credits: 3

Every Fall

TEP 149 Jazz Theory II

This course will serve as a continuation of Jazz Theory I. It will serve as an introduction to chord extensions, jazz counterpoint and correct voice leading and arranging techniques. Transcription of solos will be required.

A pre requisite of TEP 145 is required.

Credits: 2

Every Fall

TEP 160 Culture of Rhythm & Production

This hands-on, interactive course will focus on the Afro-Caribbean music and dance traditions of Bahamas, Belize, Carriacou, Colombia, Cuba, Dominica, Dominican Republic, Guadeloupe, Guyana, Haiti, Honduras, Jamaica, Louisiana, Martinique, Mexico, Panama, Puerto Rico, Suriname, Trinidad, and Venezuela, among others. We will study key concepts, terms, and history; introducing students to each genre's music and dance fundamental practices, regional styles, new developments, and connections to other Caribbean and American musical forms. We will examine how these musical practices are both shaped by and give shape to their cultural settings and the social and political environment in which they are performed.

Credits: 3

Every Spring

TEP 161 History of Motown & Soul Music

This course will introduce students to the different styles, artists and context that created R&B and Motown music. The class covers the roots of R&B from its Southern roots to its migration to cities such as Detroit, Chicago and Philadelphia. The

course focuses on the history of African American popular music from Ray Charles to P-Funk to Erykah Badu; with particular emphasis on its long-term impact on American culture. The rise of classic R&B, Soul, Motown, Funk, the Philly Sound and Neo-Soul are featured. Key artists include Ray Charles, Aretha Franklin, the Supremes, Curtis Mayfield, James Brown, Stevie Wonder, George Clinton, Michael Jackson, Prince, Jill Scott, Erykah Badu, Usher, Alicia Keys, and D'Angelo. The course is especially concerned with tracing the interrelationships among music, politics, spirituality, and race relations during the Civil Rights and Black Power years and their legacy for today. During these years the sound of African America indelibly shaped mainstream American popular culture in far reaching and transformative ways. The issues and questions raised in these years continue to be deeply relevant to a contemporary understanding of race, culture, and society.

Credits: 3

Every Spring

TEP 162 Legal Aspects of Music Industry

This course is an overview of business and legal issues of special concern to musicians and songwriters, with special emphasis on copyright law, recording and music publishing agreements, and relationships between artists and other parties, including managers, producers, and investors.

Credits: 3

Every Spring

TEP 163 Principles of Business Management

An overview of the activities involved in managing a business, including marketing, accounting, finance, and the production of goods and services. The course focuses on the ability of the music business executive to analyze, plan, coordinate, and set objectives for these activities, through the presentation of business theory and problem solving.

Credits: 3

Every Spring

TEP 164 Songwriting II

Continuation of Songwriting I. Proper integration of lyrics and melody will be emphasized. Expansion of tonal materials used in songwriting including modulation and modality. Further study of form including the transitional bridge and the primary bridge. Student projects include setting lyrics in various styles and forms. Note: It is recommended that students take Jazz Theory II in conjunction with this course.

A pre requisite of TEP 146 is required.

Credits: 3

Every Spring

TEP 165 Music Acoustics

This course is a survey of acoustical phenomena relating to music. The course includes an overview of the nature of sound waves and vibration, sound propagation and room acoustics, sound level and its measurement, the human ear and perception, and

tuning systems. Course material is directed toward the contemporary musician's need to understand acoustical phenomena in various contexts, including performance, writing, and music technology applications.

Credits: 3

Every Spring

TEP 180 Music Entrepreneurship

The course approaches entrepreneurship as primarily a creative discipline and borrows from concepts such as observation, developing a point of view, prototyping, and constant iteration, as a means of guiding you through the process of the entrepreneurial endeavor. Students develop the basic mindset, knowledge, and insights required to pursue an entrepreneurial career, whether as the steward of your own career or as the founder of a new business in any creative field.

Credits: 3

Annually

TEP 181 Concert Promotion

With the renovation of the Paramount Theatre, this course is designed to introduce students to the basics of concert promotion and venue management including considerations when buying a club, concert promotion and advertising, talent buying, city codes, insurance, TABC regulations, music performance licenses, personnel management and concert production and administration.

Credits: 3

Every Spring

TEP 182 Music Intermediaries

This course focuses on the role of the intermediary in advising, representing, and furthering the careers of artists, focusing on the establishment of mutually beneficial working relationships. Topics include the mechanics of talent booking and contracting, union and government regulations, fee/commission structures, contractual considerations, fiduciary duties, budgeting, the development of a client base, and finding success through honesty and fair dealing.

Credits: 3

Every Fall

TEP 183 Accounting / Finance for Artists / Musicians

The course studies how to budget for recordings, touring and other endeavors typical for musicians/artists. This course also introduces students to the importance of starting LLC's, how to start a publishing company, correctly itemizing purchases for tax purposes and how musicians write off purchases for taxes.

Credits: 3

Every Spring

TEP 184 Artist Management

This course explores the role and importance of an artist manager, what they do, and how they impact the career of the artist and their brand. The course begins with the basics: why an artist needs a

manager, the keys to finding the right partner, and a typical management contract. From there, you'll cover the details of planning an artist's career, money management, and what to do when things go wrong. You'll also examine the principles of leadership dynamics and motivation in order to focus and empower current and potential managers.

Credits: 3
Every Fall

TEP 185 Studio Arranging

This course is a study of the musical concepts of melody, rhythm, harmony, and form as applied to the principles and techniques of writing and arranging for the rhythm section (drums, bass, guitar, keyboards, basic percussion). Students also study lead-lines for solo instruments, two horns (trumpet plus alto or tenor saxophone), and/or voice. Students focus on the conceptual process of combining individual components to create a musically satisfying arrangement. Students explore the use and integration of MIDI technology and sequencing as they relate to rhythm section and lead-line writing. Students also study various contemporary musical styles and the musical concepts that comprise them, including writing from the "bottom up" (groove-driven) and "top down" (working with a melody in a lead instrument or voice). Students complete writing assignments that incorporate combinations of acoustic, electronic, and MIDI instruments.

Credits: 3
Annually

TEP 186 Mixing II

This class is a continuation of TEP 148. Advanced concepts in mixing will be examined through use of mixing consoles and analog equipment.

Credits: 3
Every Spring

TEP 200 History of Recording Industry/Technology

This is an introductory course, which familiarizes students with the history of audio recording and instrumentation as well as the practical aspects of the recording process. Sessions are organized according to a lecture/demonstration format in which students are given hands-on learning experience in a state-of-the-art recording studio. As the course progresses, students are expected to become more versed in the practical workings of the contemporary recording studio. Topics for class discussion include acoustics, studio design, the audio production console, recording and mix-down processes, and studio instrumentation.

Credits: 3
Every Spring

TEP 201 Professional Development Workshop

The Professional Development Workshop provides an opportunity for students in their sixth semester to reflect upon their academic and professional experiences. Students evaluate their knowledge,

skills, abilities, and interests as they develop and/or refine college and career goals. Students also explore their own identities and their professional and personal relationships as they reflect on the role of the artist or entrepreneur in society, and their role as a musician in their community. Students learn business, entrepreneurship, legal, and communication skills, and address issues of business ethics. Guest lecturers will be brought in to pass along vital information, guidance and wisdom to students as they embark on their professional careers.

Credits: 3
Every Spring

TEP 202 Promotions in Radio

This course is designed to provide students with basic knowledge of radio/audio production theory, techniques and aesthetics via practical (hands-on) experience in the writing and production of several program formats. Students will work on specific projects designed to help you master the art of audio recording, editing, mixing, and aural storytelling techniques.

Although radio production is about communicating and delivering a message to listeners; the history, business environment of radio and the basic science of radio will also be examined. A basic knowledge and understanding of the radio business and production is necessary for many radio station jobs, both "on" and "off" air in news and entertainment programming, including positions like show producer, talent, program director, promotions director and production director.

Credits: 3
Every Spring

TEP 203 Songwriting Workshop

This workshop is a small group seminar designed to guide students majoring in songwriting in the preparation of their final project.

Pre-requisites: TEP 146; TEP 164
Credits: 3
Annually

TEP 204 Sound for Visual Media

This course will serve as an introduction to sound for film, television and multi-media. The course covers audio post-production for video, film and other multimedia formats with a focus on sound design, SFX editing, Foley, and ADR (dialog replacement).

Sound for Visual Media will teach students the specific techniques and strategies used by working professionals during the post-production process. Students will learn how to spot, edit, and assemble dialogue, sound effects, foley, and music; in addition to mixing and prepping audio for film and television using the industry standard, Pro Tools. The course begins with a real-world overview of audio post production, including its evolution, methods, sound crew, and media formats. It then explores techniques and tips for recording location

sound, using sound effects libraries, editing production dialogue, and directing and recording a foley session.

Credits: 3
Every Spring

TEP 205 Internship

Students are required to take on a field placement experience in their area of concentration.

Credits: 0
All Sessions

TEP 300 Capstone

A seminar in which students receive individualized guidance in the preparation and completion of their graduation project.

Credits: 3
Annually

TEP 301 Thesis/Culminating Project

This class represents the culmination of each student's work in the program and the experience through which students synthesize all they have learned. The culminating experience helps to shape students' next steps in the profession and in their career. Thesis projects can consist of a research project, a creative project, a practical project, and/or another project of the student's devising.

Credits: 3
Every Fall and Spring

Music Courses

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 126 Instrumental Techniques

A course for those teaching instrumental music focusing on the construction and capabilities of instruments (woodwinds, brass, strings, percussion).

Credits: 2
On Occasion

MUS 126 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 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

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 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 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 Introduction to Music Production 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 Music Production 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 Music Production 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-continents, 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 197 Independent Study

Credits: 2 or 3 per semester

Prerequisite: Permission of the Coordinator of the Music Program and the Dean.

Credits: 1 to 3

All Sessions

MUS 198 Independent Study

Credits: 2 or 3 per semester

Prerequisite: Permission of the Coordinator of the Music Program and the Dean.

Credits: 2 to 3

All Sessions

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

Rotating Basis

DEPARTMENT OF PERFORMING ARTS

Senior Professor Parisi
 Professors Emerita Stuart
 Professor Sannuto, Chair, Theatre Program
 Coordinator
 Adjunct Faculty: 12

The Department of Performing Arts is dedicated to teaching the disciplines of acting and dance in a liberal arts environment. The faculty has years of performance and teaching experience around the world and many are currently active professionals in the New York City area. The department promotes the integration of both study and practice at every level of our curriculum. Students investigate and sustain the ideas, traditions, and practices of their art form through a full-range of educational experiences, and are prepared to create, perform, and prosper within their field.

For more information on performing arts, contact Professor John Sannuto, 718 488-1051.

DANCE PROGRAM

The Bachelor of Fine Arts program in dance offers rigorous, conservatory-style training for those interested in pursuing careers as professional dancers. This modern-based program provides students with a foundation in ballet, while exposing them to a breadth of modern and post-modern dance techniques. Small class sizes ensure students receive 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. Upon acceptance to the program, students will be assessed and placed into an appropriate level technique class.

Students are expected to adhere to the conditions outlined in the dance student handbook.

B.F.A. Dance

B.F.A. Dance

[Program Code: 91338] [HEGIS: 1008.0]

Graduation Requirements

Students must satisfy the placement and proficiency criteria outlined in the Graduation Requirements section of this bulletin:

Core Curriculum Requirements

(29 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Ancillary Requirement

BIO 137 Human Anatomy 4.00

Major Requirements

Following thirty six (36) 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 151 & 152 Dance Wellness 1.1 and 1.2 (1 credit each) 2.00

DNC 160 Music for Dance 3.00

DNC 170 Introduction to Design and Production for Dance 2.00

DNC 206 Contemporary Dance History and Criticism 3.00

DNC 215A Dance Ensemble 1 1.00

DNC 215B Dance Ensemble 2 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

Following one (1) course required:

SPS 151 Kinesiology 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 87

Minimum Credits in Courses >100 Level: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.75

Minimum Overall GPA: 2.75

B.F.A. Acting for Theatre, Film & Television

This B.F.A. program is designed for students interested in rigorous conservatory studio training in acting on stage in theatre, and on-camera in film and television. The comprehensive sequence of study has a practical, professional application, preparing students for the modern acting industry. Classes in stage acting, voice & speech and movement are offered in partnership with The New Group, a renowned theatre company in New York City. At The New Group, students will study with accomplished professionals and seasoned actors. By studying under the studio

model at a professional theatre company, our students will immerse themselves in the art of acting and performance, get to network with industry experts, and participate in master classes and talkbacks with actors performing in The New Group's works. The on-camera component of the program will be taught by LIU faculty in our on-campus TV studio.

B.F.A. Acting for Theatre, Film and Television

{Program Code: 39356} {HEGIS: 1007.0}

Graduation Requirements

Students must satisfy the placement, proficiency, orientation and 28 - 29 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (28 - 29 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Science Lab Based Course: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Major Requirements

Required Courses

MA 187 Film and Television Studies 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

TFT 100 Theatre History and Play Analysis 3.00

TFT 120 Studio I - Acting, Voice and Movement 6.00

TFT 121 Studio II - Acting, Voice and Movement 6.00

TFT 122 Studio III - Acting, Voice and Movement 6.00

TFT 123 Studio IV - Acting, Voice and Movement 6.00

TFT 124 Studio V - Acting, Voice and Movement 6.00

TFT 125 Studio VI - Acting, Voice and Movement 3.00

TFT 130 The Contemporary Performance Industry 3.00

TFT 131 Business of Theatre, Film and Television 3.00

TFT 180 Performance in 21st Century Theatre and Media 3.00

TFT 187 Film and Television Studies 3.00

TFT 190 Production Lab I 1.00

TFT 191 Production Lab II 1.00

TFT 192 Production Lab III 1.00

TFT 193 Production Lab IV 1.00

TFT 194 Production Lab V 1.00

TFT 195 Production Lab VI 1.00

TFT 196 Production Lab VII 1.00

TFT 197 Production Lab VIII 1.00

TFT 199 Internship 3.00

TFT 200 Capstone I 2.00

TFT 201 Capstone II 3.00

TFT 220 Showcase 2.00

THE 1391 On-Camera Performance I 3.00

THE 1392 On-Camera Performance II 3.00

THE 1393 On-Camera Performance III 3.00

Workshop/Production Requirement

One of the following:

MA 102 Television Production I 3.00

MA 106 Video Workshop I 3.00

Required Writing Course

One of the following:

MA 152 Screenplay 3.00

MA 1481 Introduction to Playwriting 3.00

THE 1221 Introduction to Playwriting 3.00

Required Directing Course

One of the following:

MA 155 Directing The Moving Image 3.00

MA 1601 Directing I 3.00

THE 1201 Directing I 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 87

Minimum Credits in Courses > 100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Theatre

Minor in Theatre Requirements

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 videos, studio work or any of the previous combination. Satisfies the core art 61 requirement.

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.

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.

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. 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 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 for credit.

Credits: 1

Every Fall and Spring

DNC 215A Dance Ensemble 1

This class has a dual focus. Students will learn some

basic acting, sensory and kinesthetic awareness exercises to help facilitate their performance qualities and learn how to work as an ensemble in preparation for the Winter Dance Concert. Students will also learn proper professionalism and etiquette for their art. This includes working as an ensemble, speaking constructively and respectfully to guest choreographers, faculty and staff while in a professional performance setting.

One credit.

The co-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 215B Dance Ensemble 2

This class is a continuation of DNC 215A. It will nurture the qualities of performance, focus, intent, space and time, while supporting the new choreographic students works for the Rising Artist Workshop series and the Spring Concert. This class also encourages the creative aspects of performance for the dancer. The students tracking in performance will begin to develop tools that will help them become artistic interpreters of the movement and context given them. While students tracking in choreography will also learn these tools they will also begin to utilize some of the simple choreographic principles of canon, theme and variation, motifs and space/time relationships to encourage their growth as creators. Students will also learn how to speak constructively and respectfully about their own and each others choreographic work. One credit.

The pre-requisite of DNC 215A is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 221 Choreography 2

This course is a continuation of DNC 121 with the development of longer movement phases with increasingly more complex spatial design and plot development. This may include experiments in multimedia work. Advanced theories of composition are studied and applied to a finished work to be shown in a public performance. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 231 Ballet Level 5.1

This is the first semester of the junior level ballet technique class. DNC 231 is the continuation of DNC 134 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-

mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 134 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 232 Ballet Level 5.2

DNC 232 is the continuation of DNC 231 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 231 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 233 Ballet Level 6.1

This is the first semester of the senior level ballet technique class. DNC 233 is the continuation of DNC 232 with an increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on the barre work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 232 is required and the student must be a Dance major.

Credits: 2

Every Fall

DNC 234 Ballet Level 6.2

DNC 234 is the continuation of DNC 233 with an

increase in ballet vocabulary as well as an increase in the level of ballet technique. As requirements of this course, students are expected to demonstrate a sense of theater direction, movement dynamics, performance qualities, texture of ballet movement. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology concentrating on center work. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 233 is required and the student must be a Dance major.

Credits: 2

Every Spring

DNC 241M Modern Technique Level 5.1A

This is the first semester of the junior level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 144M is required is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 242M Modern Technique Level 5.2A

A continuation of DNC 241M, with increasing technical and performance challenges. Students will be required to teach a class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement

phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 241M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 243M Modern Technique Level 6.1A

This is the first semester of the senior-level modern technique class. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 242M is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 244M Modern Technique Level 6.2A

A continuation of DNC 243M. In this series of courses, students must demonstrate the ability to work with increasingly complex movement and rhythmic patterns; they must make movement phrases incorporating class vocabulary and must peer-teach those phrases. Each year (DNC 241M-242M/Junior and 243M-244M/Senior) will be represented by one dance technique. Each technique will have an individual emphasis, and each will articulate those elements of performance and style, phrasing, dynamics, and musicality which most clearly define it. An exit exam is administered at the end of the semester, students must demonstrate correct placement (bio-mechanically), ability to pick up patterns, and an understanding of the most commonly used terminology of the technique. Students will be expected to attain competency in the form at the end of the year by demonstrating an understanding of the movement language and aesthetic, by the ability to pick up patterns, transitions, biomechanical placement, and kinesthetic awareness. Both written and visual materials will augment instruction and there will be a writing component in each course. Four and one-half hours. Required of all B.F.A. dance majors. Non majors may register with permission of the Chair of the Performing Arts Department. May be taken twice for credit.

The pre-requisite of DNC 243M is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 245 Modern Technique Repertory Level 5.1B

This is the first semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in the concert. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 148 is required and the student must be a Dance major.*

Credits: 3

Every Fall

DNC 246 Modern Technique/Repertory Level 5.2B

This is the second semester of the junior level technique/repertory class. This junior and senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in the concert. Students professionalism and

competency will be adjudicated in the concert by the guest artist and department faculty. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit. *The pre-requisite of DNC 245 is required and the student must be a Dance major.*

Credits: 3

Every Spring

DNC 247 Modern Technique/Repertory Level 6.1B

This is the first semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit.

The pre-requisite of DNC 246 is required and the student must be a Dance major.

Credits: 3

Every Fall

DNC 248 Modern Technique/Repertory Level 6.2B

This is the second semester of the senior level technique/repertory class. This senior year series is a combination of technique and repertory in which guest artists will teach the groundwork for their techniques each semester and will set a work on the students to be performed in concert. In this intense experience, students will be expected to adapt to and perform the technique and style under study, capped by a public performance of the work. Students professionalism and competency will be adjudicated in the concert by the guest artist and department faculty. Four and one-half hours (plus lab). Required for all B.F.A. dance majors. May be taken twice for credit.

The pre-requisite of DNC 247 is required and the student must be a Dance major.

Credits: 3

Every Spring

DNC 251 Dance Wellness. Level 3.1

This is the first semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 154 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 252 Dance Wellness Level 3.2

This is the second semester of the junior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 251 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 253 Dance Wellness Level 4.1

This is the first semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 251, Co-requisite: DNC 233 or DNC 243M. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 252 is required and the student must be a Dance major.

Credits: 1

Every Fall

DNC 254 Dance Wellness Level 4.2

This is the second semester of the senior level Dance Wellness. During the upperclassmen years dance wellness takes the form of a specific body training or therapy geared to the dancer. Among the forms employed are Iyengar or Hatha yoga, Alexander, Gyrokinesis®, or Feldenkrais. Students will have an opportunity for individual meetings with the instructor. Two hours. Prerequisite: DNC 253, Co-requisite: DNC 234 or DNC 244M. Required of all dance majors. May be taken twice for credit.

The pre-requisite of DNC 253 is required and the student must be a Dance major.

Credits: 1

Every Spring

DNC 301 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302. The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music.

2.4 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 221 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 302 Senior Choreography Project

For each of the senior semesters, students tracking in choreography may enroll in Dance 301 and 302.

The main objective is for the student to engage in all the elements of the creative process while maintaining an objective approach to the practical needs of staging a dance work. These classes will be devoted to individual student choreography as it pertains to the creation of an original work. The student will make weekly presentations of the work in progress, discuss and implement process, and develop a budget for costuming, props, music.

2.4 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 301 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 303 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304.

These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work.

Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2 credits: participation in the development and performance of one student work; 3 credits: participation in the development and performance of two student works; 2 hours class (lecture); 4 + hours rehearsals (2 credits) 6 + hours rehearsals (3 credits).

The pre-requisite of DNC 215B is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 304 Senior Performance Project

For each of the senior semesters, students tracking in performance may enroll in DNC 303 and 304.

These classes will be devoted to the development of dance technique, presentation, and kinesthetic awareness, a necessary skill for ensemble work.

Students will learn to collaborate on the development of their individual movement, costumes, and props with their respective choreographers and further will be required to listen to the choreographer's intent while recording their observations of the choreography. The

training includes preparation of the dancer to become a collaborator in the process of development and performance, the creation of intent and/or atmosphere. 2.4 credits, hours to be determined by Chair of the department.

The pre-requisite of DNC 303 is required and the student must be a Dance major.

Credits: 2 to 3

On Demand

DNC 305 Practical Preparation for the Dancer

This course prepares dance students to enter the professional dance world equipped to represent themselves with well organized resumes that are specific to the job. This includes a portfolio with headshots, performance photographs, in addition to learning how to create an audition reel. As well as learning the administrative skills necessary to produce one's own concert. Must be a junior or senior dance major. Three hours.

The pre-requisite of DNC 122 is required and the student must be a Dance major.

Credits: 2

Alternate Spring

DNC 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 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

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 the process of making it happen. 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 urged to undertake one or more internships with a theatrical organization. Consultation and approval of the Department is required. May be taken in subsequent semesters for credit.

Credits: 3

On Demand

THE 1251 Acting I

An introductory study of acting, training the body and the voice to prepare for the creation and development of characterization. The course consists of acting exercises, analysis and interpretation of roles, and improvisation. Student prepare and perform one dramatic monologue and one scene with a partner. Students also attend live performances to observe the craft in action.

Credits: 3

Cross-Listings: MA 1591, THE 1251

Every Fall and Spring

THE 1252 Acting II

A continuation of THE 125.1 and more advanced work in scene analysis and 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 in scene study of modern plays, including character and script analysis, and a final emphasis on techniques of scene performance. The course will also focus on rehearsal procedure and how to build a character throughout the rehearsal process. Students are required to see live performances. 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. Students work on writing and creating characters, auditioning skills (commercial vs dramatic), teleprompter news reading, improvisation and scene study. Using closed-circuit television interactively, students see their work each class.

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

Acting for Theatre, Film and TV Courses

TFT 100 Theatre History and Play Analysis

An orientation to the nature of theatre, students will examine the history of theatre and how to

analyze play text including the five elements that make up the theatre: the playwright, the director, the actors, the designers, and the audience. Students will attend live performances and view videotaped performances to analyze the components that theatre is comprised of.

Credits: 3

Every Spring

TFT 120 Studio I - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

Credits: 6

Every Fall

TFT 121 Studio II - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

Pre-req: TFT 120

Credits: 6

Every Spring

TFT 122 Studio III - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

Pre-req: TFT 121

Credits: 6

On Demand

TFT 123 Studio IV - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

Pre-req: TFT 122

Credits: 6

On Demand

TFT 124 Studio IV - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

Pre-req: TFT 123

Credits: 6

On Demand

TFT 125 Studio VI - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

Pre-req: TFT 124

Credits: 6

On Demand

TFT 130 The Contemporary Performance Industry

Students learn how to navigate the business side of the performance industry and market themselves as actors. They will learn how to prepare headshots, resumes, reels, develop websites, and how to build an online presence through social media. Furthermore, students will learn how to connect with industry professionals such as agents,

managers, and casting directors and insure their information is in the proper industry databases.

Credits: 3

Every Fall

TFT 131 Business of Theatre, Film and Television

In this course, students are guided to approach the business as an "actorpreneur" ready to develop self-created works or artistic ventures in collaboration with partners. Students begin to understand the process of generating creative 'start-ups' and getting work out into the world to be recognized. Topics covered include pitching projects, accessing funding bodies, applying for grants, collaborating with the industry, promoting and producing independent theatre, and driving Film and TV projects.

Credits: 3

On Demand

TFT 144 On-Camera Performance IV

For this on-camera scene study class, students seek out robust, challenging material to improve their rehearsal and performance skills in front of the lens. Instructors support, guide, and rigorously challenge students and their character choices. Some work is in front of a camera, in close up, as students apply all of the skills they have developed. Students prepare and deliver challenging film/TV scenes with a scene partner over the course of the term.

Credits: 3

On Demand

TFT 180 Performance in 21st Century Theatre and Media

Students study how live performance is shaped by the integration of digital technologies and how digital media is becoming more and more the platform of choice for streaming live performance. Through screenings, site visits and experimentation, student actors explore unconventional spaces and experiences that can be used for staging, composing, improvising and inventing new drama.

Credits: 3

On Demand

TFT 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

Cross-Listings: MA 187, TFT 187

Rotating Basis

TFT 190 Production Lab I

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

Credits: 1

Every Fall

TFT 191 Production Lab II

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 190 Production Lab I, is required.

Credits: 1

Every Spring

TFT 192 Production Lab III

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 191, Production Lab II is required.

Credits: 1

Every Fall

TFT 193 Production Lab IV

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get

credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 192, Production Lab III is required.

Credits: 1

Every Spring

TFT 194 Production Lab V

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 193, Production Lab IV is required.

Credits: 1

Every Fall

TFT 195 Production Lab VI

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 194, Production Lab V is required.

Credits: 1

Every Spring

TFT 196 Production Lab VII

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who

want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 195, Production Lab VII is required.

Credits: 1

Every Fall

TFT 197 Production Lab VIII

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

A pre requisite of TFT 196, Production Lab VII is required.

Credits: 1

Every Spring

TFT 199 Internship

This course provides students with an opportunity to gain field experience in theater, film, television and entertainment organizations. Examples of appropriate organizations are BAM, St. Ann's Warehouse, Mark Morris Dance Group, Creative Artist Agency, Dreamworks, FOX Studios, MTV, Nickelodeon, and Sony Pictures Studio.

Credits: 3

On Demand

TFT 200 Capstone I

Students begin to create final projects in their chosen fields of theatre, film or television or any combination thereof. Mentors will guide students through the process of creating the outline for their projects so that by the end of the semester they are ready to go into production in Capstone II.

Credits: 3

On Demand

TFT 201 Capstone II

Students go into production on their final projects guided by their mentors. This project is the culmination of their studies in the BFA program and prepares them for the field of their choice in the professional realm.

Pre-req: TFT 200

Credits: 3

On Demand

TFT 220 Showcase

Students will perform monologues and scenes in front of a panel of invited industry casting directors.

Credits: 3

On Demand

DEPARTMENT OF VISUAL ARTS

Senior Professor Dantzie
 Professor Grove (Director of Galleries), Lorenz, Rudey
 Professor Emeritus Ries
 Associate Professor Barry (Chair)
 Adjunct Faculty: 5

The Department of Visual Arts, based in the rich culture of New York City, offers a unique environment for the study of fine arts and art therapy in the areas of ceramics and sculpture, printmaking, painting, and other traditional mediums that coexist with interdisciplinary studies in photography, computer graphics and digital design. 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 offers a B.S. in Art Therapy Pre-Professional, and also maintains a program of changing professional exhibitions in three on-campus gallery spaces as curricular enrichment and a community service.

B.S. Art Therapy, Pre-Professional

The B.S. in Art Therapy Pre-Professional provides students with training in the use of creative visual arts and art skills in a variety of healthcare, educational, community and recreation environments. Students will complete a liberal arts core curriculum, and an immersive curriculum in the studio and applied arts which includes drawing, painting, printmaking, ceramics, sculpture, dimensional design, color theory, computer graphics and survey of world art; and can choose additional classes in potter's wheel, digital photography, watercolor and video.

Students who successfully complete the B.S. in Art Therapy Pre-Professional will be able to pursue entry-level, non-licensed positions, assisting in services to diverse populations of adults, children and/or the elderly in hospitals, nursing homes, summer camps, childcare centers, residential and day treatment centers, homeless shelters, hospice care facilities, social service agencies, prisons, disability centers, veteran's service centers, special education programs and drug abuse centers. The program also can prepare graduates for entry into graduate level programs in art therapy, or in related fields such as teaching.

B.S. Art Therapy, Pre-Professional {Program Code: 40260} {HEGIS: 1099.0}

Graduation Requirements

Students must satisfy the placement, proficiency,

orientation and 34-35 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin.

Orientation (1 credit)

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Science Lab Based Course: BIO, CHM, PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Major Requirements

Required Art Courses

ART 103 Modern Art 3.00

ART 133 Introduction to Ceramics 3.00

ART 134 Introduction to the Potter's Wheel 3.00

ART 170 Two-Dimensional 3.00

ART 176 Introduction to Printmaking 3.00

ART 1501 Drawing I 3.00

ART 1541 Painting I 3.00

Required Art Therapy Courses

ART 200 Introduction to Art Therapy 3.00

ART 201 Art Therapy Theories for Those with Disabilities 3.00

ART 202 Art Therapy: Methods 3.00

ART 204 Art Therapy: Methods Child-Adolescent 3.00

ART 205 Art Therapy Programs Adult-Geriatric 3.00

ART 206 Art Therapy Research Seminar I 2.00

ART 207 Art Therapy Research Seminar II 3.00

Required Psychology Courses

PSY 107 Child Development 3.00

PSY 108 Adult Development 3.00

PSY 110 Abnormal Psychology 3.00

Choose one of the following:

PSY 109 Personality 3.00

PSY 113 Social Psychology 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 56

Minimum Credits in Courses >100 Level: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

MINORS

Minor in Art

Minor in Art Requirements

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 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 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, Spring and Summer

ART 121 Advanced Photography

A focus on the development of professional-level mastery in the area of art or commercial photography. Emphasis is on a review of other photographers work, special assignments, creative range, and in-depth critiques.

Pre-requisite of MA 115 and MA 117 are required or permission of instructor.

Credits: 3

Cross-Listings: ART 121, MA 121

On Occasion

ART 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced

digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

Pre-requisite of MA 118/ART 118 is required.

Credits: 3

Cross-Listings: ART 122, MA 122

Rotating Basis

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, Spring and Summer

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 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 artists 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 techniques 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; the 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 trouble-shooting. Prerequisite: Permission of the Chair of the Department and the Dean.
Credits: 3
Every Semester

ART 198 Independent Study-Thesis

Art majors develop their theses 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 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

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 pairs that meet together in a combined workshop twice a term. These cohorts explore off-campus sites in small working teams. Field trips expand the scientific, social science, philosophical and literary readings that frame experiential inquiry. Satisfies elective credits and culminates in a research paper. Ideally COS 50 should be taken during a student's upper freshman/lower sophomore year, prior to the professional/major phase.

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 on whole numbers, 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. Non-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, finding equations of lines, set and compound inequalities. 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. Non-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 competencies, 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 and Spring

COOP 99 Field Placement

Participation of students in internships or cooperative education positions related to their academic major or career goals enables integrated classroom learning with practical hands-on work experience. Enrolled students receive a notation on their transcript. 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

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. 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. 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. 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 (SBPAIS), aligned with the mission of the University, supports the idea of educational access for any and all those willing to apply themselves to the task. As a school, we strive for excellence in our engaged learning, our relevant scholarship and our impactful service in the name of student success. For many students of business, success in higher education is a tangible step toward success in the world of work. Toward that end, SBPAIS strives to maintain a curriculum responsive to the dynamic marketplace. Our NYSED approved Bachelors of Business Administration is an illustrative example. By including four new classes related to data analytics – a specialty in high demand from employers – students in the program will be better prepared for success at interviews and success at the job. Our graduate-level satellite programs at leading financial and health-care institutions are a testimony to our ability to deliver an education to the world’s most demanding and discerning customers. Outside the classroom, research has proven that those students active on campus tend to encounter greater career success. SBPAIS has responded accordingly with extracurricular activities that more closely resemble internships than clubs, thereby bolstering student resumes. During the 2018-2019 year alone, through a set of new initiatives, our LIU students have the chance to manage a real-money portfolio of stock market investments through our Student Managed Fund. Students can be responsible for the social media promotion of our school through the Marketing Society, and students interested in going on to law school interact with sitting judges not just in the classroom but also in their chambers through our Pre-Law Society. At SBPAIS, we realize that getting involved leads to being hired and a successful career launch. More foundationally, each incoming student is encouraged to enroll in our Passport to Personal and Professional Development mentorship program. Through a series of personalized coaching sessions, students hone their professional behaviors and prepare for the demands of the job search.

The School of Business, Public Administration and Information Sciences consists of three academic units: Department of Business; Department of Technology, Innovation and Computer Science; and Public Administration. The Department of Business and the Department of Technology, Innovation and Computer Science offer undergraduate, graduate and an accelerated shared credit degree, while the Department of Public Administration only offers graduate degrees. Degrees offered at the undergraduate level include the following: Bachelor of Business Administration (B.B.A.) with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management and Marketing; Bachelor of Science (B.S.) in Accounting, Business Finance, Business Management (available with a concentration in Human Resource Management), Computer Science, Entrepreneurship, Healthcare Management, Marketing and Technology Management; Associate in Applied Science (A.A.S.) in Business Administration; and Bachelor of Science and Master of Science (B.S. and M.S.) accelerated shared credit program in Accounting. In addition, minors open 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; Master of Science in Accounting; The M.B.A. is delivered in two formats, a 3 credit traditional M.B.A. and a 1.5 credit accelerated M.B.A. Both of these delivery styles can be customized to suit the needs of corporate, hospital or government institutions that wish to provide employees with a dedicated cohort. In addition, the School of Business offers an accelerated shared credit program including the PharmD and M.B.A. in conjunction with the College of Pharmacy. Other masters programs offered include the Master of Science in Computer Science; Master of Science in Human Resource Management; Master of Science in Taxation; Master of Public Administration (M.P.A.) in Public Administration; and Master of Public Administration (M.P.A.) in Health Administration.

For information, please contact the Dean’s Office at 718-488-1130 (phone), 718-488-1125 (fax), business@brooklyn.liu.edu (email), or visit www.liu.edu/brooklyn/business.

Ray Pullaro

Interim Dean

ray.pullaro@liu.edu**Linette Williams**

Assistant Dean

linette.williams@liu.edu**Chuck Garcia**

Assistant Dean

chuck.garcia@liu.edu

Mission Statement

The School of Business, Public Administration, and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and are continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*- they learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem solving abilities that make them into lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

Vision

In order to execute on our mission, we aspire to the following:

- We will be a *school of choice*- our culture, faculty and programs will differentiate us from our competition so that students make a deliberate choice to enroll here.
- We will act *entrepreneurially* to constantly re-evaluate our programs and curricula and seek opportunities to grow our enrollment and improve our brand.
- We will be *innovative* and *creative* in order to design programs and pedagogy that are unique, relevant, and cutting edge.
- We will teach our students to use the *technology* that they will need to succeed in today's workplace.
- We will *enhance traditional modes of course delivery* with modern tools and techniques to improve meaning and effectiveness for our students.

Academic Policies

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 Minowa, Sherman, Uzun
Associate Professors Amrouche, Dinur, Morgan,
Scerbinski, Zheng
Assistant Professor 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 and analytic thinking, 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 Bachelor of Business Administration (B.B.A.) with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management, Marketing and Technology Management; the Bachelor of Science (B.S.) in Accounting, Business Finance, Business Management (available with a concentration in Human Resource Management); Entrepreneurship, Healthcare Management and Marketing; and the Associate in Applied Science (A.A.S.) in Business Administration. The department also offers a Bachelor of Science and Master of Science shared credit accelerated program in Accounting. Minors available to all LIU Brooklyn students are available in the following areas: Accounting, Business, Entrepreneurship, Fashion Merchandising, Finance, Human Resource Management, Management, and Marketing.

A.A.S. 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} {HEGIS: 5004.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements: 28

Credits

Humanities and Social Sciences

English Composition - ENG 16 or 16 X 3.00

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

Anthropology, History, Philosophy,
Political Science, Psychology, Sociology 9.00

Science and Mathematics

Mathematics: MTH 16 3.00

Laboratory Science: BIO/CHM/PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Arts and Sciences Electives: 1 Credit

Any Introductory or 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.B.A. Business Administration

The School of Business, Public Administration and Information Sciences offers the 120-credit Bachelor of Business Administration (B.B.A.) degree with concentrations in seven areas. The B.B.A. degree is a comprehensive business degree that prepares students for a broad range of careers in business and for workplaces where technology and data are crucial. The goal of the degree is to provide students with an exceptional undergraduate business education that provides experiential and project-based learning, in-demand and relevant professional skills, and opportunities to plan for a meaningful career upon graduation. Students in the B.B.A. take a structured core business curriculum that not only includes coursework in the basic areas of business – accounting, finance, management, and marketing – but is also focused on in-demand skills such as entrepreneurial thinking and innovation, selling and negotiating, data analytics, and computational thinking and coding. Students also develop a career plan and complete a practicum or internship where they can apply their skills and gain experience in their field of concentration.

Students select a concentration in one of seven areas: accounting, entrepreneurship, finance, human resource management, management, marketing, and technology management. Concentrations consist of at least five courses outside of the business core and allow students to specialize in an area of interest. Concentrations, and the types of careers they prepare students for, are described in more detail below. Whether a student is interested in careers in the for-profit or non-profit sector, these concentrations provide students with the foundational skills to be successful.

B.B.A. Business Administration

{Program Code: 39393} {HEGIS: 0501.0}

Graduation Requirements

Students must satisfy the placement, proficiency, and orientation requirements **outlined in the Graduation Requirements section** of this bulletin and the core curriculum requirements below.

Orientation: 1 Credit

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements: 28

Credits

Humanities and Social Sciences

English Composition - ENG 16 or 16 X 3.00

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

Anthropology, History, Philosophy, 9.00
Political Science, Psychology, Sociology

Science and Mathematics

Mathematics: MTH 16 3.00

Laboratory Science: BIO/CHM/PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Advanced Credit Requirement

Minimum of 48 Advanced Credits is

Required: Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Business Core Requirements: 64 Credits

The following twenty-one (21) courses are required for all concentrations, with the exception of Accounting and Technology

Management:

ACC 111	Principles of Accounting I	3.00
ACC 112	Principles of Accounting II	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00
BUS 210	Economics for Business	3.00
BUS 211	Applied Business Statistics	3.00
BUS 212	Career Development and Planning	2.00
BUS 330	Business Analytics	4.00
BUS 390	Business Practicum	3.00
CS 101	Fund of Comp Science & Information Sciences	3.00
CS 103	Programming I for Business	4.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Markets and Institutions	3.00
FIN 202	Corporate Finance	3.00
LAW 201	Business, Law, and Society	3.00
MAN 201	Principles of Management	3.00
MAN 210	Selling and Negotiating	3.00
MAN 231	Managerial Communications	3.00
MAN 320	Business, Government, and Society	3.00
MAN 353	Operations Management	3.00
MKT 201	Fundamentals of Marketing	3.00

B.B.A.: Accounting Concentration

Accountants, who are responsible for recording, analyzing, and reporting on the financial transactions of an organization, ensure that an organization abides by rules and regulations and is able to understand its financial performance. The **B.B.A. in Business Administration with an Accounting concentration** 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. Students are trained in the concepts and techniques needed to evaluate organizational performance and make recommendations for improved future performance. In addition to accounting, the curriculum includes some law and finance. The accounting concentration may lead to careers in accounting or finance, either in a for-profit business, a non-profit, or government, for a public accounting firm, or as a self-employed person. Common entry-level jobs include accountant or financial analyst.

Business Core Requirements: 49 Credits

The following sixteen (16) courses are required for the Accounting concentration:

ACC 111	Principles of Accounting I	3.00
ACC 112	Principles of Accounting II	3.00
BUS 210	Economics for Business	3.00
BUS 211	Applied Business Statistics	3.00
BUS 212	Career Development and Planning	2.00
BUS 330	Business Analytics	4.00
BUS 390	Business Practicum	3.00
CS 101	Fund of Comp Science & Information Sciences	3.00
CS 103	Programming I for Business	4.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Markets and Institutions	3.00
FIN 202	Corporate Finance	3.00
MAN 201	Principles of Management	3.00
MAN 320	Business, Government, and Society	3.00
MAN 231	Managerial Communications	3.00
MKT 201	Fundamentals of Marketing	3.00

Accounting Concentration Requirements:

30 Credits

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

FIN 315 Analysis of Financial Statements 3.00

LAW 211 Introduction to Law and Legal Reasoning 3.00

LAW 212 The Legal Environment of Business 3.00

Advanced Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS 401 Business Capstone 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 30

Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

B.B.A.: Entrepreneurship Concentration

Entrepreneurship is the ability to recognize a problem or need and develop and launch a product, service, or process in response. Whether a student wants to start her own organization, be an innovator within corporate America or the non-profit sector, or be a freelancer, the skills, practices, and mindset associated with entrepreneurs are applicable across a broad range of settings and types of jobs. This **B.B.A. in Business Administration with an Entrepreneurship concentration** is a creative exploration of ideas, a study in attracting stakeholders, and a disciplined set of practices to lower risk. Coursework is experiential, and students interact with the startup and innovation community both inside and outside the classroom. The program of study culminates with a business plan that is both defensible to potential investors and actionable in the real world. The entrepreneurship concentration may lead to careers in local startups and general management within larger firms.

Entrepreneurship Concentration

Requirements: 15 Credits

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
---	One (1) 300-level advanced business course.	3.00

Advanced Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS 401 Business Capstone 3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 30
 Minimum Major Credits: 15
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.B.A.: Finance Concentration

Finance is a powerful and influential field that can be defined as the art and science of managing money. The study of finance provides a framework to guide the financial decision-making of individuals, small businesses, large corporations, and financial institutions of all types. The **B.B.A. in Business Administration with a Finance concentration** is designed to provide students with an in-depth understanding of financial markets and financial concepts, exposure to and practice with the tools used by financial professionals to analyze information and make decisions, and training in how to optimize financial performance while minimizing risk. The finance concentration may lead to careers in investment or commercial banking, insurance, mortgage banking, or corporate finance across a range of industries. Common entry-level jobs include financial analyst, budget analyst, financial advisor, auditor, and investment analyst.

Finance Concentration Requirements: 15 Credits

FIN 315	Analysis of Financial Statements	3.00
FIN 403	Security Analysis	3.00
FIN 404	Portfolio Management	3.00
FIN 404	Corporate Financial Policies	3.00
FIN ---	One (1) 300-level advanced FIN course	3.00

Advanced Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College.

Capstone Experience: 3 Credits

BUS 401 Business Capstone 3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 30
 Minimum Major Credits: 15
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.B.A.: Human Resource Management Concentration

Human resource management is focused on

how an organization maximizes the performance of its human capital—its employees. The human resource field has undergone a significant change in recent years as more organizations have come to understand that a strong human resource function is critical to helping an organization live its mission and realize its goals. The **B.B.A. in Business Administration with a Human Resource Management concentration** is designed to provide students with the skills and knowledge key to succeeding in the HR field, covering areas that include employee relations, training and development, and compensation and benefits. The program is in alignment with the curriculum guidelines of the Society for Human Resource Management (SHRM), the world’s largest HR professional society. The human resource management concentration may lead to careers in staffing, training, organizational development, performance management, benefits and compensation, or other fields in human resources. Common entry-level jobs include human resource coordinator, compensation analyst, and recruiter.

Human Resource Management Concentration Requirements: 15 Credits

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 Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS 401 Business Capstone 3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 30
 Minimum Major Credits: 15
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)
 Minimum Major GPA: 2.0

B.B.A.: Management Concentration

Management is how organizations achieve their goals through developing strategy, organizing work, and building and supporting their workforce. The **B.B.A. in Business Administration with a Management concentration** is designed to give students a broad perspective on organizational management and is the most flexible in the B.B.A.. Students can assemble courses in their major based on their interests, from topics that span human resource management, organizational behavior,

operations management, project management, decision-making, and systems analysis, among others. The program develops students’ leadership, teamwork, and communication skills along with computer and quantitative competence. The management concentration may lead to careers in any type of industry or organization. Common entry-level jobs include business analyst, account associate, operations associate, and project coordinator.

Management Concentration Requirements: 15 Credits

Choose five (5) advanced MAN courses numbered over 300.

Advanced Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS 401 Business Capstone 3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 30
 Minimum Major Credits: 15
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.B.A.: Marketing Concentration

Marketing is the practice of getting a product or service into the hands of a consumer and includes every step from product development to point-of-sale. Marketing is a core function of any business organization; without strategic marketing, even the most innovative or groundbreaking products or services may fail. The **B.B.A. in Business Administration with a Marketing concentration** is designed to enable students to develop the creative, analytical, and communication skills needed to succeed in areas such as product and service promotion, distribution, buyer behavior, and market research. Courses focus on integrating theory and practice through the use of cases and hands-on field projects. The marketing concentration may lead to careers in market research, product development, advertising, public relations, sales, or other fields in marketing. Common entry-level jobs include ad sales agent, event planner, sales rep, and public relations specialist.

Marketing Concentration Requirements: 15 Credits

MKT 325	Consumer Behavior	3.00
MKT 331	Marketing Research	3.00
MKT 351	Marketing Strategy	3.00
MKT ---	Two (2) 300-level advanced MKT courses	6.00

Advanced Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS 401 Business Capstone 3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 30
 Minimum Major Credits: 15
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.B.A.: Technology Management Concentration

Technology is increasingly the driver of business innovation, regardless of the type of industry. As such, having an understanding of both technology and business is a valuable skillset. The **B.B.A. in Business Administration with a Technology Management concentration** is designed to prepare students to analyze, design, and implement technology solutions in any industry, taking into account user requirements, business processes and workflow, computer system capabilities and constraints, and scheduling limitations. Through coursework that is a combination of business courses and computer science courses, students are trained to develop technical skills directly applicable to current technology environments along with business aptitude. The technology management concentration may lead to careers in any type of industry or organization. Common entry-level jobs include business analyst, systems analyst, applications analyst, and quality assurance analyst.

Business Core Requirements: 54 credits
The following eighteen (18) courses are required for the Technology Management concentration:

ACC 111	Principles of Accounting I	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00
BUS 210	Economics for Business	3.00
BUS 211	Applied Business Statistics	3.00
BUS 212	Career Development and Planning	2.00
BUS 330	Business Analytics	4.00
BUS 390	Business Practicum	3.00
CS 101	Fund of Comp Science & Information Sciences	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 210	Selling and Negotiating	3.00
MAN 231	Managerial Communications	3.00
MAN 320	Business, Government, and Society	3.00
MAN 353	Operations Management	3.00
MKT 201	Fundamentals of Marketing	3.00

Technology Management

Concentration Requirements: 28 Credits

CS 102	Programming I	4.00
CS 117	Programming II	4.00
CS 148	Database Management Systems	4.00
CS 154	Computer Networks	4.00
CS ---	Four (4) advanced computer science courses	12.00

Advanced Electives: 3 Credits

Choose one (1) advanced course that meets the Advanced Credit Requirement outlined above and is taken in Conolly College to satisfy the 30-credit liberal arts requirement.

Capstone Experience: 6 Credits

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: 30
 Minimum Major Credits: 28
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)
 Minimum Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. 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} {HEGIS: 0502.0}

Graduation Requirements

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

Orientation

FYS 01	First Year Seminar	1.00
--------	--------------------	------

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 60, 61 or 62	3.00
Foreign Language	3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

Liberal Arts Elective Requirements: 2 Credits

Introductory Arts & Sciences Electives (1)	16 credits
Advanced Arts & Sciences Electives (2)	6 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 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Business Core Requirements: 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

Advanced Requirements: 27 credits

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. 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} {HEGIS 0504.0}

Graduation Requirements

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

Orientation

FYS	01	First Year Seminar	1.00
-----	----	--------------------	------

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 60, 61 or 62	3.00
Foreign Language	3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

Liberal Arts Elective Requirements: 16 Credits

Introductory Arts & Sciences Electives (1)	13 credits
--	------------

Advanced Arts & Sciences Electives (2)	3 credits
--	-----------

(1) Any introductory or advanced course offered

by Conolly College
 (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required: Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Advanced Economics Requirement: 6 Credits (Select 2)

ECO	125	International Economics	3.00
ECO	132	Comparative Economic Systems	3.00
ECO	133	Public Finance and Fiscal Policy	3.00

Major Requirements

Business Core Requirements: 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

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. 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] [HEGIS: 0506.0]

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements: 34 Credits

Humanities

- English Composition - ENG 16 or 16 X 3.00
- English Literature: ENG 61, 62, 63 or 64 3.00
- Philosophy: PHI 60, 61 or 62 3.00
- Foreign Language 3.00

Social Sciences

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

Science and Mathematics

- Mathematics: MTH 16 3.00
- Laboratory Science: BIO/CHM/PHY 4.00

Communication, Visual & Performing Arts

- Oral Communications: SPE 3 3.00
- Art, Dance, Journalism, Music, Theatre, Media Arts 3.00

Liberal Arts Elective Requirements: 22 Credits

- Introductory Arts & Sciences Electives (1) 13 credits
- Advanced Arts & Sciences Electives (2) 9 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required: Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Business Core Requirements: 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

Management Specialization

Requirement: 15 Credits.

Choose five (5) courses from advanced MAN courses numbered over 300.

Human Resource Management

Concentration

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.

Human Resource Management

Concentration Requirement: 15 Credits.

The following five (5) 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. Entrepreneurship

The B.S. in Entrepreneurship 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.

B.S. Entrepreneurship

[Program Code: 36215] {HEGIS: 0501.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X 3.00
 English Literature: ENG 61, 62, 63 or 64 3.00
 Philosophy: PHI 60, 61 or 62 3.00
 Foreign Language 3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 16 3.00
 Laboratory Science: BIO/CHM/PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00
 Art, Dance, Journalism, Music, Theatre, Media Arts 3.00

Liberal Arts Elective Requirements: 22 Credits

Introductory Arts & Sciences Electives (1) 13 credits
 Advanced Arts & Sciences Electives (2) 9 credits
 (1) Any introductory or advanced course offered by Conolly College
 (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Business Core Requirements: 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

Entrepreneurship Specialization Requirements: 15 credits

The following five (5 courses) are required:

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. 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 B.S. in 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] {HEGIS: 1202.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X 3.00
 English Literature: ENG 61, 62, 63 or 64 3.00
 Philosophy: PHI 60, 61 or 62 3.00
 Foreign Language 3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

Liberal Arts Requirements: 22 Credits

Introductory Arts & Sciences Electives (1)	9 credits
Advanced Arts & Sciences Electives (2)	10 credits
COOP 3	3 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is

Required: Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Business Core Requirements: 30 credits

The following ten (10) courses are required:

ACC 110	Accounting for Business Majors	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00
BUS 228	Business Statistics I	3.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Markets and Institutions	3.00
LAW 201	Business, Law and Society	3.00
MAN 201	Principles of Management	3.00
MAN 231	Managerial Communications	3.00
MKT 201	The Fundamentals of Marketing	3.00

Healthcare Core Requirements: 12 credits

HS 300	Introduction to Health Professions	3.00
HS 400	Introduction to Healthcare Management	3.00
MAN 355	Human Resource Management	3.00
MKT 343	Healthcare Marketing	3.00

Healthcare Major Requirements: 12 credits

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: 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. 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. Marketing

{Program Code: 06898} {HEGIS: 0509.0}

Graduation Requirements

Students must satisfy the placement, proficiency,

orientation and 34-35 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

Orientation

FYS 01	First Year Seminar	1.00
--------	--------------------	------

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 60, 61 or 62	3.00
Foreign Language	3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

Liberal Arts Elective Requirements: 22 Credits

Introductory Arts & Sciences Electives (1)	13 credits
Advanced Arts & Sciences Electives (2)	9 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement

Minimum of 48 Advanced Credits is Required:

Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Business Core Requirements: 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

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 SHARED CREDIT PROGRAMS

B.S. and M.S. Accounting

The B.S. and M.S. in Accounting degrees expand 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. and M.S. Accounting

[Program Code: 19994] [HEGIS: 0502.0]

Graduation Requirements

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

Orientation

FYS	01	First Year Seminar	1.00
-----	----	--------------------	------

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60, 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 16 3.00

Laboratory Science: BIO/CHM/PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Liberal Arts Elective Requirements: 19 Credits

Introductory Arts & Sciences electives (1) 19 credits

(1) Any introductory or advanced course offered by Conolly College

Major Requirements

Business Core Requirements: 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	101	Fundamentals of Computer Science and Information Sciences	3.00
----	-----	---	------

Accounting, Finance, and Taxation

Requirements: 48 Credits

Must complete all 16 courses listed below:

ACC	221	Intermediate Accounting I	3.00
-----	-----	---------------------------	------

ACC	222	Intermediate Accounting II	3.00
-----	-----	----------------------------	------

ACC	329	Accounting Information Systems	3.00
-----	-----	--------------------------------	------

ACC	331	Management Accounting	3.00
-----	-----	-----------------------	------

ACC	338	Advanced Accounting	3.00
-----	-----	---------------------	------

ACC	442	Auditing	3.00
-----	-----	----------	------

ACC	454	Contemporary Topics in Accounting	3.00
-----	-----	-----------------------------------	------

ACC	712	Accounting Information Systems	3.00
-----	-----	--------------------------------	------

ACC	720	Not-for-Profit/Government Accounting	3.00
-----	-----	--------------------------------------	------

ACC	742	Financial Statement Analysis	3.00
-----	-----	------------------------------	------

ACC	752	Advanced Auditing	3.00
-----	-----	-------------------	------

ACC	765	Accounting and Reporting I	3.00
-----	-----	----------------------------	------

ACC	766	Accounting and Reporting II	3.00
-----	-----	-----------------------------	------

FIN	315	Analysis of Financial Statements	3.00
-----	-----	----------------------------------	------

TAX	716	Federal Income Tax Principles	3.00
-----	-----	-------------------------------	------

TAX	722	Corporate Taxation	3.00
-----	-----	--------------------	------

Additional Required Graduate Courses: 15 Credits

BUS		Any Advanced Business Course	3.00
-----	--	------------------------------	------

ECO	Graduate Economics Course	3.00
ACC or TAX	Any 700 level Advanced Accounting or Taxation Course	9.00

Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Liberal Arts and Sciences Credits: 30
 Minimum Major Credits: 90
 Minimum Major GPA: 3.0
 Minimum Overall GPA: 3.0

PharmD Pharmacy and MBA Business Administration

Please see the LIU Pharmacy 2019-2020 Professional Program & Graduate Bulletin, Accelerated Shared Credit Programs - PharmD Pharmacy and MBA Business Administration - for program admission and requirements.

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-requisite of ACC 221 is 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-requisite of ACC 222 is 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-requisite of ACC 222 is 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 requisite of ACC 112 is 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 210 Economics for Business

Economics is the science of production, distribution, and consumption of goods and services. Business economics looks at those concepts in the context of the starting, running, and exiting businesses. This course looks at the key concepts of economics such as supply and demand, money supply, trade, and the theory of price and relates them to the operation of businesses. The course introduces students to the monetary system, the impact of taxes and government regulations, inflation, and unemployment, all from the perspective of business.

Credits: 3

Every Fall and Spring

BUS 211 Applied Business Statistics

A survey of the fundamental statistical methods as applied 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. Students apply tools to business cases.

Pre requisites: Math 16, Finite Math or Higher.

Credits: 3

Every Fall and Spring

BUS 212 Career Development and Planning

A hands-on course where students develop a career roadmap to prepare them for successful transition into the job market upon graduation. Students complete a career assessment, research and present labor market data about business careers, analyze careers from the human resource management perspective, explore business trends, and develop a toolbox of resources to assist in their job search.

A pre requisite of BUS 101 is required.

Credits: 2

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 390 Business Practicum

Applying the knowledge and skills students develop in the classroom in a real-work setting is increasingly expected of students to prepare them to enter the workforce. The practicum provides students with this opportunity. The practicum may take the form of an internship, a project done in collaboration with a community partner, a campus-based project, or another structure approved by the department. By working in a professional office or for a client, students compare their knowledge of business with the on-the-job realities and practice the specifics of business interaction and behavior.

Pre requisites: BUS 212, MAN 201, LAW 201 (or LAW 212), MAN 231 and MKT 201

Credits: 3

Every Fall and Spring

BUS 401 Business Capstone Experience

Students integrate and apply the functional knowledge and management skills that they have been developing throughout their program to a real-world business problem. Working in multi-disciplinary teams, students perform a comprehensive analysis of the business problem or opportunity and develop a coherent, viable, and defensible strategy.

Pre requisite: Senior Standing (completion of minimum 90 credits)

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 1).

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 and Spring

Law Courses

LAW 201 Business, Law, and Society

This course explores the legal and social contexts within which businesses operate and the interaction between business entities and the American legal system. Students examine various areas of law that are inherently associated with operating a business enterprise, workplace issues, regardless of career path, and transactions that are commonplace in their daily lives. Topics include, but are not limited to, laws pertaining to contracts, sales, torts, antitrust, securities regulations, employment discrimination, as well as ethics, and the legal aspect of different business entities forms. Students from all disciplines should benefit from this course.

The pre-requisites of BUS 101 and BUS 110 required.

Credits: 3

Every Fall and Spring

LAW 211 Introduction to Law and Legal Reasoning

An introduction to law and the legal system, the case method of study, and legal reasoning. Topics covered are intentional torts, negligence, contracts, agency, employment law and the Uniform Commercial Code, particularly the law of sales and commercial paper.

Credits: 3

Every Fall and Spring

LAW 212 The Legal Environment of Business

Personal and real property law. The study of partnerships, limited liability companies, corporations, bailments and other forms of business organization, including an introduction to securities law. Also covered are insurance, suretyship, bankruptcy, estates and trusts, and an accountant's professional responsibility.

Pre-requisite of LAW 211 is required.

Credits: 3

Every Fall and Spring

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 202 Project Management

Project management is a methodology for planning and executing any kind of activity that has a finite lifespan and involves the application of knowledge, skills, tools, and techniques in pursuit of a project's goals. Students learn the nuts and bolts of project management. Topics covered include but are not limited to identifying a scope of work; establishing a timeline, schedule, and budget; managing the human, financial, and quality aspects of the project; managing risks; and establishing controls. The typical tools used in project management are discussed. This course fulfills the educational requirement of 35 hours of project management education for certification as a Project Management Professional (PMP) by the Project Management Institute.

The pre-requisite of MAN 201 is required.

Credits: 3

Every Fall and Spring

MAN 210 Selling and Negotiating

A businessperson's ability to be successful in large part rests on the ability to communicate ideas, recruit resources to the organization, and negotiate with the full range of clients, customers, co-workers, and vendors. The course begins by outlining the basic elements within the communication skill set. We then delve into the psychology of selling in order to answer why people say "yes" and to learn how communication skills are the building blocks for successful business relationships. The course then focuses on writing a successful pitch, developing a business presentation, and negotiating a successful deal. A basic premise of the course is that great ideas are of little value if you cannot persuade someone else of their worth and get their support.

The pre-requisite of MAN 201 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 320 Business, Government, and Society

What is the purpose of business? To whom and what are businesses obligated, and what are the nature of these obligations? This course helps students develop an understanding of the complex relationships between corporations, governments, and civil society and ask students to think critically about the role of business, especially as it impacts workers, customers, suppliers, communities and their members, and the environment. Students explore the complicated issues that managers and firms today face and the ethical dilemmas these issues present.

Pre requisites: BUS 101, LAW 201 or LAW 212

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

Social media marketing (SMM) as part of the digital marketing field is increasingly powerful and effective for organizations. SMM is used for different purposes such as communicating a message, building a community, fostering engagement, enhancing interactivity, increasing visibility, changing perceptions, and convincing customers to buy products. The objective of the course is to give students an overview of utilizing social media as a strategic marketing tool and integrating it with offline efforts in order to boost the organization's performance. Course topics include SMM goals and strategies, rules of engagement, SMM platforms, content marketing, SMM monitoring, and SMM planning.

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**

Professor Chung
Associate Professors Ghriga (Chair), League
Assistant Professor Reeves
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 (B.S.) in Computer Science and in Technology Management; the Master of Science (M.S.) in Computer Science; and minors in Computer Science and Technology, which are available to all LIU Brooklyn students.

B.S. 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 science courses is required in order to graduate from this program.

B.S. Computer Science

{Program Code: 82160} {HEGIS: 0701.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements: 34 Credits

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60, 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 16 3.00

Laboratory Science: BIO/CHM/PHY 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Liberal Arts Elective Requirements: 22 Credits

Introductory Arts & Sciences Electives (1) 19 credits

Advanced Arts & Sciences Electives (2) 3 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

Advanced Credit Requirement Minimum of 48 Advanced Credits is

Required: Courses numbered above 100 with the

exception of School of Business, Public Administration and Information Science courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

Major Requirements

Computer Science Courses: 35 Credits

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 Courses: 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: 45
- 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	5.00
----	-----	----------------------------------	------

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

BUS 330 Business Analytics

Data are being produced at a rate previously unimaginable, making the ability to understand, analyze and interpret this data, often termed "Big Data," increasingly critical to business success. Data analytics is the application of various statistical, operations research, and computer programming tools and techniques to large data sets. This course introduces students to the fundamental concepts of data analytics that are most relevant to businesses today. Topics covered include, but are not limited to, data management, data mining, visualization, descriptive analytics, predictive analytics, optimization, and simulation. Students analyze real-world business data using various business analytics techniques. Three lecture hours, one-hour lab.

Pre requisites: CS 103 or CS 102 and BUS 211

Credits: 4

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 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 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 103 Programming I for Business

Problem solving, algorithmic design, and implementation using the Python 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. Non-primitive data structures are introduced. A brief overview of object-oriented programming (OOP)

concepts is given. Throughout the course, good programming styles and sound program construction are emphasized. Three lecture hours, one-hour lab. Not open to computer science or technology management majors.

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.

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.

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.

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 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.

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.

CS 311 Capstone Project I

The purpose of the Capstone Project courses is 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 II

The purpose of the Capstone Project courses is 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

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.

Albert Inserra

Interim Dean

albert.inserra@liu.edu

Trina Lynn Yearwood

Associate Dean

trina.yearwod@liu.edu

Shinelle Romeo-Walcott

Office Manager

shinelle.romeo@liu.edu

Marizaldy Mercedes

Certification Officer

marizaldy.mercedes@liu.edu

Zalika Taylor

Enrollment Services Counselor

zalika.taylor@liu.edu

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 ethnolinguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators

To carry on the important mission of the LIU Brooklyn School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools, and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their 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 the inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools, and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages, and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are

interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, and about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as 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 Guin Ellsworth at Guinevere.Ellsworth@liu.edu, 718-246-6488.

Academic Support

The School of Education offers academic support to students through workshops to help

students prepare for teacher certification exams and writing tutoring. For more information, contact Martha Rosas, Director, Academic Support Services, at martha.rosas@liu.edu, 718-488-3452.

Teacher Resource Center

The Teacher Resource Center (TRC) provides the resources and workshops to help new and experienced teachers feel more successful in their classrooms. Materials are available for instructors as well.

Center for Urban Educators (CUE)

CUE's mission is the development of culturally relevant and effective practices for the work of teaching, learning, and mental health and well-being in schools and communities in the urban context. The vision of teaching and practice guiding the Center's work 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

Professor Rivera

Professors Emeriti Berkowitz, Kazlow, Kesson,
Long, Nathanson, Pascale

Associate Professors Dyasi, Lava, Lehman,
Lemberger

Associate Professor Emeriti Floyd, Zinar-
Grunberg

Assistant Professors Schlessinger, Shuttleworth
Instructor Cook-Person

Field Experiences and School Relations Director
Marchant

Adjuncts: 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., Childhood Urban Education (grades 1-6)
- B.S., Inclusive Early Childhood Education (birth-grade 2)

An optional extension in Middle Childhood Education (Grades 5-9) 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 (IECE | Dual Certification in Early Childhood Education and Early Childhood Special Education) (Birth-Grade 2)

{Program Code: 38371} {HEGIS: 0808.0}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to have a minimum of 6 credits in the following areas: History and/or Social Science, Laboratory Science, Mathematics, Foreign Language other than English, and English Literature and/or Writing Composition.*

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

- Psychology
- Social Science

See your Department of TLL advisor for information on choosing courses that meet the concentration requirements.

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

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: 120

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.

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} {HEGIS:0802.0}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to have a minimum of 6 credits in the following areas: History and/or Social Science, Laboratory Science, Mathematics, Foreign Language other than English, and English Literature and/or Writing Composition.*

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
- Psychology
- Social Science

See your Department of TLL Department advisor for information on choosing courses that meet the concentration requirements.

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

Optional Extension in Bilingual Education (9 credits)

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency.

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

Optional Extension in Middle Childhood (5-9) (6 credits)

An optional Middle Childhood Extension to the Childhood Certification is available.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum 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} {HEGIS: 0401.0}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political
Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

**Communication, Visual & Performing
Arts**

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to
have a minimum of 6 credits in the following
areas: History and/or Social Science, Laboratory
Science, Mathematics, Foreign Language other
than English and English Literature and/or
Writing Composition.*

**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 442 Teaching Methods in Secondary Classrooms 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 414 Teaching and Learning Science 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} {HEGIS:1905.01}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements

(34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political
Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

**Communication, Visual & Performing
Arts**

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to
have a minimum of 6 credits in the following
areas: History and/or Social Science, Laboratory
Science, Mathematics, Foreign Language other
than English, and English Literature and/or
Writing Composition.*

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 442 Teaching Methods in Secondary Classrooms 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 414 Teaching and Learning Science 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} {HEGIS: 1501.01}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements

(34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to have a minimum of 6 credits in the following areas: History and/or Social Science, Laboratory Science, Mathematics, Foreign Language other than English and English Literature and/or Writing Composition.*

**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 442 Teaching Methods in Secondary Classrooms 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 411 Teaching and Learning English Language Arts 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} {HEGIS: 1701.01}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to have a minimum of 6 credits in the following areas: History and/or Social Science, Laboratory Science, Mathematics, Foreign Language other than English and English Literature and/or Writing Composition.*

**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 442 Teaching Methods in Secondary Classrooms 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 413 Teaching and Learning Math 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} {HEGIS: 2201.01}

Graduation Requirements

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

Orientation

FYS 01 First-Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics, Political
Science, Psychology, Sociology 3.00

Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

**Communication, Visual & Performing
Arts**

Oral Communications: SPE 3 3.00

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

**All Education majors are required by NYS to
have a minimum of 6 credits in the following
areas: History and/or Social Science, Laboratory
Science, Mathematics, Foreign Language other
than English, and English Literature and/or
Writing Composition.*

**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 442 Teaching Methods in Secondary Classrooms 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 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: 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-psycholinguistic perspective and highlighting the relationship between language and literacy. Different theories of teaching reading and writing are discussed. Students become familiar with appropriate literature for young children as well as the concept of multiple literacies. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including the needs of children with disabilities, bilingual students and English-language learners. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience includes the home, community and classroom teaching environments. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.

Credits: 3

Annually

TAL 352 Sociology and Education

A field-based course in which students use the results of sociological research to inform their observation and analysis of schools and society. Emphasis is placed on such variables as parental involvement and home environment, race/ethnicity, and social class as well as school-related variables, including grouping and teaching practices, teacher attributes and expectations, class and school size, and curriculum. Students make an observational study in a classroom setting that addresses a problem of significance. Ten hours of structured fieldwork are required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

Annually

TAL 353 Creating Inclusive Classroom Communities

A course in which students explore ways to create peaceful democratic classrooms where all children are respected and valued. Emphasis will be on viewing behavior and classroom management contextually, with the aim of fostering social and emotional learning. Students will learn and practice methods of facilitating positive classroom climate, such as peer mediation, conflict resolution, and positive behavioral supports which promote interpersonal communication and social participation. 15 fieldwork hours required.

The pre-requisite of TAL 350 is required.

Credits: 3

Annually

TAL 356 Bilingualism Bilingual Education and

Multiculturalism

An introduction to the individual, social, cognitive and linguistic nature of bilingualism, including issues related to assessment and second language acquisition. The course also addresses bilingual education policies, historical and legal foundations, program models, and practices, including the impact of culture on teaching and learning. Ten hours of structured fieldwork required.

The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.

Credits: 3

On Occasion

TAL 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 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 442 Teaching Methods in the Secondary Classroom

Students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

Pre requisite(s): TAL 411 or TAL 412 or TAL 413 or TAL 414

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 Bachelor of Science degrees in health science, respiratory care, diagnostic medical sonography, social work, communication sciences and disorders, sport management, and sports sciences. It also offers combined BS/MS dual degrees in athletic training, occupational therapy, communication sciences and disorders/speech-language pathology, and fitness and wellness/physical education, as well as an accelerated shared credit B.S. Health Science and 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.

Stacy Gropack, PT, Ph.D., FASAHP

Dean

stacy.gropack@liu.edu
Terry Macon

Administrative Assistant

terry.macon@liu.edu
Dominick A. Fortugno, Ph.D.

Associate Dean

dominick.fortugno@liu.edu
Anette Blas

Project Coordinator

anette.blas@liu.edu

Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates (i.e., hospitals and clinics) now require the completion of criminal background checks and/or drug testing for employees, volunteers, and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/certification/registration agencies (e.g., NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing boards to inquire whether a criminal record, including driving offenses, would preclude the individual from eligibility to obtain a license/certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Division Director and Associate Professor: Eugene Spatz, M.S.

Associate Professor: 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.; Leeja Carter, Ph.D.; Anthony Ricci, MS, CNS, CSCS; Shawn McNamara, MS, ATC, CSCS, Clinical Education Coordinator of the Athletic Training program

Administrators: Scott Westervelt, M.S., Director of Practicum for the Health Science Program; Nikki Russo, M.S., ACSM cPT, Student Service Advisor

Adjunct Faculty: 45

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 of Science degree (BS) degree programs in Health Science, Sport Management, and Sports Sciences; a dual-degree Bachelor of Science / Master of Science (BS/MS) programs in Fitness and Wellness / Urban Physical Education; and an shared credit Bachelor of Science Health Science and Master of Public Health (BS and MPH) program 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.

Minors

The division offers 14 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 Sport Sciences Minor
- General Health Science Minor
- Experiential Learning Minor

Our programs are complemented by excellent opportunities for hands-on experiences and applied research and community-based service that is responsive to the health and exercise needs of the

diverse populations of New York City and the surrounding Tri-State area. Students enjoy the benefits of our relationships with the Steinberg Wellness Center and NCAA Division-I athletic teams. In addition, our off-campus ties include Pfizer Corporate Fitness, Brooklyn Nets, Velocity Sports Performance, La Palaestra Center for Preventive Medicine, and other clinical affiliations that specialize in athletic training, fitness, rehabilitation, sport performance, and sport management.

The Division of Athletic Training, Health and Exercise Science has 8 full-time faculty and over 45 adjunct faculty who are highly recognized and diverse in terms of their backgrounds and their fields of interest.

B.S. 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 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 1000
- 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 2.0
- 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. Health Science

{Program Code: 89168} (HEGIS: {1201.0})

Graduation Requirements

Students must satisfy the placement, proficiency,

orientation and 34-35 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

Orientation

FYS	01	First Year Seminar	1.00
-----	----	--------------------	------

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X	3.00
--------------------------------------	------

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

Philosophy: PHI 61 or 62 or 60	3.00
--------------------------------	------

Foreign Language	3.00
------------------	------

Social Sciences

History	3.00
---------	------

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

Anthropology, Economics Political Science, Psychology, Sociology	3.00
--	------

Science and Mathematics

Mathematics: MTH 15 or 16 or 30 (3-4 credits)	3.00
---	------

	4.00
--	------

Laboratory Science: BIO 1 or 3	4.00
--------------------------------	------

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
----------------------------	------

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

Ancillary Course Requirements (15 credits):

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 courses.

CHM	1	Chemistry for Health Science I	4.00
-----	---	--------------------------------	------

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 (27 credits). Students must earn grades of C and higher in all major courses.

HS	300	Introduction to Health Professions	3.00
----	-----	------------------------------------	------

HS	325	Current Issues in Urban Health	3.00
HS	340	Nutrition and Wellness	3.00
HS	355	Diversity and Health Disparities	3.00
HS	410	Healthcare Organizations and Delivery	3.00
HS	430	Research in the Health Professions	3.00
HS	460	Ethical and Legal Aspects of Health Care	3.00
HS	471	Health Program Planning	3.00
HS	490	Practicum	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Major Credits: 27
 Minimum Credits of Courses > 100 Level: 45
 Ancillary Course Requirements: See Above
 Minimum Health Science Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. 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} {HEGIS: 0599.0}

Graduation Requirements

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

Orientation

FYS	01	First Year Seminar	1.00
-----	----	--------------------	------

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 61 or 62 or 60	3.00
Foreign Language	3.00

Social Sciences

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

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits)	3.00
	-
	4.00
Laboratory Science	4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts	3.00

Ancillary Requirements:

Choose one of the following statistics courses (3 credits):

BUS 228	Business Statistics I	3 credits
MTH 100	Introductory Statistics	3 credits
PSY 150	Statistics in Psychology	3 credits

Major Requirements

All Courses Listed Below Must Be Completed (54 credits)

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
SPM 244	Principles of Sport Marketing	3 credits
SPM 176	Introduction to Sport Management	3 credits
SPM 186	Facility Management and Event Planning	3 credits
SPS 191	Leadership in Sport Management	3 credits
SPM 200	Sport Law	3 credits
SPS 206	Customer Relations in Sport Management	3 credits
SPM 216	Professional Selling and Communications for Sports	3 credits
SPM 265	Field Experience in Sport Management	3 credits
SPM 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: 54
 Minimum Credits of Courses > 100 level: 45
 Minimum Sport Management Major GPA: 2.0
 Minimum Overall GPA: 2.0

B.S. 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).

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 1000
- 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. Sports Sciences

[Program Code 85143] {HEGIS: 1299.3}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 or 60 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, or Sociology 3.00

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00

-

4.00

Laboratory Science: CHM 1 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Course Requirements:

Must complete all the following courses:

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	2.00
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: 41

Minimum Credits of Courses > 100 Level: 45

Ancillary Course Requirements: See Above

Minimum Sports Science Major GPA: 2.0

Minimum Overall GPA: 2.0

DUAL DEGREE PROGRAM

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

[Program Code:38297] {HEGIS: 0835.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 or 60 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: Choose one from the following: MTH 10 or 15 or 16 or 30 (3-4 credits) 3.00

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Course Requirements:

Must complete the following: (14-15 credits)

NOTE: The mathematics and foreign language Ancillary Course Requirements are *in addition* to the Core Curriculum Requirements above.

MTH	Mathematics: Choose one from the following: MTH - 10 or 15 or 16 or 30 (3-4 credits)	3.00 4.00
BIO 137	Anatomy & Physiology I	4.00
BIO 138	Anatomy & Physiology II	4.00
	Foreign Language	3.00

Major Requirements

All SPS/PE Courses Listed Below Must Be Completed (38 credits)

SPS/P 21 E	Sport, Functional Training and Performance I	2.00
SPS/P 22 E	Sport, Functional Training and Performance II	2.00
SPS/P 112 E	Yoga 101	2.00
SPS/P 121 E	Introduction to PE and Exercise Science	2.00
SPS/P 146 E	Principles and Philosophy of Coaching I	3.00
SPS/P 150 E	Motor Learning and Development	3.00
SPS/P 151 E	Functional Kinesiology	3.00
SPS/P 152 E	Exercise Physiology I	3.00
SPS/P 154 E	Adapted Physical Education I	3.00
SPS/P 155 E	Group Exercise Instruction	2.00
SPS/P 156 E	Evaluation in Health and Fitness	3.00
SPS/P 263 E	Practicum (PE)	3.00
PE	Skills/Physical Activity Electives	2.00
PE 471	Teaching PE Pre-K-Grade 6	2.00
PE 476	Teaching PE to Adolescents	2.00

All Education/Physical Education Courses Listed Below Must be Completed (10 credits):

TAL 201	Teaching: Imagine the Possibilities	3.00
TAL 301	Observing and Describing Children	3.00
TAL 350	The Developing Child	4.00

Health & Wellness: 3 courses (9 credits) from the list below must be taken

HS/SP S 339/13 9	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/H S 123	Yoga in Action	3.00
SPS/H S 124	Yoga and Mindfulness for Living	3.00
SPS/H S 129	Yoga Therapy	3.00
SPS 131	Adapted Aquatics for Children with Autism	3.00
SPS 132	Health Advocacy and Wellness for people with Intellectual Disabilities	3.00
SPS/P 148 E	Nutritional Aspects of Fitness and Sport	3.00
SPS/P 157 E	Fitness Evaluation for Athletic Performance	3.00
SPS/H S 193/39 3	Exercise Training for Individuals With Parkinson's Disease	3.00

Physical Activity: 3 credits from the list below must be taken (3 credits)

PE 2	Introduction to Golf	1.00
PE/D NC 13	Beginning Dance Aerobics I	3.00
PE/D NC 13A	Step Aerobics	3.00
PE/D NC 14	Beginning Aerobic Dance 2	3.00
PE/SP S 17	Teaching Movement & Dance for Children	1.00
PE 24	Teaching Individual & Team Sports II	1.00
PE/SP S 26	Beginner Swimming	1.00
PE/SP S 52	Intermediate Swimming	1.00
PE 58	Intro to Modern Dance I	3.00
PE/SP S 80	Beginning Fitness and Exercise for Living	1.00
PE/SP S 81	Intermediate Fitness and Exercise for Living	1.00

PE/SP S 82	Aerobic Fitness and Endurance Exercise	2.00
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 110	Beginning Tennis	1.00
PE/SP S 113	Intermediate Tennis	1.00
PE/SP S 116	Beginning Karate	1.00
PE/SP S 122	Tai Chi	2.00

Required Teacher Certification Workshops

ACLX 702	Identification and Reporting of Child Abuse	.2
ACLX 703	School Violence Prevention and Intervention	.2
ACLX 705	Harrassment, Bullying, Cyberbullying and Discrimination (DASA)	.6

Required Graduate Courses - All Courses Listed Below Must be Completed (24 credits):

EXS 510	Nutrition and Wellness in Phy Activity	3.00
EXS 518	Technology in Health and Disease	3.00
EXS 540	Research Methods in Exercise Science	3.00
EXS 535	Field Experience I	3.00
EXS 575	Fitness Management	3.00
TAL 690	Student Teaching PE	3.00
TAL 802	Language and Literacy	3.00
TAL 803	Perspectives on Disability	3.00

Students Must Select 6 credits from One of the Following Graduate Tracks:

Adapted Physical Education (EXS 502, EXS 520, EXS 530)
 Strength and Conditioning (EXS 507, EXS 508, EXS 615)
 Coaching and Education (EXS 560, EXS 607, EXS 645)

Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Liberal Arts and Sciences Credits: 60
 Minimum Credits in Courses > 100 Level: 48
 Ancillary Course Requirements: See Above
 Minimum Major Credits Undergraduate: 51
 Minimum Education Credits Undergraduate: 9
 Elective Credits for Graduate Track: 6
 Minimum Total Credits Undergraduate: 120
 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

ACCELERATED SHARED CREDIT PROGRAM

B.S. Health Science and M.P.H. Public Health

This 129-credit accelerated shared credit program allows students to complete both the undergraduate degree of Bachelor of Science in Health Science 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 BS and MPH program receive each degrees upon completing requirements.

Application Requirements for the MPH phase: 3 + 2 B.S. HS and MPH Acceptance Criteria

1) Guaranteed Acceptance

ALL of the following criteria must be met for 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 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 and M.P.H.

Public Health

{Program Code 89168 and 33024}
 {HEGIS: 1201 and 1214}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 or 60 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, 3.00

Political Science, Psychology, or Sociology

Anthropology, Economics Political 3.00

Science, Psychology, Sociology

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00

- 4.00

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Course Requirements:

Must complete one of following (4 credits):

BIO 2 General Biology 4.00

BIO 4 Life: Its Origin, 4.00
 Maintenance and Future

CHM 1 Chemistry for Health 4.00
 Science I

CHM 3 General Chemistry I 4.00

Must complete all the following Biology courses (8 credits):

BIO 137 Anatomy and Physiology 4.00
 I

BIO 138 Anatomy and Physiology 4.00
 II

Choose one of the following Mathematics courses (3 credits):

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Complete 10 additional liberal arts and science credits to reach the 60 credits needed for the bachelor of science degree

Major Requirements

Must Complete All Undergraduate Courses Below:

HS 300 Introduction to Health 3.00
 Professions

HS 325 Current Issues in Urban 3.00
 Health

HS 340 Nutrition and Wellness 3.00

HS 355 Diversity and Health 3.00
 Disparities

HS 410 Healthcare Organizations 3.00
 and Delivery

HS 430 Research in the Health 3.00
 Professions

HS 460 Ethical and Legal Aspects 3.00
 of Health care

HS 471 Health Program Planning 3.00

HS 490 Practicum 3.00

The following are the course requirements for the Master of Public Health plan. A minimum of 42 graduate credits are required (see below).

Must Complete All Graduate Courses Below:

MPH 600 Foundations of Public 3.00
 Health

MPH 610 Principles of 3.00
 Epidemiology

MPH 615 Principles of Biostatistics 3.00

MPH 620 Social and Behavioral 3.00
 Sciences in Public Health

MPH 625 Environmental Health 3.00

MPH 735 Research Methods and 3.00
 Applications

MPH 740 Program Planning, 3.00
 Implementation and
 Evaluation

MPH 745 Health Promotion and 3.00
 Education

MPH 750 Public Health Policy and 3.00
 Advocacy

MPH 755	Health Communications Issues and Strategies	3.00
MPH 798	Public Health Capstone Seminar: Promoting Health Equity	3.00
MPH 799	Public Health Field Practicum	3.00

Elective Graduate Courses in the Master of Public Health Plan

Of the following graduate elective courses, only two are required:

MPH 500	Public Health Application of Informatics	3.00
MPH 509	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 Public Health Practice	3.00
MPH 540	Current Issues in Public Health I	3.00
MPH 545	Current Issues in Public Health II	3.00
MPH 575	Developing Strong Public Health Proposals	3.00

Credit and GPA Requirements

Minimum Total Credits: 129
 Minimum Liberal Arts and Sciences Credits: 60
 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

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 129	Yoga 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
SPS/H S 132	Health and Wellness Advocacy	3.00
PSY 31	Development 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 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:

SPS 263	Practicum	3.00
---------	-----------	------

Please select 3 from the following courses:

HS/SP S 302/10	Adapted Aquatics for People with Multiple Sclerosis	3.00
HS/SP S 307/10	Ai Chi Aquatics for People with Developmental Disabilities	3.00
HS/SP S 331/13	Adapted Aquatics for Children with Autism	3.00
HS/SP S 332/13	Health Advocacy and Wellness for People with Intellectual Disabilities	3.00
HS/SP S 393/19	Exercise Training for People with Parkinson's Disease	3.00
HS/SP S 335/13	Exercise and Wellness for Individuals with Multiple Sclerosis	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 Exercise Physiology

In the Exercise Physiology minor, students learn how to help individuals reach their peak performance. Specifically, students learn to promote and improve health and fitness, prevent and treat illness and disease, and restore and enhance muscle and cardiovascular function through laboratory study, hands-on experience, and exercise testing.

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 four courses (12 credits) are required:

SPS/H	175/37	Basic Skills in Health and Exercise Psychology	3.00
S	5		
SPS/H	178/37	Psychology of Women in Sport and Physical Activity	3.00
S	8		
SPS	180	Sport Psychology	3.00
SPS/H	182/38	Health and Exercise Psychology Seminar	3.00
S	2		

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health & Wellness Coaching

This 12-credit minor in Health and Wellness Coaching is designed for students who would like to pursue a career helping people identify and achieve their health-related goals. Students learn wellness coaching strategies to encourage health promotion, lifestyle management, and motivational techniques, along with practices in physical activity, nutrition, stress reduction and mindfulness. The completion of this minor will prepare students for the Health Coach Certification through the American Council on Exercise (ACE). Certified Health Coaches are in high demand in health care facilities, worksite wellness programs, fitness and wellness centers, and working with private clients.

Health and Wellness Coaching Minor

All of the following three courses (9 credits) are required:

HS	339	Health and Wellness	3.00
HS/	361/	Health Coach Certification	3.00
SPS	161	Preparation	
HS	341	Nutrition Across the Lifecycle	3.00

Choose one course (three credits) from the following:

HS	350	Health Behavior Change	3.00
PSY	190	Health Psychology	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

A grade of 'C' or higher must be earned in all minor courses

Minor in Health Care Management

The 12-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 Administration Requirements

Choose 4 Courses From the Below

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
HS	464	Healthcare Human Resources	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 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 12-credit Nutrition minor is designed for students who are working towards an undergraduate degree in Health Science, Sports Sciences, Biology, or another area, and 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	3.00
S	9		
HS	341	Lifecycle Nutrition	3.00
EXS	555	Nutrition for Weight Management	3.00

Select one of the following (this may depend on your major)

SPS	148	Nutritional Aspects of Fitness & Sport	3.00
HS	340	Wellness and Nutrition	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 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.

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	123	Yoga in Action	3.00
S			
SPS/H	124	Yoga & Mindful for Living	3.00
S			
SPS/H	129	Yoga Therapy	3.00
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 141 Emergency Medical Technician (EMT) Certification Preparation

Upon successful completion of this course students are eligible to take the New York State and the National Registry of Emergency Medical Technicians examinations to become an EMT. Both certifications allow EMTs to work in New York as well as other states. This course covers basic principles of Anatomy, Cardiology, Pathophysiology, Pharmacology and Neurology as it applies to emergency care. Theoretical knowledge and clinical skills will be utilized in the required clinical rotations prior to the end of the course 3 credits.

Pre-Requisite of SPS 140

Credits: 3

Cross-Listings: HS 141, SPS 141

All Sessions

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 309 Medical Terminology

The study of medical terminology introduces students to the language of medicine. This course provides students with the foundation of medication terminology used in health care professions. Students will examine the etymology of word roots, prefixes and suffixes and provides

meanings for medical terms in the context of the structure, function and diseases of the human body. Using a systems-based approach, students will learn to define and articulate medical terms and abbreviations.

Credits: 3

All Sessions

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 I

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 327 Human Diseases II

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. This course is a continuation of Human Diseases I and will cover the second half of the body systems that were not covered in Human Diseases I.

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 introduces students to basic concepts of nutrition. Students will learn about the structure and roles of both macronutrients (protein, carbohydrates and fat) and micronutrients (vitamins and minerals), and the important roles they serve. Through the course students will develop an understanding of the role of nutrition in optimizing health, and maximizing human performance and longevity.

The essential outcomes include the acquisition of knowledge and development of skills and tools necessary for making educated and positive nutrition decisions, for health, wellness and performance.

Topics covered include: nutrient characteristics, requirements, roles and food sources, energy balance, weight control, dietary guidelines and diet planning, nutrition requirements for exercise, and the social and economic factors that affect food production and consumption.

The pre-requisites of BIO 3, and CHM 3 or CHM 1 are required.

Credits: 3

Every Fall, Spring and Summer

HS 343 Community Nutrition & Food Culture

This course introduces students to the cultural aspects of food in our society, and explores various community nutrition programs available to individuals in the US. Students will explore the role of food in different cultures and develop an understanding of the importance of culturally appropriate and relevant nutrition education. Topics covered include: foods of different cultures and in cultural holidays/celebrations, cultural relevance of nutrition and health education, community nutrition programs in the US, US Food Assistance programs, developing nutrition and wellness education materials. Outcomes of the course include the acquisition of knowledge and development of skills necessary for developing and implementing culturally relevant nutrition education materials, and an understanding of food and community nutrition programs available in the US.

A pre requisite of HS 340 is required.

Credits: 3

On Occasion

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 require 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, have taken HS 471 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

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.

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

SPM 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

SPM 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

SPM 196 Leadership & Management in Nonprofit Organizations

This course is especially suited for students studying leadership and management within health, social and recreation/leisure service programs. Leadership and Management in Nonprofit Organizations delivers viable and attractive career alternatives in management. This course will educate and expand the student's knowledge of the many career choices and options that exist for administrators in the nonprofit world. It will provide excellent direction and guidance for the manager and will help professionally prepare the student in their pursuit of best practices.

Content areas will include: Leadership, Management and Supervision of staff and volunteers, Human Resources & Personnel, Business operations, Preparing budgets and

financial? management, Facility Management, Program Development in areas of Health, Social and Recreational/Leisure programs and Special Event management.

Credits: 3

Cross-Listings: HS 396, SPM 196, SPS 196

Every Fall

SPM 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

SPM 244 Principles of Sports Marketing

The application of the principles of promotion and marketing to the sports and fitness industry, including the areas of professional sports, corporate fitness, college athletics, clubs and resorts.

Pre-requisites of SPM 176 and 191 are required

Credits: 3

Every Spring

SPM 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

SPM 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

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

Yoga practice has many benefits: calming the mind, balancing the emotions, and healing the body. This course is an introduction to the therapeutic aspects of yoga, both on a personal and practical level. Students will acquire skills for use in health and wellness – how to prevent injuries, and how to assist in the healing process when they do occur. Students will also learn about yoga's context in history, including its relationship to martial arts.

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 & Mindful 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: 3

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.

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: 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 sports history? The course explores these questions with special emphasis on American culture and the rise of larger-than-life heroes such as 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 Leadership & Management in Nonprofit Organizations

This course is especially suited for students studying leadership and management within health, social and recreation/leisure service programs. Leadership and Management in Nonprofit Organizations delivers viable and attractive career alternatives in management. This course will educate and expand the student's knowledge of the many career choices and options that exist for administrators in the nonprofit world. It will provide excellent direction and guidance for the manager and will help professionally prepare the student in their pursuit of best practices.

Content areas will include: Leadership, Management and Supervision of staff and volunteers, Human Resources & Personnel, Business operations, Preparing budgets and financial management, Facility Management, Program Development in areas of Health, Social

and Recreational/Leisure programs and Special Event management.

Credits: 3

Cross-Listings: HS 396, SPM 196, SPS 196

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

Explores the rising phenomenon of internationalism in sports. Examines themes such as the growing popularity of soccer in the U.S., the professionalization of the Olympics, and the presence of players from around the world on the roster of every major team sport—from baseball to basketball to American football to hockey.

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 Community Service

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. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

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

Associate Professor and Chair: Scott Youmans
Professor: Nelson Moses

Associate Professors: Isabelle Barriere, Valantis Fyndanis, Martha Tyrone, Gina Youmans

Assistant Professors: Miriam Baigorri, Valantis Fyndanis, Gemma Moya-Gale, Marisa Nagano, Katrien Vermeire

Clinical Administrators: Emily Perdios (Clinical Director), George Pagano (Assistant Clinic Director), Jessica Baquero (Clinical Placement Coordinator)

Adjunct Faculty: 10

Contact: 718-488-4122

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:
 - 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] [HEGIS: 1220.0]

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, Political Science, Psychology, or Sociology: PSY 31 3.00

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00 - 4.00

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Requirements

Note: One laboratory science course (BIO 1/3 or PHY 20), one foreign language course, and PSY 31 may also satisfy core curriculum requirements (see above).

The following six (6) courses are required:

BIO 1 or 3 General Biology or Life: Its Origin, 4.00

CS	101	Fundamentals of Computer Science	3.00
PHY	20	The Physical Universe	4.00
PSY	31	Lifespan Developmental Psychology	3.00
PSY	110	Abnormal Psychology	3.00
TAL	251	Students with Special Needs	3.00

Two (2) foreign language courses (6 foreign language credits) are required.

One (1) of the following is required:

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Major Requirements

Following thirteen (13) courses must be taken:

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

Credit and GPA Requirements

Minimum Total Credits: 120
 Core Curriculum Credits: 34-35
 Minimum Liberal Arts & Sciences Credits: 60
 Minimum Major Credits: 42
 Ancillary Requirement: see above

Minimum Major GPA: 3.2
 Minimum Overall GPA: 3.0

DUAL DEGREE PROGRAM

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

Admission Criteria

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

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

Admissions Procedures

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

Academic Standing

- In order to continue in the B.S./M.S. program, students must achieve a minimum grade of B+ in the following foundation courses:
 - 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.

Summary of Master's Degree Graduation Requirements

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

Comprehensive Examination Option

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

Research Option

The research option requires a student to conduct empirical research on a topic relevant to communication sciences and disorders or dysphagia. Completion of the requirements here listed is in lieu of the comprehensive examination. The chosen topic may involve basic or clinically oriented research. The precise topic addressed will be developed by the student and guided by an advisor.

Speech-Language Performance and Writing Proficiency

Graduate students admitted to the Speech-Language Pathology program must demonstrate English writing proficiency as a requirement for graduation.

B.S. Communications Sciences & Disorders/M.S. Speech-Language

Pathology

[Program Code: 30904] [HEGIS: 1220.0]

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, Political Science, Psychology, or Sociology: PSY 31 3.00

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00 - 4.00

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Requirements

Note: One laboratory science course (BIO 1/3 or PHY 20), one foreign language course, and PSY 31 may also satisfy core curriculum requirements (see above).

The following six (6) courses are required:

BIO 1 or 3 General Biology or Life: Its Origin, Maintenance, and Future 4.00

CS 101 Fundamentals of Computer Science 3.00

PHY 20 The Physical Universe 4.00

PSY 31 Lifespan Developmental Psychology 3.00

PSY 110 Abnormal Psychology 3.00

TAL 251 Students with Special Needs 3.00

Two (2) foreign language courses (6 foreign

language credits) are required.

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: The 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 II 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 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 40 credits):

SLP	604	Bilingual/Multicultural Foundations II	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	639	Praxis Examination Preparation	1.00
SLP	640	Language Disorders in Children	3.00
SLP	641	Aphasia and Adult Neurogenic Disorders	3.00
SLP	642	Speech-Language-Hearing Services in Schools 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 8 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	2.00

SLP	611A	Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders	1.00
SLP	612A	Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders	1.00
SLP	614A	Diagnostic Practicum: Children	1.00
SLP	614B	Diagnostic Practicum: Adults	1.00
SLP	615A	Audiology Practicum	1.00

Credit and GPA Requirements

Minimum Total Credits: 182
 Core Curriculum Credits: 34-35
 Minimum Liberal Arts & Sciences Credits: 60
 Minimum Total Undergraduate Major Credits: 45
 Minimum Total Graduate Major Credits: 64
 Ancillary Requirements: see above

Minimum Major GPA: 3.75
 Minimum Overall GPA: 3.50

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

Every Fall

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

On Demand

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 II

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

Annually

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

Annually

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

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 and Spring

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Associate Professor and Program Director: Kerry E Weinberg PhD., M.A., M.P.A., RT(R), RDMS, RDCS, FSDMS

Adjunct Faculty: 11

Diagnostic Medical 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, physics, oral communication, statistics and algebra or higher, which are required for this allied health profession. Students enter the professional phase of their education at the beginning of their third full time academic year after a minimum of 60 credits. The professional phase is a full-time, day commitment that consists of sequenced didactic education, scanning laboratory, and extensive clinical (hands-on) experience. Prior to the completion of the program, students are eligible to take the American Registry of Diagnostic Medical Sonography (ARDMS) examination in three different concentrations (abdominal, obstetrics and gynecology and adult echocardiology [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, reference form and letter
2. Official transcripts of all undergraduate coursework

There will be one admission cycle per year. Applications are accepted until the class is full.

B.S., Diagnostic Medical Sonography

{Program Code 35443} {HEGIS: 1225.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition: ENG 16 or 16X 3.00

English Literature: ENG 61 - 64 3.00

Philosophy 3.00

Foreign Language 3.00

Social Sciences

History 3.00

Anthropology, Economics, History, 3.00

Political Science, Psychology, or Sociology

Anthropology, Economics Political 3.00

Science, Psychology, Sociology

Science and Mathematics

Mathematics: MTH 15 or 16 3.00

- 4.00

Laboratory Science: BIO 137 (see below) 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 (see below) 3.00

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

Ancillary Course Requirements:

Must complete all of the following courses:

Note: BIO 137, MTH 15/16 and SPE 3 may also fulfill University core requirements (see above).

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

MTH 15 or 3.00

16 Their Use or Finite -

Mathematics 4.00

PHY 20 The Physical Universe 4.00

SPE 3 Communication Studies 3.00

Must complete ONE of the following courses:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Note: Students must complete all 60 required liberal arts and sciences credits, including university core requirements (as applicable) before starting DMS courses in the professional phase. MTH 15/16, BIO 137, and SPE 3 satisfy university liberal arts and sciences Core Course Requirements.

Major Requirements

Professional Course Requirements

DMS 250 Diagnostic Medical 2.00
Sonography

DMS 275 Abdominal Cross-Section 3.00
Sonography

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 3.00
Gynecology I

DMS 335 Obstetrics and 3.00
Gynecology II

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 2.00
Neurosonography

DMS 380 Clinical Seminar 2.00

DMS 400 Abdominal Sonography 2.00
III

DMS 420 Echocardiography III 2.00

DMS 425 Echocardiography IV 2.00

DMS 430 Obstetrics and 3.00
Gynecology III

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: 126

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 66 credits

Minimum Credits in Courses > 100 Level: 66

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, Efekona Nuwere, M.S., OTR/L

Associate Professors: Michael Saraceno, M.A., OTR/L, CHT; Doris Obler, Ph.D. M.S.W., OTR/L, Amiya Waldman Levi, Ph.D., OTR/L

Assistant Professors: Lisa Gordon-Handler, MA, Ph.D., OTR; Keith Peterson, DPT;

Evening/Weekend Program Coordinators: Dale Coffin, M.S., OTR/L

Program Director: Holly Wasserman, EdD, M.S. OTR/L Associate Professor

Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. 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 60 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. LIU students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, personal statement, verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and in more than one setting. Admission application and reference letter forms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).

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, 137, & 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

Prerequisite Courses for LIU Students and Transfer Students Without a Degree

Biology (with lab)	(Bio 1 or 3, 2 or 4)	8 credits
Anatomy & Physiology I	(Bio 137)	4 credits

Anatomy & Physiology II	(Bio 138)	4 credits
Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits
English Composition	(Eng 16)	3 credits
English Literature	(Eng 61-64)	3 credits
Intro Sociology or Anthropology	(SOC 3)	3 credits
History	(His 1, 2)	3 credits
Philosophy	(Phil 61, 62)	3 credits
Oral Communication	(Spe 3)	3 credits
Foreign Language		3 credits
ART, DNC, MUS, THE, MA		3 credit
Liberal Arts		5 credits

***60 credits**

* Each Applicant is required to complete an additional 5 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 4 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is *** 60 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)

General Biology (with lab)		8 credits
Anatomy & Physiology I		4 credits
Anatomy & Physiology II		4 credits
Algebra		3 credits
Statistics		3 credits
General Psychology		3 credits

Developmental Psychology		3 credits
Abnormal Psychology		3 credits
English Composition and/or Literature		6 credits
Intro Sociology or Anthropology		3 credits

***40 credits**

*The total prerequisite credit requirement for entry into the program is ***60 credits**. Completion of the 20 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy

Academic Standards

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

Occupational Therapy Curriculum

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of 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.

DUAL DEGREE PROGRAM

B.S./M.S. Occupational Therapy

B.S. / M.S., Occupational Therapy

{Program Code: 21843} {HEGIS: 1208.0}

Graduation Requirements

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

Orientation

FYS 01	First Year Seminar	1.00
--------	--------------------	------

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X	3.00
--------------------------------------	------

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

Philosophy: PHI 60, 61 or 62	3.00
------------------------------	------

Foreign Language	3.00
------------------	------

Social Sciences

History	3.00
---------	------

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

Anthropology, Economics Political Science, Psychology, Sociology	3.00
--	------

Science and Mathematics

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

Laboratory Science: BIO 1 or 3	4.00
--------------------------------	------

Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
----------------------------	------

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

Ancillary Requirements:

Must complete one of following (completes sequence):

BIO 2	General Biology	4.00
-------	-----------------	------

BIO 4	Life: Its Origin, Maintenance and Future	4.00
-------	--	------

Must complete both courses

PSY 31	Lifespan Developmental Psychology	3.00
--------	-----------------------------------	------

PSY 110	Abnormal Psychology	3.00
---------	---------------------	------

Must complete one of the following courses

MTH 100	Introductory Statistics	3.00
---------	-------------------------	------

PSY 150	Statistics in Psychology	3.00
---------	--------------------------	------

Must complete both courses:

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

Liberal Arts & Sciences electives:

5 credits in LA&S electives are required.

Occupational Therapy Professional

Phase Requirements

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

OT 100 Introduction to Occupational Therapy 2.00

OT 106 Therapeutic Skills 1: Interpersonal Skills 2.00

OT 110 Human Development and Occupation 1: Pediatrics 3.00

OT 111 Human Development and Occupation 2: Adolescence/Adults 2.00

OT 112 Human Development and Occupation 3: Geriatrics 2.00

OT 119 Anatomy - Kinesiology 5.00

OT 120 Theory 1: Introduction 2.00

OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics 3.00

OT 129 Kinesiology 2 4.00

OT 140 Neuroscience 5.00

OT 201 Professional Development 1: Occupational Therapy Student Academic Experience 2.00

OT 202 Professional Development 2: Communication Skills 1.00

OT 203 Professional Development 3: Advocacy and Disability Perspectives 1.00

OT 206 Therapeutic Skills 2: Group Process 3.00

OT 220 Theory 2: Learning Theories Applied to Practice 2.00

OT 301 Skills for Living 1: Play and Leisure 3.00

OT 302 Skills for Living 2: Work 3.00

Occupational Therapy Professional Phase - Year 2 Requirements (49 credits)

OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics 3.00

OT 200 Fieldwork Level I: Geriatric Practice 1.00

OT 205 Professional Development 5: Health Promotion 1.00

OT 210 Fieldwork Level I: Mental Health Practice: Adolescents and Adults 1.00

OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults 1.00

OT 303 Skills for Living 3: Self Care 3.00

OT 306 Therapeutic Skills 3: Teamwork and Leadership 2.00

OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice 4.00

OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics 5.00

OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice 5.00

OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics 5.00

OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics 4.00

OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics 2.00

OT 506 Therapeutic Skills 5: Technology and Assistive Devices 2.00

OT 520 Theory 5: Research 3.00

OT 533 Medical Conditions 3: Pediatrics 3.00

OT 620 Theory 6: Research Proposal 2.00

OT 720 Theory 7: Community Practice & Health Promotion 2.00

Occupational Therapy Professional Phase -

Year 3 Requirements (28-34 credits)

OT 507 Therapeutic Skills 6: Organization & Administration 3.00

OT 510 Level II: Fieldwork I 5.00

OT 511 Level II: Fieldwork II 5.00

OT 512 Level II: Fieldwork III 4.00

OT 513 Level II: Fieldwork IV (Elective) 2.00-4.00

OT 530 Practice 5: Pediatrics 5.00

OT 535 Fieldwork Level I: Practice 3: Pediatrics 1.00

OT 716 Professional Development 6: OT Student Clinical Experience 1.00

OT 820 Theory 8: Community Practice Research Project 4.00

Credit and GPA Requirements

- Minimum Total Credits: 182
- Minimum Liberal Arts and Sciences Credits: 60
- Minimum Major Credits Undergraduate: 72
- Minimum Major Credits Graduate: 50
- Minimum Credits of Courses > 100 Level: 48
- Ancillary Course Requirements: See Above
- Minimum Major GPA: 3.0
- Minimum Overall GPA: 3.0

Occupational Therapy Courses

OT 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!

Must be a student in the BS/MS Occupational Therapy program in order to enroll

Credits: 0

Every Fall, Spring and Summer

OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

The pre-requisites of PSY 107, 110 and admission to the OT program are required. Co-requisite of OT 106, 110, 140, 201, and 301 are also required.

Credits: 2

Every Fall

OT 106 Therapeutic Skills 1: Interpersonal Skills

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.

The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required. Co-requisites of OT 100, 110, 140, 201, and 301 are required.

Credits: 2

Every Fall

OT 110 Human Development and Occupation 1: Pediatrics

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required. Co-requisites of OT 106, 100, 140, 201, and 301 are required.

Credits: 3

Every Fall

OT 111 Human Development and Occupation 2: Adolescence/Adults

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

Pre-requisite of OT 110, OT 106, OT 110, OT 140, OT 201, and OT 301 are required. Co-requisites of OT 119, OT 120, OT 202, OT 203, and OT 206

are required.

Credits: 2

Every Spring

OT 112 Human Development and Occupation 3: Geriatrics

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the process of adaptation in elders.

The pre-requisite of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 121, OT 129, OT 220, and OT 302 are required.

Credits: 2

Every Summer

OT 119 Anatomy - Kinesiology

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

Pre-requisite of OT 100, OT 106, OT 110, OT 140, OT 201, and OT 301 are required. The co-requisites of OT 111, OT 120, OT 202, OT 203, and OT 206 are required.

Credits: 5

Every Spring

OT 120 Theory 1: Introduction

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-

occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

The pre-requisite of OT 100, OT 106, OT 110, OT 140, and OT 201, and OT 301 are required.

Student must also be admitted into the Occupational Therapy Program. The co-requisites of OT 111, OT 119, OT 202, OT 203, and OT 206 are required.

Credits: 2

Every Spring

OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

The co-requisites of OT 129, 112, OT 121, OT 220 and OT 302 are required. The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, OT 206 are required.

Credits: 3

Every Summer

OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's

occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span. *The pre-requisites of OT 112, OT 121, OT 129, OT 220, OT 302 are required. The co-requisites of OT 200, OT 303, OT 306, OT 320 and OT 420 are required.*

Credits: 3

Every Fall

OT 129 Kinesiology 2

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 121, OT 220, and OT 302 are required

Credits: 4

Every Summer

OT 140 Neuroscience

This course provides students with an understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI -

Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 201, and OT 301 are required.

Credits: 5

Every Fall

OT 200 Fieldwork Level I: Geriatric Practice

This course provides the opportunity for students to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 112, 121, 129 OT 220 and OT 302 are required. The co-requisites of OT 122, OT 303, OT 306, OT 320 and 420 are required.

Credits: 1

Every Fall

OT 201 Professional Development 1: Occupational Therapy Student Academic Experience

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will

participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

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

Credits: 2

Every Fall

OT 202 Professional Development 2: Communication Skills

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education, practice and advocacy.

Pre-requisites of OT 100, 106, 110, 201, and 301 are required. Student must be in the Occupational Therapy major. Co-requisites OT 111, 119, 120, 203 and 206 are required.

Credits: 1

Every Spring

OT 203 Professional Development 3: Advocacy and Disability Perspectives

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote

empathy and skills in client-centered practice.

Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions.

The pre-requisites of OT 100, 106, 110, 140, and 201 are required. Co-requisites of OT 111, 119, 120, 202, and 206 are required.

Credits: 1

Every Spring

OT 204 Professional Development 4: Independent Study (Elective)

An in-depth exploration of a topic of study through review of literature, field visits or community service learning under the guidance of a faculty mentor. Professional writing development is emphasized. Students, with the instructor, define the scope of the study, methods, and outcomes. Professional development will be fostered through the identification of learning objectives for the experience that will be assessed/monitored during the course of the independent study process.

The pre-requisite or co-requisite of OT 100 is required.

Credits: 1

On Demand

OT 205 Professional Development 5: Health Promotion

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health promotion and quality of life. A range of approaches supporting health promotion and disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

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

Credits: 1

Every Spring

OT 206 Therapeutic Skills 2: Group Process

A group process course for treatment, teamwork,

and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

The pre-requisites of OT 100, 106, OT 110, OT 140, OT 201 and OT 301 are required and the student must be admitted into the Occupational Therapy Program. The co-requisites of OT 111, OT 119, OT 120, OT 202, and OT 203 are required.

Credits: 3

Every Spring

OT 210 Fieldwork Level I: Mental Health Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 200, OT 303, OT 306, OT 320, OT 420 and OT 122 are required. The co-requisites of OT OT 205, OT 215, OT 330, OT 430 and OT 431 are required.

Credits: 1

Every Spring

OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that

will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisites of OT 205, OT 210, OT 330, OT 430 and OT 431 are required. The pre-requisites of OT 121, 129, 303 and 420 are required.

Credits: 1

Every Spring

OT 220 Theory 2: Learning Theories Applied to Practice

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transtheoretical Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation (MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203 and OT 206 are required. The co-requisites of OT 112, OT 121, OT 129, and OT 302 are required.

Credits: 2

Every Summer

OT 301 Skills for Living 1: Play and Leisure

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

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

and OT 201 are required.

Credits: 3

Every Fall

OT 302 Skills for Living 2: Work

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 220, OT 129 and 121 are required.

Credits: 3

Every Summer

OT 303 Skills for Living 3: Self Care

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning.

The pre-requisites of OT 112, OT 121, OT 129, OT 220 and OT 302 are required. The co-requisites of OT 122, OT 200, OT 306, OT 320, and OT 420 are required. The student must be in the

Occupational Therapy major in order to register for this course.

Credits: 3

Every Fall

OT 306 Therapeutic Skills 3: Teamwork and Leadership

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development. *The pre-requisites of OT 112, 121, 129, 220, 302 are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 122, 200, 303, 306, 320, and 420 are required.*

Credits: 2

Every Fall

OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice

This course provides students with the opportunity to study the underlying theories of occupational therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current

practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice

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

Credits: 4

Every Fall

OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required.

The student must be in the Occupational Therapy major in order to register for this course.

Credits: 5

Every Fall

OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing, neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation.

The co-requisite of OT 122, OT 200, OT 306, OT 303, and OT 320 is required. The pre-requisites of OT 112, OT 129, OT 220, OT 320 and OT 121 are required.

Credits: 5

Every Fall

OT 430 Practice 2: Neurorehabilitation

Adolescents, Adults and Geriatrics

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The pre-requisites of OT 122, 121, OT 200, OT 303, OT 320 and 420 are required.

Credits: 5

Every Spring

OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy. Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

The co-requisites of OT 205, OT 210, OT 330, OT 215 and 430 are required. The pre-requisites of OT 122, OT 200, OT 303, OT 320 and 420 are required.

Credits: 4

Every Spring

OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the context of care.

The pre-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 506, OT 520, OT 533, OT 620, and OT 720 are required.

Credits: 2

Every Summer

OT 506 Therapeutic Skills 5: Technology and Assistive Devices

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

The pre-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 432, OT 520, OT 533, OT 620, and OT 720 are required.

Credits: 2

Every Summer

OT 507 Therapeutic Skills 6: Organization and

Administration

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

The pre-requisites of OT 432, 506, 520, 533, 620, 720 are required. The co-requisites of OT 510, 530, 535, 716 are required.

Credits: 3

Every Fall

OT 510 Level II: Fieldwork I

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisites of OT 432, OT 506, OT 520, OT 533, OT 620, and OT 720 are required. The co-requisites of OT 533, 530, 507 and 716 are required.

Credits: 5

Every Fall

OT 511 Level II: Fieldwork II

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 510 is required.

Credits: 5

Every Spring

OT 512 Level II: Fieldwork III

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 510 is required.

Credits: 4

Every Spring

OT 513 Level II: Fieldwork IV (Elective)

This elective course provides 6 to 12 weeks of full-time supervised fieldwork. The number of credits awarded is prorated on the length of the fieldwork experience. It provides in-depth fourth experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits. It is taken place in various service delivery models reflective of current and emerging practice and trends in the profession with a concentration in practice focus substantially different than the setting and population in OT 510, OT 511 & OT 512. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 512 is required.

Credits: 2

Every Spring

OT 520 Theory 5: Research

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the opportunity to implement and evaluate a research

project.

The pre-requisite of OT 205, OT 210, OT 215, 430, 431 and 330 are required. The co-requisites of OT 432, OT 506, OT 533, OT 620 and OT 720 are required.

Credits: 3

Every Summer

OT 530 Practice 3: Pediatrics

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

The co-requisites of OT 716, OT 510, OT 535 and 507 are required. The pre-requisite of OT 533, OT 432, OT 506, OT 620, and OT 720 is required.

Credits: 5

Every Fall

OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

The pre-requisites of OT 110, 111, 430, 431 and 330 are required. The co-requisites of OT 506, 520, 620 and 720 are required.

Credits: 3

Every Summer

OT 535 Fieldwork Level I: Practice 3: Pediatrics

This course provides the opportunity for students to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisites of OT 510, OT 530, 507 and 716 are required. The pre-requisites of OT 432, OT 506, OT 520, OT 620, OT 720 and OT 533 are required.

Credits: 1

Every Fall

OT 620 Theory 6: Research Proposal Development

The course exposes the students to the process of research proposal development. Students engage in mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

The pre-requisites of OT 205, OT 210, OT 215, OT 430, OT 431 and OT 330 are required. The co-requisites of OT 432, OT 506, OT 720, 533 and 520 are required.

Credits: 2

Every Summer

OT 716 Professional Development 6: Student Clinical Experience

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to

the students to prepare them for becoming fieldwork educators.

The pre-requisites of OT 432, OT 506, OT 620, OT 720, 533 and 520 are required. The co-requisites of OT 510, 530, 507, and 535 are required.

Credits: 1

Every Fall

OT 720 Theory 7: Community Practice Education and Health Promotion

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation. Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with consultation, marketing, grant writing, implementation and evaluation.

The co-requisites of OT 432, OT 506, OT 533, 520 and 620 are required. The pre-requisites of OT 205, OT 210, OT 215, 430, 431 and 330 required.

Credits: 2

Every Summer

OT 820 Theory 8: Community Practice Research Project

This course provides students with the opportunity to refine their research proposals (from OT 620) and implement as part fo the Capstone Research Project complete in this course, OT 820. Students will carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final scientific peer-reviewed style manuscript, oral presentation. and poster production. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and interpretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster

format during OT research day.

The pre-requisites of OT 507, OT 530, OT 535, OT 716, OT 520, 620 and 720 are required. The co-requisites of OT 511, OT 512 are required.

Credits: 4

Every Spring

DEPARTMENT OF PHYSICAL THERAPY

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, shared credit program that leads to a B.S. Health Science and a Master in Public Health (M.P.H.). Note that a separate admission into the M.P.H. portion of this program is required. Please refer to the Division of Athletic Training, Health and Exercise Science in 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, MAEd., RRT
 Director of Clinical Education: Marina Umanova, M.P.A., 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 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 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 to 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) as program 200205 (www.coarc.com). 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 more than 5 years prior to admission are not acceptable and must be revisited

Application

- High School and transfer students must begin the application process through the Office of Admissions.
- LIU students with GPA of 2.5 and math/science grades meeting requirements can apply to the program for admission. If accepted, a change of major would be processed.
- 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 August 15th 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
Biology	BIO 1/3 and BIO 2/4	Yes	8
Microbiology	BIO 101	Yes	4
Human Anatomy	BIO 131/137	Yes	4
Human Physiology	BIO 132/138	Yes	4
Chemistry	CHE 1/3	Yes	4
Chemistry or Physics	CHE 2/4 or PHY 20/27/30/31	Yes	4
Algebra	MTH 15	N/A	4

Note: Transfer students must have a minimum total of 7 credits for Anatomy & Physiology I & II
Academic Standards

Grades below a C+ are not acceptable in prerequisite science (Anatomy & Physiology, Microbiology, Biology, Chemistry, and Physics) and mathematics courses (College Algebra); nor 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 to take the credentialing exams through the National Board for Respiratory Care (NBRC). Upon passing the credentialing exam the graduate can apply for a license as a respiratory care professional. 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. Respiratory Care

B.S. Respiratory Care

{Program Code 06927} {HEGIS: 1299.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements (34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political
Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00
- 4.00

Laboratory Science: BIO 1 or 3 (see
below) 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

Ancillary Course Requirements

Must Complete All Six (6) Science Courses

Below:

NOTE: BIO 1 or 3 satisfies a Laboratory Science core requirement. A math and science GPA of 2.75 is required before starting RC courses in the professional phase.

BIO 1 or 3 General Biology or Life: 4.00
Its Origin, Maintenance
and Future

BIO 2 or 4 General Biology or Life: 4.00
Its Origin, Maintenance
and Future

BIO 101 Microbiology 4.00

BIO 131 or Human Anatomy 4.00
137 or Anatomy &
Physiology I

BIO 132 or Human Physiology 3.00
138 or Anatomy &
Physiology II 4.00

CHM 1 or Chemistry for Health 4.00
3/3X Science I or General
Chemistry I

Must Complete One (1) Science Course Below:

CHM 2 or Introduction to Organic 4.00
4/4X and Biochemistry or
General Chemistry II

PHY 20 The Physical Universe 4.00

PHY 27 Physics for Pharmacy 4.00

PHY 31 General Physics 4.00

Major Requirements

Respiratory Care Professional

Respiratory Care Professional Phase Year 3

RC 101 Cardiopulmonary 3.00
Physiology I

RC 103 Clinical Application of 2.00
Acid-Base Balance

RC 107 Pulmonary Function 2.00

RC 109 Clinical Experience I 3.00

RC 112 Theory and Practice of 5.00
Respiratory Care I

RC 200 Cardiopulmonary 3.00
Pathology

RC 205 Cardiopulmonary 3.00
Medical Science

RC 210 Clinical Experience II 3.00

RC 213 Theory and Practice of 5.00
Respiratory Care II

RC 214 Cardiorespiratory 3.00
Pharmacology

Respiratory Care Professional Phase Year 4

RC 206 Rehabilitation Techniques 3.00
in Respiratory Care

RC 215 Selected Topics in 3.00
Internal Medicine

RC 225 Neonatal and Pediatric 3.00
Respiratory Care

RC 229 Clinical Experience III 6.00

RC 311 Respiratory Critical Care 3.00

RC 330 Clinical Experience IV 6.00

RC 331 Principles to Practice in 4.00
Respiratory Care

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 60 credits

Minimum Credits in Courses > 100 Level: 45

Pre-Professional Requirements: See Above

Minimum Science and Math GPA: 2.50

Minimum Overall GPA: 2.50

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: 6

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: 6

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; LMSW, Derek Brown, PhD; MSW
Field Education: Sabrina Brown, LCSW; Renie Rondon-Jackson, PhD, LCSW
Adjunct Faculty: 5

The Bachelor of Science 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.S. 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 B.S. 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 BSSW 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.S. Social Work

The 120-credit Bachelor of Science 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.

BSSW Program Acceptance Requirements

To be accepted into the BSSW 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.S. Social Work

{Program Code 20469} {HEGIS: 2104.0}

Graduation Requirements

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

Orientation

FYS 01 First Year Seminar 1.00

Core Curriculum Requirements

(34-35 credits)

Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 3.00

Foreign Language 3.00

Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00 - 4.00

Laboratory Science: BIO 1 or 3 4.00

Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

***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 or Anthropology.

Ancillary Requirements:

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: 60

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

MINORS

Minor in Social Work

Social Work Minor

Minor in Social Work Requirements

In order to complete the Minor in Social Work, students must complete 12-credits. All social work minors must take SWK 101 - Introduction to Social Work. After successfully completing SWK 101, students must complete 3 of the following courses:

HS 478 - Case Management Services

SWK 114 - Social Welfare History and Institutions

SWK 115 - Social Welfare Policy and Analysis

SWK 116 - Diversity

SWK 130- Professional Writing for Social Work

SWK 132 - Human Rights & Social Justice

SWK 134 - Case Management Services

SWK 135 - Case Management: Practice with

Populations at Risk

SWK 138 - Stress Management

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.0

Social Work Courses

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

Every Fall and Spring

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.

Pre requisites: SWK 101, BIO 22.

Pre or Co-requisite: PSY 3

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 requisite: SWK 123

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 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

Every Fall and Spring

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 or Co requisite: SWK 123

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 or Co requisite: SWK 124

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. 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 to Europe and then to China or Australia/Asia Pacific. In the first semester of their senior year they are placed in an international internship with a leading organization dedicated to addressing a chosen global issue 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 <http://liu.edu/Global/Academics> 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 to explore the world's interdependent cultural, political, environmental, and economic systems, as well as critical thinking, communication and research skills. Students also examine local manifestations of the world's most pressing global issues and explore approaches of addressing these in each of the regional contexts. The sequence culminates in a set of upper division courses in the last four semesters that include two senior-year internships and the completion of a senior thesis.

Minors in International Relations, Entrepreneurship, Arts and Communications, and Foreign Languages. LIU Global students have the opportunity to pursue one or more minor of their choice in Entrepreneurship, International Relations, Arts and Communications, and Foreign Languages. All minors require the completion of a minimum of 15 credits from the approved courses listed on the website which should be taken into consideration in students' academic planning.

For information, please contact the LIU Global office at 516-299-3401, email us at global@liu.edu or visit the website at www.liu.edu/Global.

New York Center

Rick Nader

Chief Research and International Officer
Acting Dean, LIU Global College
rick.nader@liu.edu

Carlett Thomas

Director of Student Affairs & Administrative
Services
carlett.thomas@liu.edu

Jocelyn Lieu

Senior Thesis Coordinator
jocelyn.lieu@liu.edu

Costa Rica Center

Sarah Moran

Assistant Dean
Director of Costa Rica Center
sarah.moran@liu.edu

Europe Center

Logan Sparks

Director of Europe Center
robert.sparks@liu.edu

China Center

Difei "Vivian" Hu

Director of China Center
difei.hu@liu.edu

Asia-Pacific Australia

Soenke Biermann

Director of Asia Pacific Australia Center
soenke.biermann@liu.edu

B.A. in Global Studies Overview and Curriculum

Faculty: Rick Nader (Acting Dean), Sarah Moran, Logan Sparks, Vivian Hu, Soenke Biermann, Jocelyn Lieu
 Adjunct Faculty: 14

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

Program Sequence

(Note: Study locations are subject to change)

Year	Fall Semester	Spring Semester
Year One	Costa Rica (excursions to S. Caribbean and Bocas del Toro, Panama)	Costa Rica (excursion to Panama City and Guna Yala)
Year Two	Spain (excursion to Morocco)	Italy (excursions to Austria, Hungary and Bosnia-Herzegovina)
Year Three	China or Asia-Pacific (Fiji, Australia and New Zealand)	China (excursions to Hong Kong and Taiwan) OR Australia (excursion to Bali)
Year Four	International Research & Internship Semester (Australia, China, Costa Rica, and Europe)	New York City (excursions to Washington D.C. and National Conference on Undergraduate Research (NCUR))

Why Choose LIU Global?

The LIU Global undergraduate program couples innovative classroom work, research, and direct engagement with people, places, communities, and organizations throughout the world. Rather than presenting 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.

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. The world-wide program is designed to build students' capacity and confidence to carry out independent work.

In the over 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.
- Short- and long-term home stays, periods of residence with local families in which students learn local languages and ways of life.
- Community engagement projects linked to a global issue or service opportunity carried out with a local partner.
- Field Experiences engaging with Non-Governmental Organizations (NGOs), local enterprises, and institutions 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

LIU Global Goals and Outcomes

Learning Goal 1: Global Solutions

Global College graduates are committed to engaging with humanity's collective challenges. Through multi-disciplinary inquiry, as well as through experience of several world regions, they comparatively articulate local manifestations of global problems, and identify and contribute to solutions to them.

Outcome 1: Use scholarly research and field experiences to identify pressing global issues, local and global responses to those issues, and productive paths toward addressing them.

Outcome 2: Conduct trans-disciplinary inquiry using economic, cultural, political, and environmental lenses to critically analyze complex global issues from multiple, distinct perspectives.

Outcome 3: Synthesize and integrate distinct global field experiences through engagement with and refinement of theoretical frameworks, demonstrating implications for productively addressing humanity's collective challenges.

Learning Goal 2: Academic Research

Global College graduates execute high-quality academic bibliographic and field research that contributes to knowledge about global issues. They persuasively communicate their findings using the conventions of written, oral, and digital media.

Outcome 1: Demonstrate a command of academic writing and argumentation, as well as capabilities in oral and multimedia communication.

Outcome 2: Execute ethical qualitative field and bibliographic research.

Outcome 3: Engage in inquiry-driven research design; evaluate, analyze, and synthesize evidence.

Learning Goal 3: Professionalism

Global College graduates are creative, socially conscious professionals prepared for a life of committed engagement. They bring to public, private, and civic enterprises a sense of personal and social responsibility, and have the capacity to adapt to and thrive in uncertain and changing circumstances.

Outcome 1: Successfully pursue defined career and life goals that align with social responsibility.

Outcome 2: Demonstrate professional and ethical communication skills and behavior.

Outcome 3: Demonstrate resilience, flexibility, and self-care in face of challenges and uncertainty.

Learning Goal 4: Global Leadership

Global College graduates lead, support, and collaborate effectively in diverse, purpose-driven teams in international contexts. They communicate across cultures to empower others, and develop and achieve shared goals.

Outcome 1: Integrate knowledge and applications of global leadership theories and concepts into daily life.

Outcome 2: Communicate across languages and cultures, engaging and collaborating effectively and appropriately with diverse communities to address critical global issues.

Outcome 3: Effectively and strategically plan and work with diverse groups in order to develop and achieve shared goals.

Program Policies

As part of Long Island University, our students and staff must respect the LIU Brooklyn Code of Conduct which can be found at:

<http://liu.edu/Brooklyn/Campus-Life> and the policies outlined in the Undergraduate Bulletin, including the LIU Sexual Violence and Harassment Policy. The LIU Global Program and Policy Handbook complements the information and policies in the aforementioned documents. The LIU Global Program and Policy Handbook contains program-specific information, policies and procedures for LIU Global students and staff: <http://liu.edu/Global/Global-Life>. The LIU Global Program and Policy Handbook aims to provide guidance that will help develop a positive learning environment, ensure academic integrity, promote students' well-being and comply with university policies.

Policies are subject to change. Below are some of the policies. Note that policies can be amended. Changes will be communicated to the LIU Global community and will be incorporated in the revision of the LIU Global Program and Policy Handbook.

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, received AP, or IB 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 spend at least three semesters abroad with LIU Global to qualify for the degree. Students take 15-18 credits each semester for a total of 120. Transfer students will be advised about their academic pathway and graduation plan.

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)

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 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 advisor, Promise Coach, 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.

Policies and Procedures

Please review policies and procedures for visiting students at: <http://liu.edu/Global/Global-Life#visiting>

Visiting Student Application

LIU students, fill out the Study Abroad form found here: <http://liu.edu/Global/Global-Life#visiting>

Students outside of LIU, fill out the application found here:

<https://apply.liu.edu/quickapp2/?campus=g>

Required Forms

All visiting students must complete the forms found here: <http://liu.edu/Global/Global-Life#visiting>

Center/Semester

Fall and Spring: Costa Rica, Europe, China

Fall only: Asia-Pacific

Spring only: Australia

GENERAL TRAVEL INFORMATION

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.

Passport

Students need a passport. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages.

Visas

Applying for visa varies from country to country. The staff advises on this process. Students must visit the visa are responsible for complying with the visa requirements for each country. For more information, refer to the Visa Information Document at:

http://www.liu.net.edu/Global/~/link.aspx?_id=15302BBCC7574FE59723F817FD1BB7BD&_z=z.

REGISTRATION

Important

Students who register or who wish to change centers beyond the registration deadline (See <http://liu.edu/Global/Academics/Academic-Calendar>) are not guaranteed participation in their selected program due to student and center preparation requirements (visas, housing, staffing, etc.). Students should not incur any expenses for participation in the program (e.g., flights, visas) until they are registered. If they decide to incur those costs anyway, they must assume the consequences if they are unable to register and participate in the semester. Students who register late, change centers, or do not submit completed required forms on time (by July 31 for fall semester and December 31 for spring) will incur an additional fee of \$250. Note: New or visiting students who enter the program after the registration date will not be subject to the late registration fee, but are subject to the fee if they change centers after registering or do not submit completed required forms on time.

Students not registered for the current semester or who have not submitted all completed required forms for the semester are disallowed travel to any LIU Global Center. Students not registered for the current semester or who have not submitted all completed required forms for the semester are not allowed to participate in LIU Global activities and not entitled to use services or facilities provided for the benefit of LIU Global students until registered and/or have correctly completed and submitted all required forms. This provision includes students who are already in country.

NOTICE OF BILLING/TUITION AND FEE PAYMENT

Students will be billed and are required to pay the full amount of tuition and fees for the semester. They are able to view their balance and other pertinent information through the MyLIU portal, which can be found at: <https://my.liu.edu>. A more detailed explanation of LIU Global tuition and fees can be viewed at <http://www.liu.edu/Global/Financials>

Expenses

Tuition & Fees include the following:

- Tuition
- University Fee
- Center Fee
- Room and Board Fee (varies by location)
- Health Insurance

Penalty Fee for Upfront Costs for Withdrawn Students

To ensure a quality program, each LIU Global

program or center incurs costs prior to the students' arrival. These include deposits to secure housing, payments for field experience costs (lodging, transportation, etc.), payments to service providers, etc. Any registered student who withdraws after the dates below is responsible for a percentage of upfront costs incurred by the center or program. Students will be billed a percentage of their Center Fee and Room and Board Fee as detailed below, depending upon the withdrawal date.

Date of Withdrawal	Responsible for Percentage of LIU Global Center Fee and Room and Board Fees
Prior to June 15 (for fall semester) or prior to November 1 (for spring semester)	0%
From June 15 through July 15 (for fall semester) or From November 1 through December 1 (for spring semester)	50%
Any time after July 15 (for fall semester) or after December 1 (for spring semester)	100%

Note: This policy only refers to the LIU Global-specific fees and does not refer to tuition or other university fees in case of withdrawal. Please see the LIU Brooklyn policy regarding tuition and university fee liability in case of withdrawal here: <http://www.liu.edu/Brooklyn/Enrollment-Services/Tuition/Billing-Payments>

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 Embassy in the country where they are residing during the academic term. For students who are eligible, they are required to complete the Smart Traveler Enrollment Program (STEP) with the U.S. State Department. STEP is 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/>

During the orientation period, the center director, safety professionals and other regional administrators educate students about general health practices, tools to minimize risk, , 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 and must receive a medical clearance for participation in the program.

LIU Global students are required to follow all health and safety policies outlined in the Program and Policy Handbook

http://liu.edu/Global/~/link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Policies and those specific to each region which are shared and reviewed in each country's orientation.

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. 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 must include:

- **Completed Application Form** – Online Application (<http://www.liu.edu/Global/Admissions>) or

Common Application (freshman only)

- **Application Fee** – Non-refundable
- **Essay** – The essay can be sent as a PDF directly to global@liu.edu or uploaded into the application. The essay must be 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.
- **SAT or ACT Scores - use school code 2369**
- **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).

If Applicable:

- AP Scores – use school code 2369
- IB Scores

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** – 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.
- **SAT or ACT Scores - use school code 2369 (not required)**
- **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.”

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

Note: 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.

Readmission

Enrolled LIU students who have left and returned in under three (3) years may apply for readmission. They fill out the form, which is then reviewed by the following:

- Admissions—to determine if GPA is still in good standing for the program (and LIU). In addition, to review any new transcripts that may have an impact on a student’s return or credits.
- Department of Program--(in this case, Global) to review and advise re. the student’s standing to see if there are any program specific issues or roadblocks that would prevent the student from re-entry.
 - Prior to re-admission, students must have an approved degree plan on file and have resolved any disciplinary concerns.
 - If the student seeking readmission took classes at another institution, he/she must submit the Common Application College Report from each institution attended.

- Enrollment Services—to sign off on/review any holds (financial, health, etc.).
 - Students can deliver the form back to Admissions for our records, and we coordinate with Enrollment Services to get the student’s admission status reactivated.
- Any students returning to campus three (3) or more years from when they last attended must fill out a new application.

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. 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 Panama.

Location

The Costa Rica Center is in the university city 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 in both the urban and rural areas.

Academic Program & Field Experiences

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 two of the foundational global studies courses in environment and governance. Students are equipped with writing and qualitative research skills, as well as an increased capacity to communicate effectively in Spanish. Electives allow students to explore strategic communications and social entrepreneurship.

Students develop cross-cultural communication skills through reflective engagement with local families in homestays and during community engagement projects, excursions, and field research. By engaging directly with communities in Costa Rica 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.

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 Panama to learn about the region's parallel cultures, to explore histories of colonialism and imperialism and the struggles surrounding that, and to encounter the contemporary impact of global trade and direct foreign investment.

In the fall semester, students carry out a one-week community engagement project with a partner organization in an area of academic interest. The Costa Rica Center has established long-term relationships with different organizations, and the partner organizations identify the projects based on their

needs. Students prepare for the project as part of the Foundation Year Orientation Seminar before collaborating on the week-long project. Not only do students learn about the organization and the related project, but they also explore and practice important ethical issues surrounding community engagement.

During the spring semester, students design, plan, and document a two-week fieldwork project in Costa Rica (or approved alternative) as part of the Introduction to Field Research Methods course. The goal of this two-week experience is to put qualitative fieldwork methods into practice, to examine theory in practice, and to research a question of academic interest. 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.

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, internet, 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 extended residence in Alcalá, Spain near Madrid and Florence, Italy and study travel in Morocco, Austria, Hungary, and Bosnia-Herzegovina, 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. This includes an inquiry into the limits and boundaries of what is considered Europe. 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. 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 highculture 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).

Locations

The Europe I Program in the fall semester 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 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 Sofía Museum.

The Europe II Program in the spring semester 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. Florence is only one hour from Rome by train. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture, and politics. 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.

Academic Program & Field Experiences

Fall Semester – Based in Spain, travel locations subject to change.

During the first semester of the Europe Program students are based at the University of Alcalá to study the forces that have shaped modern Europe. 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 and undertake an internship.

Spain serves as a case study for exploring nationalism, identity, imperialism, security, and social development. There are excursions within Spain and beyond that explore the limits and frictions around Europeanism, including the study of colonialism and Spain as a laboratory for mixed identities.

One journey includes travel to Morocco, an African society with historically globalized relationships to Spain. The excursion to Morocco completes the picture of the interrelated societies that stretch from the Catalan speaking regions of Southern France and Northeastern Spain all the way to the heartlands of the North African communities (both Arab and indigenous Amazigh peoples) that once ruled before Spain's reconquest by the Catholic Monarchs, Ferdinand and Isabela. In Morocco we study the formation of the modern nation state as it begins in Europe and then spreads to places like North Africa during the colonial period. We also engage in field work, research with local students, and language learning. We visit the wall separating Spain and Morocco in Ceuta, one of the most important immigration points on the planet, a main nexus between Europe and Africa.

Spring Semester – Based in Italy, travel locations subject to change.

The second semester of the Europe Program is based at the Florence School of Fine Arts, where students take courses in documentary filmmaking, world cinema, Renaissance art, and conversational Italian as well as a global studies economics course.

Students also will focus on the comparative politics of post-World War II Europe and the European Union, which has included a The experiential course in Vienna and Budapest focuses on the relationships between European national political systems and the ideals, aspirations, and interests represented by the European Union. Through lectures and experiential programming, students gain a deeper understanding of the national constitutional arrangements that emerged in the post-World War II Europe 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.

The experiential and research module in Sarajevo, Bosnia and Herzegovina? focuses on issues of ethnic and religious conflict in the context of reconciliation following the breakup of the former Yugoslavia (1991-2001). Until the disintegration of the former Yugoslavia in the 1990's, Sarajevo was famous for its traditional cultural and religious diversity, with adherents of Islam, Orthodoxy, Judaism, and Catholicism coexisting in relative peace for centuries. Students explore the way in which this coexistence degenerated into violence and genocide when Yugoslavia fell apart at the end of the Cold War.?

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 working with the LIU Global staff provides all student support and logistical services.

Europe II – Spring Semester – Italy

Students are housed in shared apartments and provided with meal stipends. The professional staff at the Florence School of Fine Arts working with the LIU Global staff 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, economics, 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.

The program's integrated fieldwork allows students to engage with both Hangzhou and nearby Shanghai. During the course of the yearlong program, students also take extended study trips to Hong Kong, Taiwan, Beijing and to culturally diverse Yunnan/Sichuan, the western province adjacent to Vietnam, Laos, and Myanmar.

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.

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 & Field Experiences

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 studies 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 often 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 each semester for students pursuing minors.

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 & Shanghai

In the fall semester, students visit Beijing and Shanghai. Integrated with the Modern Chinese History course, the itinerary includes visits to the cities' iconic monuments, meetings with government and business leaders, and visits to community-based and international organizations. Students also immerse themselves in the local culture. In Shanghai, students also engage with the vibrant contemporary arts community.

Spring Semester

Yunnan

In spring semester, students participate in trips to southwestern Yunnan provinces as part of the Chinese ethnic minorities study. Yunnan is home to over half of the ethnic minorities in China and stands out as a colorful and diverse inhabitation in comparison to coastal China. During the trip, the students may spend time on visiting minorities' communities from the Tibetan highlands to Naxi Lugu lake, participating in homestays in the historic and beautiful old-town, and gaining insight on the impact of development and tourism on the high lakes and forests in the region.

Taiwan and Hong Kong

At the beginning of the spring semester, students travel to Taiwan and Hong Kong. The trip fosters students' understanding of underlying social structures and the cultural and philosophical frames within contemporary societies of primarily Chinese ethnicity, as well as how different development pathways have impacted the societies in general. The students have opportunities to talk with local scholars, visit communities and companies, meet local politicians, and have the short homestays in indigenous families during the trip.

Housing & Food

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 bathroom with a fixed amount of electricity costs included. 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.

Food: 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.

Food: 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

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, New Zealand, and Bali.

Locations

Students spend the fall semester studying in Australia, Fiji and New Zealand. 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 and Pacific neighborhood.

Students also visit 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.

The third site for the fall semester is New Zealand. Home to powerful Maori culture, breathtaking landscapes and impressive green credentials, Aotearoa/New Zealand will allow us to not only gain a deeper understanding of the Pacific, an oft-neglected world region that is playing an increasingly important role in international conversations around oceans, climate change, cultural diversity and transnational collaboration, but further add an important comparative dimension to our strong program focus on sustainability, Indigenous peoples and settler colonialism, race and ethnicity, and social justice.

In the spring semester, students deepen their introduction to Australia by spending most of the semester in the vibrant beachside community of Byron Bay, approximately 100 miles south of Brisbane, as well as excursions to other parts of the country. Renowned for its beautiful natural environment, entrepreneurial spirit, 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 includes a visit to 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 & Field Experiences

The fall semester program centers on environmental and economic challenges across the Asia-Pacific region, organized via the key themes of social justice, cultural diversity and sustainable livelihoods. Students receive an intensive introduction to these issues and the region, and then conduct a more focused investigation throughout the semester. Based in Byron Bay, Australia, with extended field trips elsewhere in the country as well as to Fiji and New Zealand, students draw heavily on their experiential engagement with the local environment and Indigenous peoples struggling for self-determination and sovereignty. Apart from courses focusing on international development, eco-philosophy and Indigenous Studies, students also take the Global Studies Seminar, which models transdisciplinary approaches to studying critical global issues and supports students in developing their academic concentration for their senior year by way of an extensive bibliographic research project.

The spring semester program deepens students' engagement with the key issues facing both the region and the wider world by foregrounding cultural and sociopolitical challenges via a decolonizing framework. Byron Bay, 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 and extended field trips to other parts of the country, students have the opportunity to learn directly from local activists, social entrepreneurs, and community leaders about alternative and decolonial responses to shared challenges. On an extended field visit to Bali, Indonesia, 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. In terms of preparing for their senior year concentration, the Junior Research Seminar supports students to build on their bibliographic project in the fall semester by helping them secure international internships and develop a comprehensive qualitative field research proposal for their International Research and Internship Semester (IRIS).

Field trips form an essential component of the Asia-Pacific Australia 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.

Australia: Students can expect to experience weekly field trips in and around Byron Bay to local community organizations, social enterprises and national parks. Extended trips to other major cities including Sydney, Melbourne 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 and learn directly from respected Aboriginal elders and custodians, experience the beautiful local environment, and gain a finer appreciation for Indigenous values, perspectives, and knowledge.

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 in major coral reef sites and trek through national parks.

New Zealand: Field experiences include hiking and canoeing with local Maori guides on the Whanganui River, the first river in New Zealand to acquire legal personhood.

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.

Housing & Food

Fiji: During the Fiji trip, students will stay at hostels, apartments, 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 students sharing a house and 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.

New Zealand: In New Zealand, students stay in youth hostel dorm rooms, Maori marae (meeting places/halls) and, occasionally, in 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 IRIS programs for LIU Global Centers in Costa Rica, Australia, China, Spain, or New York City. Students are also able to propose IRIS programs with one of LIU Global's partner organizations.

Academic Program & Field Experiences

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 Research Seminar and the IRIS Proposal. Students develop their programs for IRIS during their third year in LIU Global. In the Junior Research 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 three required courses.

Senior Thesis I is an online course delivered to all IRIS students around the world by the Senior Thesis Coordinator. In conjunction with regular individual academic advising, it helps students to refine and execute their research design, keeping them on track with methodology, documentation, and deadlines. The online Internship in Global Issues course helps students to prepare for, execute, and analyze their internship experience as well as provide career related mentoring. 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. Students are also required to study the official language of their location.

In addition to these three 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. This self-designed learning plan is part of the IRIS proposal, which is developed and approved during the Junior Seminar.

International Internships

Students participate in a field-based internship the entire semester with their host organization in the region of the world where they are located.

IRIS students develop a logistics plan around their research and internship placement as part of the Junior Research Seminar. The Internship in Global Issues places students at a leading organization that is tackling the global issue they want to explore, allowing them to gain experience that assists in building a future career. Students can develop their IRIS programs for LIU Global Centers in Costa Rica, Australia, China, Spain, or New York City. Students are also able to propose IRIS programs with one of LIU Global's partner organizations.

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.

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, one of the world's great global cities. The Capstone Semester provides the opportunity for students to work with faculty and mentors to complete their senior theses, enroll in LIU courses along with LIU Global courses, and to start their transition to post-college life through an internship aligned with their academic and professional interests. Capstone students receive a 30-day unlimited MetroCard each month to ride New York City's subways and buses.

Location

LIU Global capstone semester is housed in New York. Capstone students study 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.

Academic Program & Field Experiences

Through a combination of coursework 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.

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. The program includes several integrated elements:

- **Senior Thesis.** Students transform the research that they completed in the IRIS Program the prior fall into a senior thesis, framing their findings in terms of the literature relevant to a major global issue. Students present their work in a poster session at a campus-wide research event; most also give oral or poster presentations at the National Conference on Undergraduate Research, which draws more than 4,000 top undergraduate researchers from the U.S. and universities around the world.
- **New York City Internship.** Students secure an internship at a leading organization or enterprise relevant to their academic and professional aspirations. The internship is contextualized in a course dedicated to supporting students' professional development. New York City is unsurpassed in the variety of organizations and resources available for internship placements.
- **Global Studies Capstone Seminar.** Students investigate global issues as they manifest locally in New York City and, more broadly, in the United States. Through readings, guest speakers, field visits, and participant observation, students engage issues of economic inequality, social inequality, migration, environmental sustainability, and urbanization.
- **LIU Coursework.** Students also may enroll in LIU courses related to their academic interests and, if applicable, courses approved towards their minors.

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 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 New York's diverse communities and distinctive social fabric.

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.

Housing & Food

Current students have a number of housing options: the on-campus dormitory, off-campus student residences, rooms in private homes, or apartment shares.

Meal plans are available for students who live on campus. New York provides a plethora of experiences for all tastes, including inexpensive restaurants, cafes, vegetarian eateries, etc.

B.A. 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 world's emergent challenges and with tools to contribute to the development of solutions to these challenges that transcend national and disciplinary boundaries.

For over 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."

- Building on an over 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 integrate scholarly research with field experience 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 & Communications, Entrepreneurship, and Foreign Language. LIU Global organizes its curriculum around six issues that pose the greatest challenges to human well-being through coursework and experiential programming across four continents. LIU Global teaches students how these challenges take different forms in different locations, thereby developing skills in adaptation and empathy as each locale articulates the particularity of its engagement with these issues. By addressing each issue through multiple lenses, students gain the skills in transdisciplinary analysis and problem-solving that these complex challenges demand. Four lenses make up the core of LIU Global's analytical method.

Six Global Issues

1. Economic inequality, poverty, and access to

- livelihoods
2. Social inequality: gender, race, ethnicity, and human development
3. Climate change, clean energy, and environmental degradation
4. Urbanization and sustainable human settlements
5. War, conflict, and displaced peoples
6. Justice, discrimination, and human rights

Four Lenses

1. Environmental
2. Political
3. Cultural
4. Economic

Through a stair-stepped core curriculum, students gain proficiency in applying the lenses, learning how each one foregrounds certain aspects of a global issue while leaving others in the background. Comparing lenses, locations, and analyzing the interconnection of various factors that contribute to both problems and solutions, students learn how to address the complexity that makes these issues global and enduring. 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.

Experiential learning lies at the core of LIU Global's education. Students connect their classroom learning to life outside it through site visits, field trips, and immersive experiences such as home stays, community engagement, and internships. Combined with the focus on global challenges, LIU Global's experiential curriculum displays a practical orientation. As learners and guests in their host countries, students engage through dialogue, humility, and working together with those who are impacted most directly and forcefully by the global challenges that ground the curriculum. Through such experiential learning, students learn how to enter into relationships infused with respect and reciprocity so as to draw on all the expertise and will that these enormous challenges demand.

Graduation Requirements

Graduates of LIU Global receive a B.A. in Global Studies. Students must successfully complete the following requirements:

1. Minimum total of 120 credits
 - a. Last 30 credits from LIU Global, LIU Brooklyn, or LIU Post
2. Required Courses for Global Studies Degree, exclusive to LIU Global:
 - a. Passing grade (no F) in GNYC 318 Global Studies III
 - b. Passing grade (no F) in GNYC 340 Junior Research Seminar
 - c. Passing grade (no F) in required courses of IRIS Semester

1. GNYC 401 Senior Thesis I
2. GNYC 403 International

Internship

- d. Passing grade (no F) in required courses of Capstone Semester

1. GNYC 400 Global Studies Capstone Seminar
2. GNYC 402 Senior Thesis II
3. GNYC 433 New York City

Internship

3. Students must have completed at least 3 semesters abroad with LIU Global
4. Minimum of 2.0 cumulative GPA

B.A. Global Studies

[Program Code 29650] (2210.0)

Plan of Study

Required Courses at each Center

Students must take all required classes on the plan of study at the center where they are enrolled.

(Plus, students choose electives from course offerings)

Costa Rica - Fall Semester

GCOS 110	Latin American and Caribbean Studies Seminar	3.00
GCOS 116	Foundations of Global Studies: Ecology	3.00
GCOS 130	Foundation Year Orientation Seminar	3.00
GCOS 170	Joining the Conversation: The Argumentative Essay	3.00
GCOS 120	Beginner Communicative Spanish I	4.00
	-OR-	
GCOS 220	Intermediate Communicative Spanish I	4.00
	-OR-	
GCOS 320	Advanced Communicative Spanish I	4.00

Costa Rica - Spring Semester

GCOS 118	Foundations of Global Studies: Governance	3.00
GCOS 146	Engaging the Field: Introduction to Research Methods	4.00
GCOS 173	Exploring Questions: Writing the Research Paper I	3.00
GCOS 121	Beginner Communicative Spanish II	4.00
	-OR-	
GCOS 221	Intermediate Communicative Spanish II	4.00
	-OR-	
GCOS 321	Advanced Communicative Spanish II	4.00

Europe I - Fall Semester

GEUR 200	The Emergence of the Modern Nation State: From European Roots to Global Dominance	3.00	GCHI 317	Topics in Chinese Society and Change	3.00
GEUR 201	Introduction to Spain	3.00	GCHI 323	Intensive Mandarin Chinese: Spring Semester	6.00
GEUR 220	Foundations of Global Studies: Culture	3.00	GCHI 330	Ethnic Minority Studies	3.00
GNY C 270	Approaching Answers: Writing the Research Paper II	3.00	GNY C 340	Junior Research Seminar	3.00
Europe II - Spring Semester			International Research & Internship Semester - Fall Semester		
GEUR 206	Conversational Italian and Culture	3.00	GNY C 401	Senior Thesis I	4.00
GEUR 207	Comparative Politics and the European Ideal: National Governments and the European Union	4.00	GNY C 403	International Internship	6.00
GEUR 221	Foundations of Global Studies: Economics	3.00	GNY C 408	Studies in World Languages	3.00
GNY C 240	International Careers and Leadership: An Introduction	2.00	New York City Capstone - Spring Semester		
Asia-Pacific - Fall Semester			GNY C 400	Global Studies Capstone Seminar	3.00
GAPC 300	Political Economy and Ecology in the Asia-Pacific Region	3.00	GNY C 402	Senior Thesis II	3.00
GAPC 320	Introduction to International Development	3.00	GNY C 433	New York City Internship	3.00-6.00
GAPC 332	Innovative Encounters with Nature and Knowledge	3.00	Credit and GPA Requirements		
GAPC 333	Australia's First Peoples	3.00	Minimum Total Credits: 120		
GNY C 318	Global Studies Seminar: Theories, Issues, Solutions	3.00	Minimum Overall GPA: 2.0		
Australia - Spring Semester					
GAUS 302	Race, Power, and Indegeneity	3.00			
GAUS 330	Culture, Politics and Identity in Australasia	3.00			
GAUS 335	Social Entrepreneurship and Innovation for Sustainable Development	3.00			
GNY C 340	Junior Research Seminar	3.00			
China - Fall Semester					
GCHI 310	Modern Chinese History	3.00			
GCHI 322	Intensive Mandarin Chinese: Fall Semester	6.00			
GNY C 318	Global Studies Seminar: Theories, Issues, Solutions	3.00			
China - Spring Semester					

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. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	118	Foundations of Global Studies: The World Economy and Global Governance	Costa Rica, spring, required
GEUR	200	The Emergence of the Modern Nation State: From European Roots to Global Dominance	Europe, fall, required
GEUR	207	Comparative Politics and the European Ideal: National Governments & the European Union	Europe, spring, required
GCHI	310	Modern Chinese History	China, fall, required
GAPC	300	Political Economy and Ecology in the Asia-Pacific Region	Asia-Pacific, fall, required
GAUS	330	Culture, Politics and Identity in Australasia	Australia, spring, required
GNYC	403	International Internship (with approved International Relations focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	405	Speical Topics in International Relations	Europe or China, fall/spring elective (requires Center Director's approval)
GNYC	409	Classical Theories and Contemporary Issues in International Relations	Asia-Pacific, China, or IRIS, fall elective
GNYC	430	Current Issues in Global Governance: The Role of International Organizations	Brooklyn, spring, elective but strongly recommended
GNYC	433	Capstone Internship (with approved International Relations focus)	Brooklyn, spring, required (requires Center Director's approval)
POL	11	Power and Politics	Brooklyn, spring, elective Subject to modification and/or availability
POL	-	Approved LIU Brooklyn Coursework	Brooklyn, spring, elective
IR	-	Approved LIU Brooklyn Coursework	Brooklyn, spring, elective

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. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	115	Introduction to Social Entrepreneurship	Costa Rica, spring, elective
GEUR	202	International Business: Communication and Culture	Europe, fall, elective
GNYC	316	Business Fundamentals for Social Entrepreneurs	Brooklyn, spring, elective
GCHI	321	Women's Leadership in Social Innovation	China, fall, elective
GCHI	326	Measuring Social Impact and Performance for Innovators and Entrepreneurs	China, spring, elective
GNYC	407	Special Topics in Entrepreneurship	Europe, China, Asia-Pacific, IRIS, Brooklyn, fall/spring, elective
GAUS	335	Social Entrepreneurship & Innovation for Sustainable Development	Australia, spring, required
GNYC	403	International Internship (with approved Entrepreneurship focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	433	New York City Internship (with approved Entrepreneurship focus)	Brooklyn, spring, required (requires Center Director's approval)
ENT	-	Entrepreneurship approved LIU Brooklyn coursework	Brooklyn, spring elective

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. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	134	Introduction to Strategic Communication	Costa Rica, spring, elective
GEUR	203	History of Spanish Painting	Europe, fall, elective
GEUR	204	Contemporary Spain Through Film	Europe, fall, elective
GEUR	209	The Italian renaissance	Europe, spring, elective
GEUR	210	Video and Digital Reporting	Europe, spring, elective
GEUR	224	New Practices in Language, Type and Publishing	Europe, spring, elective
GAUS	301	Multimedia Storytelling for an Interconnected World	Australia, spring, elective
GCHI	332	The Arts and Society in Contemporary China	China, fall, elective
GNYC	406	Special Topics in Arts and Communication	
GNYC	403	International Internship (with approved Arts and Communications focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	433	New York City Internship (with approved Arts and Communications focus)	Brooklyn, spring, required
MA	-	Arts and Communications approved LIU Brooklyn coursework	Brooklyn, spring, elective

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. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	120	Beginner Communicative Spanish I	Costa Rica, required, fall
GCOS	121	Beginner Communicative Spanish II	Costa Rica, required, spring
GCOS	220	Intermediate Communicative Spanish I	Costa Rica, required, fall
GCOS	221	Intermediate Communicative Spanish II	Costa Rica, required spring
GCOS	320	Advanced Communicative Spanish I	Costa Rica, required, fall
GCOS	321	Advanced Communicative Spanish II	Costa Rica, required, spring
GEUR	222	Intermediate Spanish Grammar	Europe I, elective, fall
GEUR	322	Advanced Spanish Grammar	Europe I, elective, fall
GNYC	408	Studies in World Languages	Costa Rica, IRIS, Brooklyn, fall/spring, required/elective (Spanish)
GEUR	-	Electives taught at Alcala that are delivered in Spanish	Europe, fall, electives
SPA	-		Brooklyn, spring, elective

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 115 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*

GCOS 116 Foundations of Global Studies: Ecology

Global Studies I introduces students to the interdisciplinary field of Global Studies, key elements of ecological thinking as well as some of the world's most pressing environmental issues. Students learn about important theories, concepts and approaches to the study of the biosphere, including the scientific method, systems thinking and the anthropocene. In their engagement with critical environmental challenges and the search for sustainable solutions, students also learn about the interconnectedness of ecological issues and matters

of economics, politics and culture. Classes combine the study of key texts, thought leaders, case studies and audiovisual materials with experiential learning opportunities in Costa Rica and neighboring countries.

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: Governance

Global Studies II enhances students' understanding of Global Studies by introducing them to the structures of global governance represented by the United Nations, with its emphasis on human rights, world peace and human development. Students will also review the system of economic governance, represented by key institutions such as the World Trade Organization, the International Monetary Fund and the World Bank, and critically explore the challenges associated with governance gaps and how these relate to questions of culture, economics and ecology. The course's methodology includes the study of institutional origins, thought leaders, videos, class discussions, academic research and documentation. The course is complemented by fieldwork 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 communications 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 global 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 I

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.

In order to register for this course, the student must be an active member of the Global College Student Group.

*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 improving basic oral and written communication skills, as well as further 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 intermediate 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 further improving intermediate 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 advanced 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 further improving specific advanced 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*

Europe Center Courses

GEUR 200 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 201 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 202 International Business: Communication and Culture

This course addresses intercultural communication skills in the context of international business. The course will be divided into the following parts: 1) The development of concepts and general ideas regarding multinational enterprise, business internationalization, culture, communication, international negotiation, cultural differences, stereotypes, conflict resolution in other cultures and nonverbal communication, among others; 2) Analysis of the main cultural differences and styles of communication considering Latin America, Asia, Anglo-Saxon and Arab countries; 3) Study of the specific characteristics of the "international manager", analyzing what would be the adequate profile of the person who works in multicultural and international environments. Topics related to aspects such as online communication, management of virtual work teams, global skills, international negotiation and behavior and communication within the international company will be discussed.

*Credits: 3
Every Fall*

GEUR 203 History of Spanish Painting

This course offers an overview of painting in Spain, tracing its development from the pre-historic period to 20th Century Modernism. Placing this general pictorial tradition in its political and cultural context, the course also places specific emphasis on major figures in the tradition.

Focusing specifically on painters such as El Greco, Velazquez, Goya and Picasso, the course emphasizes the central role of Spanish painting in the development of Modern European Art. The course includes excursions to major collections in Madrid, including the Prado and the Reina Sofia Museum of Modern Art.

Credits: 3

Every Fall

GEUR 205 Service Learning in a Bilingual**Context**

This course is primarily aimed at students who are interested in education and bilingualism. A bilingual program was started in the Madrid area in 2004. Thus, schools that had been classified as bilingual were required to teach a third of their weekly timetable in English. The number of schools adhering to this program has been growing gradually each year. The program offers the ideal framework for students who want to become teachers or who are interested in education and bilingualism. Students can carry out a "Service Learning" for a period of time and get to know how the program is implemented as well as the academic and cultural challenges that students, teachers and administrators face. The course is highly practical and offers a real overview of bilingualism.

Credits: 3

Every Fall

GEUR 204 Contemporary Spain 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 206 Conversational Italian and Culture

The first part of this course 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. The course also introduces key topics in contemporary Italian culture and society, after four weeks of language instruction. Topics included are politics, religion, food and cultural production, stereotypes, TV, film, and other media. *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 207 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: 4

Every Spring

GEUR 209 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 the understanding the Renaissance through exemplary works. The works will be discussed against the backdrop of in 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 210 Video and Digital Reporting

An exploration of the creative production of time-based art using digital video and audio. The course places a strong emphasis on conceptual development, experimentation, composition, sequencing of ideas, and narrative as well as non-narrative structures. Students will learn basic skills in pre-production planning, camera work, non-linear (digital) editing, and digitizing and editing sound recordings. Students will work individually and in groups to direct, produce, and edit short documentary style videos and will present their work to the class discussing both the technical and aesthetic points relating to their projects.

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 220 Foundations of Global Studies: Culture

This course connects the curriculum of LIU Global's local partner, the Franklin Institute, to the global issues that constitute LIU Global's core curriculum in Global Studies. Focusing on the cultural lens, the course will treat a number of global issues as they are addressed in Franklin Institute courses and manifest in the local environment, particularly migration and economic and social inequality. Comparing and contrasting the cultural lens with environmental, governance, and economic lenses, students will learn how to approach global issues from multiple angles and thereby gain a holistic perspective. To complement the classroom education of the Franklin Institute, this course will arrange extensive experiential engagement with sites, institutions, and communities in Madrid and surrounding areas.

Credits: 3

Every Fall

GEUR 221 Foundations of Global Studies: Economics

Global Studies IV completes the foundational understanding of the field of Global Studies by introducing students to the central problem of economic societies - scarcity, choice and the allocation of resources - and critically reviewing the foundations of macroeconomics. Students also study the models, terminology and institutions used to understand and manage the globalization of the world economy. Taking into account the domains of politics, culture and ecology, students will examine the policies used to steer these economic forces so that they impact human development and the more-than-human world as positively as possible. Students will also examine alternative approaches to solving economic problems through circular economics, systems thinking and innovative approaches to design. The course's methodology includes the study of foundational economics,

emerging thought leaders, videos, class discussions, academic research and documentation. The course is complemented by fieldwork in the program location.

Credits: 3

Every Spring

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 223 Intensive Italian

Students will learn to understand, speak, read, and write Italian at a beginning level. Grammatical concepts will be explained and practiced through dialogues, exercises and conversation. Concepts emphasized in the term are nouns, pronouns, adjectives, the present and past tense of all regular and irregular verbs. Students develop knowledge, understanding and language skills that enable successful participation in a global society.

Credits: 3

Every Spring

GEUR 224 New Practices in Language, Type and Publishing

This course experiments with extensive development of the visual impact of language. Students are asked to develop skills specific to the challenges of writing for place-based projects, a range of textual and visual experiments, of students' writing in relation to their own Florence and Global experience, analyzing cultural differences, politics, religion and society throughout personal research. Ideas are encouraged within a broad range of possibilities, via the format of the artist' book, traditional book, posters, sequence of pages, single sheet broadsides in a variety of sizes. This course involves the use of moveable type to create meaning and the organization of language in print. Students experiment in typographic composition, contrast, text, and value in combination with language. Students in this course will design and produce visual communication via letterpress processes, with emphasis upon the integration of materials, structure, and content within visual/verbal formats.

Credits: 3

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 240 International Careers and Leadership: An Introduction

This experiential course will equip students with critical skills needed to confidently pursue international careers and successfully lead in professional environments. Some of these skills will include searching for jobs and internships, professional written and verbal communication, networking, decision-making and strategic planning. Students will begin the course by engaging in self-awareness exercises in order to identify their personal and professional strengths and values. They will then begin to explore diverse international career paths that align with their interests through networking in person with local organizations and conducting informational interviews with LIU Global alumni and other professionals. Students will also learn to market the skills and experiences they are gaining as LIU Global students through professional cover letter and resume writing and mock interviewing. By the end of the course, students will have polished their LinkedIn profiles, completed a professional development plan and developed an application to an internship, scholarship or job.

Credits: 2

Every Spring

GNYC 270 Approaching Answers: Writing the Research Paper II

This inquiry-based writing course is designed to build on students' research, research design, and research writing skills. For it, students choose and investigate an issue on the theme of Spain and its Others; they frame research questions, and, in pursuit of answers to those questions, conduct bibliographic and qualitative research in the Greater Madrid Area and other locations in Spain. More specifically, students learn and use advanced bibliographic search methods, participate in guided and independent field experiences, conduct and transcribe interviews, team-lead focus groups, and keep field and photo journals. They share their findings and analyses via an issue snapshot paper, an annotated bibliography, a literature review, a summary of findings, and an end-of-semester oral presentation of synthesized research. Instructional time is divided between the classroom and the field.

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 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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

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

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 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 326 Measuring Social Impact and Performance for Innovators and Entrepreneurs

Impact assessment plays a key role in understanding and demonstrating the success of entrepreneurial initiatives designed to produce positive social change. A successful enterprise must generate positive social and environmental impact, as well as generate a financial return. This course will introduce students to the main concepts of social impact and sustainable business success. They will learn to design indicators and collect data that will

enable them to evaluate entrepreneurial impact on the value chain. They will also learn to use data to support the decision-making process in a way that positively impacts the enterprises social and economic performance. Students will engage with local entrepreneurs to explore the challenges and successes of applying these concepts in actual entrepreneurial contexts.

Credits: 3
Every Spring

GCHI 330 Ethnic Minority Studies

This course will introduce students to the 55 official minority nationalities of China and their integration and development in the last fifty years, which includes the colonial and assimilative pressure applied by the Han majority. The focus will be on issues such as education, tourism, and government policies that cause the ‘loss’ of traditional minority cultures while also providing greater avenues for the promotion of local ethnic culture through economic development and connections with the outside world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3
Every Spring

GCHI 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 that 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 performances, 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 318 Global Studies Seminar: Theories, Issues, Solutions

The objective of Global Studies V 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 holistic 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 Independent 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: 3

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

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 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

Asia-Pacific Center Courses

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

GNYC 318 Global Studies Seminar: Theories, Issues, Solutions

The objective of Global Studies V 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 holistic 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 Independent 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: 3

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

Australia Center Courses

GAUS 301 Multimedia Storytelling for an Interconnected World

This course introduces students to the practical and creative skills required to develop quality multimedia productions about local manifestations of key global issues. Students develop the full range of production and postproduction skills: concept generation, story research, script writing, interviewing, technical production skills, editing, software and broadcasting/publishing. This practical learning is linked to theories concerning ethics and diversity in multimedia journalism. Students are encouraged to think creatively and critically about the stories they consume and produce, and the power of selected digital media to contribute to a more just and sustainable present and future. Upon completion, students will be able to produce a high quality broadcast-ready media piece. (Each iteration of the course will concentrate on either podcasting or video production.)

Credits: 3

Every Spring

GAUS 302 Race, Power and Indigeneity

This course helps students develop comparative understandings as well as theoretical and critical vocabularies of race and racism, with a particular focus on the lived realities of Indigenous peoples. Drawing on relevant field experiences in Australia and other locations, students examine how contemporary understandings of identity and power are shaped by the discursive and material practices of coloniality. The course utilizes critical self-reflection to analyze how whiteness is performed and enacted in everyday life as well as to understand how it is embedded in institutions and systems of power, privilege and oppression. Finally,

students are supported to develop decolonial skills and strategies to become change agents, allies and activists.

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 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: 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

GAUS 336 Climate Change, Marine Conservation and Coastal Management

This course engages students with the challenge of ethically managing the human-coastal interface in the age of the anthropocene. Using an experiential case study-based approach that combines site visits with guest speakers, key readings, documentaries, class discussions and workshops, students are introduced to diverse local ecosystems and the pressures they face from various practices associated with unsustainable economic models. While the impact of climate change plays a central role, other issues such as plastic pollution, mangrove destruction, overfishing and agricultural runoff are also considered in their impacts on marine ecosystems. While developing an understanding of these threats, students will also study models of successful marine conservation initiatives, including the importance of incorporating Indigenous knowledge in protecting habitats and sustainably managing marine resources. Throughout the course, students develop the tools, vision and capacity to campaign and work collaboratively with local communities to achieve positive outcomes for both people and planet.

Credits: 3

Every Spring

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 International Internship

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: 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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

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 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

New York City Center Courses (Capstone)

GNYC 316 Business Fundamentals for Social Entrepreneurs

The course equips students with the conceptual framework and the practical business tools necessary to design and execute a financially sustainable social venture. Students learn how to build a business plan, to conceptualize and organizational structure, to understand financing and cash flow, and to think strategically and tactically. They also learn to use basic business tools including spreadsheets, charts and graphs, accounting concepts and terminology as well as

sales and marketing skills. The course will provide an opportunity for students to develop their own business plan for a social enterprise and to receive feedback on their plans. These plans will be evaluated in regard to quality, originality, feasibility and sustainability.

Credits: 3

Every Spring

GNYC 400 Global Studies Capstone Seminar

Global Studies VI investigates global issues as they manifest locally in New York City and, more broadly, in the United States. Through readings, guest speakers, field visits, and participant observation, students will engage issues of economic inequality, social inequality, justice, migration, environmental sustainability, and urbanization. Student-facilitated class discussions bring the research and learning that students have gained around the world into conversation with these global issues in New York. Students articulate their engagement with these and other issues in an educational autobiography that reviews their academic career at Global. 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. Students will articulate their engagement with these and other issues in an educational autobiography that reviews their academic career at Global. 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 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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must

be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

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 fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

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 430 Current Issues in Global Governance:

The Role of International Organizations

GNYC 430 orients students to the role that 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 or project 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 New York City Internship

This course offers students the opportunity to apply their knowledge and skills to the workplace through a ten-week internship in the fields of international relations, arts and communication, entrepreneurship, or others. The internship ranges from 100 to 200 hours on site (three to six credits, respectively: See note below). In the process of applying for the position, working under the guidance of professionals in their fields, and participating in the associated classroom portion of the internship course, students learn how to identify and apply for jobs, analyze the effectiveness of their organization, and assess their own capabilities. In the classroom portion, students meet for two hours each week to explore career opportunities and graduate school programs through readings, guest speakers, and field visits. Students also study the current economic and social issues that are factors in determining the success and well-being of individuals and social groups.

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

LIU PHARMACY

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers the Bachelor of Professional Studies (BPS) in Pharmaceutical Studies as well as an entry-level, Doctor of Pharmacy (Pharm.D.) degree. Master of Science degrees are awarded in Pharmaceutics: Industrial Pharmacy, Pharmaceutics: Cosmetic Science, Drug Regulatory Affairs, Pharmacology/Toxicology, and Pharmacy Administration. For the Doctor of Philosophy in Pharmaceutical Sciences (Ph.D.) degree, there are two tracks to choose from: Pharmaceutics, and Pharmacology/Toxicology.

Detailed information on the pharmacy programs is provided in the LIU Pharmacy bulletin.

For information, please visit the website at www.liu.edu/pharmacy. For additional information:

Doctor of Pharmacy Professional Program

Phone: 718-488-1234

Alumni Relations

Phone: 718-780-6562

Brian Yeung

Assistant Dean for Admissions and Professional
Affairs

718-488-1234

Robert DiGregorio

Associate Dean for Clinical Studies

718-488-1236

Continuing Professional Education

Phone: 718-488-1065

John M. Pezzuto

Dean

718-488-1004

Jaclyn E. Novatt

Assistant Dean for Academic and Student Affairs

718-488-1234

Chris Surratt

Associate Dean for Research and Graduate Programs

718-780-6123

Pharmacy

The college offers a four-year professional 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 37.5 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 2.00 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, 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

Science and Math (47 credits)

General Biology 1	BIO 1	4
General Biology 2	BIO 2	4
Human Anatomy & Physiology 1	BIO 137	4
Human Anatomy & Physiology 2	BIO 138	4
Calculus	MTH 40	4
General/Inorganic Chemistry 1	CHM 3	4
General/Inorganic Chemistry 2	CHM 4	4
Organic Chemistry 1	CHM 121	4
Organic Chemistry 2	CHM 122	4
*Physics for Pharmacy	PHY 27	4
Statistics	MATH 100	3

*General Physics may satisfy the Physics for Pharmacy requirement (compare course descriptions)

Note: these courses are non-negotiable and may not be substituted. Every science/math course attempted is counted into your GPA, per PharmCAS policy.

Liberal Arts (Social Sciences or Humanities) (21-22 credits)

English Composition	ENG 16	3
Professional and Scientific Writing	new course	3
History or Philosophy	HIS 1, HIS 2, PHI 61, or PHI 62	3
*Pharmacy Orientation Seminar	PHM 1	0
English Literature	61-64	3
Oral communication	SPE 3	3
Intro or General Psychology	PSY 3	3
Micro/Macro Economics	ECO 1 or ECO 2	3
** First Year Seminar	FYS 1	1

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.

LIU BROOKLYN MINORS**CONOLLY COLLEGE OF LIBERAL ARTS & SCIENCES**

Africana Studies	12 credits
Asian Studies	12 credits
Biology	12 credits
Chemistry	12 credits
Criminal Justice	12 credits
Economics	12 credits
English	12 credits
Gender Studies	12 credits
History	12 credits
Mathematics	12 credits
Modern Languages	12 credits
Philosophy	12 credits
Political Geography	12 credits
Political Science	15 credits
Psychology	15 credits
Sociology-Anthropology	12 credits

SCHOOL OF ARTS & COMMUNICATION

Art	12 credits
Journalism	12 credits
Media Arts	12 credits
Music	12 credits
Speech	12 credits
Theatre	12 credits

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION & INFORMATION SCIENCES

Accounting	15 credits
Business	12 credits
Computer Science	15 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
Exercise Physiology	12 credits
Experiential Learning	12 credits
General Health Science	12 credits
General Sports Sciences	12 credits
Health and Exercise Psychology	12 credits
Health and Wellness Coaching	12 credits
Health Care Management	12 credits
Inclusive Fitness	12 credits
Nutrition	12 credits
Personal Training	12 credits
Social Work	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	1203.10	MS
Family Nurse Practitioner	1203.10	MS
Nursing	1203	BS

LIU Global

Major	Hegis Code	Degree
Global Studies	2210	BA

LIU Pharmacy

Major	Hegis Code	Degree
Drug Regulatory Affairs	1211	MS
Pharmaceutical Sciences	1214	Ph.D.
Pharmaceutical Studies	1211	BPS
Pharmaceutics	1211	MS.
Pharmacology / Toxicology	0409	MS
Pharmacy	1211	PharmD
Pharmacy Administration	1211	MS

Richard L. Conolly College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Biochemistry	0414	BS
Bioinformatics	0419	BS
Biology	0401	BS, MS
Chemistry	1905	BS, MS
Clinical Psychology	2003	Ph.D.
Creative Writing	1507	MFA
English	1501	BA
International Relations	2210	BA
Physics	1902	BS
Political Science	2207	BA, MA
Psychology	2001	BA, MA
Social Science	4903	BA

School of Arts & Communication

Major	Hegis Code	Degree
Acting for Theatre, Film and Television	1007	BFA
Art Therapy Pre-Professional	1099	BS
Dance	1008	BFA
Journalism	0602	BA
Media Arts	0601	BA
Media Arts	1009	MA
Media Arts	0605	MFA
Music Technology, Entrepreneurship & Production	1099	BFA
Sports Communication & Marketing	0601	BA
Writing & Producing for Television	0605	MFA

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS, MS, MBA
Business Administration	5004	AAS
Business	0506	MBA
Business Administration	0506	MBA
Business Administration	0506	BBA
Business Finance	0504	BS
Business Management	0506	BS
Computer Science	0701	BS, MS
Entrepreneurship	0501	BS
Health Administration	1202	MPA
Healthcare Management	1202	BS
Human Resources Management	0515	MS.
Marketing	0509	BS
Public Administration	2102	MPA
Taxation	0502.1	MS

School of Education

Major	Hegis Code	Degree
Adolescence Urban Education: Biology	0401	BS
Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: Mathematics	1701.01	BS
Adolescence Urban Education: Social Studies	2201.01	BA
Applied Behavior Analysis	2099	Adv. Cert.
Bilingual Education	0899	Adv. Cert.
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 / Early Childhood Urban Education: 1st Initial	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	0823	Adv. Cr.
Marriage & Family Therapy	2104.1	MS, Adv. Cr.
Mental Health Counseling	2104.1	MS, Adv. Cr.
School Counselor	0826.01	MSEd
School Counselor	0826	Adv. Cr.
School Psychologist	0826.02	MSEd
Teaching Urban Children with Disabilities: 1st Initial	0808	MSEd
TESOL: 1st Initial	1508	MSEd
TESOL	1508	Adv. Cr.

School of Health Professions

Major	Hegis Code	Degree
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
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	BS, MSW
Sport Management	0599	BS
Sports Science	1299.3	BS

LIU TRUSTEES AND SENIOR LEADERSHIP TEAM

Board of Trustees

CHAIRMAN

Eric Krasnoff

SENIOR VICE CHAIR

Michael P. Gutnick '68

SECRETARY

Michael Best

MEMBERS

Rao Subba Anumolu

Roger L. Bahnik

Mark A. Boyar '65

Thomas M. Buonaiuto '87

Daniel B. Fisher '67

Peter W. Gibson '82

Lynne Greene

Steven S. Hornstein '80

Steve Israel

Bob Jahelka '84

Alfred R. Kahn '84, H'05

Leon Lachman H'12

Brian K. Land '86

Sarabeth Levine '64, H'14

Howard M. Lorber '70, '91, H'01

Winnie Mack '76, '85

Michael Melnicke

Kuni Nakamura

Richard P. Nespola '67, '73

William R. Nuti '86

Chintu Patel

Arthur Saladino '67

Cherie D. Serota

Sharon Sternheim

Ronald J. Sylvestri '66

TRUSTEES EMERITI

John R. Bransfield, Jr.

Donald H. Elliott H'85

Eugene H. Luntz H'98

Theresa Mall Mullarkey

Thomas L. Pulling

Edward Travagianti H'14

Rosalind P. Walter H'83

EX OFFICIO

Kimberly R. Cline

H - indicates honorary doctorate from LIU

Senior Leadership Team

Kimberly R. Cline

President

516-299-2501

kim.cline@liu.edu

Denise Dick

Chief Talent Officer

516-299-2522

denise.dick@liu.edu

Charles J. Rasberry

University Advancement

516-299-2784

charles.rasberry@liu.edu

George Baroudi

Vice President for Information Technology

516-299-3790

george.baroudi@liu.edu

Christopher Fevola '12

Vice President and Chief Financial Officer

516-299-2535

christopher.fevola@liu.edu

Joseph L. Schaefer

Chief of Administration and Student Affairs

516-299-2463

joseph.schaefer@liu.edu

Michael Best

Chief University Counsel

516-299-4246

michael.best@liu.edu

Gale Stevens Haynes '72, '76

Vice President of Academic Affairs, Brooklyn

Chief Operating Officer

718-488-1001

gale.haynes@liu.edu

Ed Weis

Vice President of Academic Affairs, Post

516-299-2822

ed.weis@liu.edu

William Biddle

Executive Director of Tilles Center for the

Performing Arts

516-299-2357

william.biddle@liu.edu

Mary M. Lai '42, H'86

B.S., M.S., D.H.L., D.B.

Senior Advisor and Treasurer Emerita

516-299-2502

mary.lai@liu.edu

Deirdre Whitman

Vice President of University Admission

718-488-3411

deirdre.whitman@liu.edu

Randy Burd

Senior Vice President for Academic Affairs

516-299-2917

randy.burd@liu.edu

LIU BROOKLYN FACULTY

Anna Acee

Associate Professor of Nursing
B.S., M.A., New York University;
Ed.D., Columbia Teacher's College

M. Radh Achuthan

Professor of Physics
B.E., M.S., University of Madras (India)
M.S., University of Missouri;
Ph.D., Union Graduate School

Nicholas Agrait

Associate Professor of History
B.A., Yale University;
M.A., Ph.D., Fordham University

Ezihe Ahanonu

Assistant Professor of Nursing
B.S., University of Calabar (Nigeria);
M.P.H., University of Ibadan (Nigeria);
Ph.D., University of the Western, Cape Town
(South Africa)

Akash J. Alexander

Assistant Professor of Pharmacy Practice
Pharm.D., University of the Sciences in
Philadelphia

Syed Ali

Professor of Sociology/Anthropology
B.A., Binghamton, SUNY;
M.A., Ph.D., University of Virginia

Carol Allen

Professor of English
B.A., M.A., University of Virginia;
Ph.D., Rutgers University

Naoual (Nawel) Amrouche

Associate Professor of Marketing
B.B.A., IHEC, Carthage, Tunisia;
M.S., Ph.D., HEC (Montreal, Canada)

Angelos Angeli

Assistant Professor of Accounting & Taxation
B.S., Lehman College, CUNY;
M.B.A., St. John's University;
CPA

Sarah Arciaga

Assistant Professor of Nursing
B.S.N., Ph.D. Philippine Christian University
M.S., Long Island University

Michael E. Arons

Department Chair;
Professor of Physics
B.E.E., Cooper Union;
Ph.D., University of Rochester

Almas Babar

Professor of Pharmaceutics
B.S., University of Punjab (Pakistan);
M.S., Ph.D., St. John's University

Miriam Baigorri, Ph.D.,

*Assistant Professor of Communication Sciences
and Disorders*
B.S., State University of New York at Geneseo;
M.S. and Ph.D., Teachers College, Columbia
University

Larry Banks

Department Chair;
Associate Professor of Media Arts
B.A., Rutgers University;
M.F.A., LIU Post

Isabelle Barriere

*Associate Professor Communication Sciences &
Disorders*
Ph.D., University of London

Robert Barry

Department Chair;
Associate Professor of Visual Arts
B.A., Pitzer College;
M.F.A., University of Delaware

Halbert Barton

Associate Professor of Sociology-Anthropology
B.A., University of California at Santa Cruz;
M.A., Ph.D., Cornell University

Kenyatta Beaseley

Assistant Professor of Media Arts
B.F.A., The New School for Social Research;
M.F.A., New York University

Azzedine Bensalem

Professor of Chemistry and Biochemistry
B.S., École Supérieure de Mécanique;
M.S., Ph.D., Université de Nantes

Kenza E. Benzeroual

Associate Professor of Pharmacology
B.S., Paul Sabatier University (France);
M.S., Toulouse Polytechnic Institute (France);
Ph.D., Montreal University (Canada)

Bojana Beric-Stojic

Department Chair;
Associate Professor of Public Health
M.A., Montclair State University;
Ph.D., New York University;
M.D., University of Novi Sad (Yugoslavia)

Gary Bernstein

*Assistant Professor of Athletic Training, Health
and Exercise Science*
A.S., Nassau Community College;
B.S., Slippery Rock State College;
M.S., North Texas State University

Mrinal K. Bhattacharjee

*Associate Professor of Chemistry and
Biochemistry*
B.S., M.S., The Indian Institute of Technology
(Kharagpur, India);
Ph.D., Ohio State University

Soenke Biermann

Director, Australia Program
B.A., Southern Cross University (SCU);
Graduate Certificate in Higher Education;
Ph.D. (ABD), Southern Cross University (SCU)

Donald Allport Bird

Department Chair;
*Professor of Journalism and Communication
Studies*
A.B., Rutgers University;
M.A., Ph.D., Indiana University

Bryan Blair

*Assistant Professor of Counseling & School
Psychology*
B.A., University of Connecticut
M.S., Northeastern University;
Ph.D., Endicott College

Julia Bock

Acquisitions Librarian;
Associate Professor, Library
B.A., M.A., Ph.D., Eötvös Loránd University
(Hungary);
M.L.S., Columbia University

Michael Bokor

Associate Professor of English
B.A., University of Cape Coast (Ghana);
M.A., Ph.D., Illinois State University

Keosha T. Bond

Assistant Professor of Public Health
Ed.D. Teachers College, Columbia University
M.P.H., Hunter College (CUNY)
B.S., Fordham University

Joseph J. Bova

*Director of Continuing Professional Education
and External Programs;*
Associate Professor of Pharmaceutical Sciences
B.S., St. John's University;
M.S., LIU Pharmacy

Lisa Bradley

*Director of Physical Therapy, Enrollment and
Accreditation Management*
B.S., University of Kansas;
M.S.W., Washburn University;
D.P.T., Utica College;
Licensed Physical Therapist

Cindy Broholm

Assistant Professor of Nursing
B.S.N., University of Massachusetts;
M.S., M.P.H., Columbia University

Derek Brian Brown

Assistant Professor of Social Work
Ph.D., Fordham University
M.S.W., University of Pennsylvania
B.A., University of Virginia
Licensed Master of Social Work

Sabrina Brown

Director of B.A. Social Work Field
B.S., Buffalo State College, SUNY;
M.S.W., Stony Brook University, SUNY

Nikki Russo

Student Services Advisor
Professor, Division of Athletic Training, Health and Exercise Science
B.S., M.S., LIU Brooklyn

Leeja Carter

Assistant Professor of Athletic Training, Health and Exercise Science
B.A., M.A., Fairleigh Dickinson University;
Ph.D., Temple University

Agnes Cha

Associate Professor of Pharmacy Practice
Pharm.D., University of Illinois at Chicago

Denise Chung

Professor of Biology;
Professor of Chemistry and Biochemistry
B.A., M.S., Ph.D., New York University

Ping-Tsai Chung

Professor of Computer Science
Diploma, National Taipei University of Technology (Taiwan);
M.S., Stevens Institute of Technology;
Ph.D., Polytechnic University of New York

Francesco Ciummo

Assistant Professor of Pharmacy Practice
Pharm.D., Rutgers, The State University of New Jersey

Dale A. Coffin

Academic Fieldwork Coordinator;
Evening/Weekend Program Coordinator
Assistant Associate Professor of Occupational Therapy
B.A., Stony Brook, SUNY
M.S., Springfield College;
Registered Occupational Therapist

Mechelle Collins

Academic Field Work Coordinator;
Assistant Professor of Occupational Therapy
BS/MS., Dominican College, AAS,
LaGuardia Community College;
Registered Occupational Therapist

Tracy Cook-Person

Instructor of Teaching, Learning and Leadership
B.A., John Jay College, CUNY;
M.S., Pace University;
M.S.Ed., Long Island University

Marguerite Corda

Assistant Professor of Nursing
B.S., Hunter College
M.S., Adelphi University

Margaret Cuonzo

Professor of Philosophy
B.A., Barnard College;
M.Phil., Ph.D., Graduate Center, CUNY

Anthony J. Cutie

Professor of Pharmaceutics
B.S., Brooklyn College of Pharmacy;
M.S., Ph.D., Rutgers University

Mark Daco

Assistant Professor of Nursing
B.S., St. Dominic Savio College;
M.A., University of La Salette

Marta Daly

Assistant Professor of Occupational Therapy
B.S., Thomas Jefferson University;
M.A., New York University;
OTD, Thomas Jefferson University
Registered Occupational Therapist

Cynthia Dantzie

Senior Professor of Visual Arts
B.F.A., Yale University;
M.F.A., Pratt Institute

Rutesh Dave

Director, Division of Pharmaceutical Sciences;
Associate Professor of Pharmaceutics
B.S., K.L.E.'s College of Pharmacy (India);
Ph.D., LIU Pharmacy

Marla Del Collins

Associate Professor of Journalism & Communication Studies
B.F.A., West Virginia University;
M.A., Ph.D., New York University<

Kelley Delaney

Assistant Professor of Nursing
B.S., University of New Haven;
M.S.N., Yale University;
D.N.P., Frontier Nursing University

Anthony DePass

Professor of Biology
B.S., University of Connecticut;
M.S., Ph.D., University of Massachusetts

Robert V. DiGregorio

Professor of Pharmacy Practice
B.S., St. John's University;
Pharm.D., School of Pharmacy, Virginia Commonwealth University

Leah Dilworth

Chair, English, Philosophy and Modern Languages
Professor of English
B.A., Oberlin College;
M.A., Ph.D., Yale University

Adva Dinur

Associate Professor of Management
B.A., Hebrew University of Jerusalem;
Ph.D., Temple University

Edward Donahue

Associate Professor of Chemistry and Biochemistry
B.S., St. Joseph's College;
Ph.D., Polytechnic Institute of New York

Emily Drabinski

Assistant Professor;
Reference and Instruction Librarian
B.A., Columbia University;
M.L.S. Syracuse University;
M.A., LIU Brooklyn

Kevin Duffy

Director, Athletic Training Program;
Associate Professor of Athletic Training, Health and Exercise Science
B.S., Brooklyn College;
M.S., LIU Brooklyn

Joan Duncan

Professor of Psychology
B.A., Howard University;
M.A., Ph.D., Clark University

Rebecca E. Dyasi

Associate Professor of Teaching, Learning, and Leadership
B.Sc., University of Sierra Leone (West Africa);
M.S., Ph.D., University of Illinois at Urbana-Champaign

James Eckert

Assistant Professor of Physician Assistant Studies
B.A., Theological Seminary of Saint Charles Borromeo;
B.A., Hahnemann University;
M.A., Loyola University;
Certified Physician Assistant

John Ehrenberg

Department Chair;
Senior Professor of Political Science
 B.A., Dartmouth College;
 M.A., Ph.D., Stanford University

Bakry M. Elmedni

Assistant Professor of Public Administration
 B.S., University of Khartoum
 M.P.A., American University
 Ph.D., University of Delaware

Julie Elting

Associate Professor of Nursing
 B.S., University of Colorado Health Sciences Center;
 M.S, Hawaii Pacific University;
 Ed.D., University of Southern California

Kristin L. Fabbio

Assistant Professor of Pharmacy Practice
 Pharm.D., St. John's University

Dalia Fahmy

Associate Professor of Political Science
 B.A., M.A., New York University;
 Ph.D., Rutgers University

Stanley Feifer

Professor of Pharmacy;
 B.S., Brooklyn College of Pharmacy;
 M.S., St. John's University

Brooke D. Fidler

Assistant Professor of Pharmacy Practice
 Pharm.D., University of Rhode Island

Joseph D. Filonowicz

Professor of Philosophy
 B.A., Hope College;
 M.A., M. Phil., Ph.D., Columbia University

Myrna L. Fischman

Professor Emeritus of Accounting
 B.S., M.S., The City College, CUNY;
 Ph.D., New York University;
 CPA

Stuart Fishelson

Professor of Media Arts
 B.A., M.A., LIU Brooklyn

Dominick A. Fortugno

Associate Dean, School of Health Professions
 B.A. Stony Brook University
 M.S.Ed., Ph.D., Fordham University

Megan L. Freeland

Director of Clinical Education, Department of Physical Therapy
 B.A., B.S., Alma College;
 D.P.T., New York University;
 Licensed Physical Therapist
 Pediatric Clinical Specialist

Kathleen Frey

Assistant Professor of Pharmaceutical Sciences
 B.S., Ph.D., University of Connecticut

Marisa Genuardi-Nagano

Assistant Professor of Communication Sciences and Disorders
 B.A. and M.A.; Cornell University, Ph.D., City University of New York

Mohammed Ghriga

Chair, Department of Technology, Innovation & Computer Science;
Associate Professor of Computer Science
 Dipl. d'Ingénieur d'état, University of Sciences and Technology (Algiers);
 M.S., Ph.D., Polytechnic University of New York

Brian Gilchrist

Assistant Professor of Health Science
 B.S., Winston-Salem University;
 M.P.H., New York University;
 Ph.D., University of Maryland, College Park

Suzanna Gim

Associate Professor of Pharmacy Practice
 B.A., M.P.H., New York University;
 Pharm.D., University of Maryland

Ellen M. Godwin

Department Chair,
Associate Professor of Physical Therapy
 B.S. Hunter College, M.S. LIU Brooklyn,
 Ph.D., Nova Southeastern University
 Licensed Physical Therapist, Pediatric Clinical Specialist

Tamara Goldberg

Associate Professor of Pharmacy Practice
 Pharm.D., LIU Pharmacy

Camille Hamilton

Assistant Professor of Nursing
 B.S., St. Francis College;
 M.S., M.P.H, Hunter College, CUNY

Lisa Gordon-Handler

Assistant Professor of Occupational Therapy
 B.A., Albany, SUNY;
 M.A., University of Southern California;
 Ph.D., North Central University (Minnesota);
 Registered Occupational Therapist

Stacy Jaffee Gropack

Dean, School of Health Professions and Nursing,
LIU Post;
Associate Professor of Physical Therapy
 B.S., M.S., LIU Brooklyn;
 Ph.D., New York University;
 Licensed Physical Therapist

Nancy Grove

Director of Galleries;
Professor of Visual Arts
 B.A., Sarah Lawrence College;
 M.A., University of Chicago;
 Ph.D., Graduate Center, CUNY

Charles Guarria

Chair of the Brooklyn Library
Acquisitions Librarian;
Assistant Professor, Library
 B.A., Stony Brook University, SUNY;
 M.L.I.S., Queens College, CUNY;
 M.S., LIU Brooklyn

Sara Haden

Associate Professor of Psychology
 B.A., University of Virginia;
 M.A., University of Massachusetts, Dartmouth;
 Ph.D., Virginia Polytechnic Institute & State University

Marshall Hagins

Professor Emeritus of Physical Therapy
 B.S., M.S., Ph.D., New York University;
 D.P.T., St. Augustine University;
 Licensed Physical Therapist;
 Orthopedic Clinical Specialist

Joyce Y. Hall

Director of Practicum and Career Development,
Masters of Public Health
 B.A., Wesleyan University;
 M.P.H., University of Rochester

Lana T. Hareez

Assistant Professor of Pharmacy Practice
 Pharm.D.; University of North Carolina at Chapel Hill

Antoinette Hauck

Assistant Professor of Nursing
 A.A.S., Bronx Community College;
 B.S., Hunter College, CUNY
 M.S., Adelphi University;
 D.N.P., Case Western University

Gale Stevens Haynes

Vice President and Chief Operating Officer, Legal Counsel;
Professor of Political Science
 B.A., M.A., LIU Brooklyn;
 J.D., LL.D., St. John's University

Jonathan Haynes

Professor of English
 B.A. McGill University;
 M.A., Ph.D., Yale University

Hildi Hendrickson

Associate Professor of Sociology/Anthropology
 B.A., M.A., M.Phil., Ph.D., New York University

John High*Professor of English*

B.A., M.A., San Francisco State University

Patrick Horrigan*Associate Professor of English*

B.A., Catholic University of America;

M.A., Ph.D., Columbia University

Stacey Horstmann-Gatti*Chair, Social Sciences**Associate Professor of History*

B.A., Hamilton College;

M.A., Ph.D., Emory University

Difei Vivian Hu*Director, China Center*

B.A., M.A., Zhejiang University;

M.P.A., Columbia University

Erica Hunt*Professor of Creative Writing*

Parsons Family University

M.A., Bennington College

Julius Johnson

Assistant Professor of Nursing

B.S., M.S., Binghamton University, SUNY;

D.N.P., University of Miami

Kimberly Jones*Associate Professor of History*

B.A., Trinity College;

M.A., Ph.D., University of California at Los

Angeles

Samuel C. Jones*Associate Professor of Social Work*

B.A., Stony Brook, SUNY;

M.S.W., D.S.W., Hunter College, CUNY

Cecil K. Joseph*Assistant Professor of Biochemistry (Pharmacy)*

B.S., University of Toronto (Canada);

Ph.D., Hunter College, CUNY

Yusuf McDadilly Juwayeyi*Associate Professor of Sociology/Anthropology*

B.Soc.Sci., University of Malawi (Africa);

M.A., C.Phil., Ph.D. University of California,

Berkeley

Cristiana Kahl-Collins*Associate Professor of Physical Therapy*

B.S., M.A., New York University;

Ph.D., Nova Southeastern University;

Licensed Physical Therapist

Neurologic Clinical Specialist

Edward Keane*Reference and Instruction Librarian;**Assistant Professor, Library*

B.A., Syracuse University;

M.A., Stony Brook University, SUNY;

M.L.A., Queens College, CUNY

Patricia Keogh*Head of Cataloging;**Assistant Professor, Library*

B.A., University of Virginia;

M.L.S., University of Texas;

M.A., St. Mary's University

Camille Kiefer*Assistant Professor of Physician Assistant Studies*

A.A.S., Farmingdale State College, SUNY;

B.S., LIU Brooklyn;

R.N., Certified Physician Assistant

Haesook Kim*Associate Professor of Sociology/Anthropology*

B.A., M.A., Ewha University (Korea);

M.A., M.Phil., Ph.D., Columbia University

Rachel King*Head of Library Media Center;**Assistant Professor, Library*

B.A., Wellesley College;

M.A., Columbia University;

M.S.I.S.; Albany State College, SUNY

Carmen Kiraly

Associate Professor of Nursing

B.S., Stony Brook University, SUNY;

M.S., Adelphi University;

Ph.D., Duquesne University

Troy Kish*Assistant Professor of Pharmacy Practice*

Pharm.D., University of Toledo

Gregory Kogan*Assistant Professor of Accounting*

B.S., Rutgers University

M.B.A., Rutgers University – Newark

Gary Kose*Director, M.A. Program;**Professor of Psychology*

B.A., Temple University;

Ph.D., Graduate Center, CUNY

Cecilia Kovac*Director of Molecular Biology;**Associate Professor of Biology*

B.S., St. John's University;

M.S., New York University;

M.Ph., Ph.D., Columbia University

Kathryn S. Krase*Assistant Professor of Social Work*

B.S., Cornell University;

M.S.W., J.D., Ph.D., Fordham University

Elizabeth Kudadjie-Gyamfi*Department Chair;**Associate Professor of Psychology*

B.Sc., University of Ghana (Africa);

M.A., Ph.D., Stony Brook University, SUNY

Su-Hwan Kwak*Associate Professor of Biology*

B.S., M.S., Ph.D., Yonsei University (South

Korea)

Dong Kwon*Associate Professor of Biology*

B.S., M.S., Kangwon National University (Korea);

Ph.D., Georgia State University

Kevin Lauth*Associate Dean, Richard L. Conolly College;**Professor of Media Arts*

B.A., Lehman College, CUNY;

M.S., Brooklyn College, CUNY

MPhil., LIU Post

Glen D. Lawrence*Professor of Chemistry and Biochemistry*

B.S., Pratt Institute;

M.A., Plattsburgh State University, SUNY;

Ph.D., Utah State University

Kenneth Lazebnik*Professor of Television Production*

B.A., Macalester College

Christopher League*Associate Professor of Computer Science*

B.S., Johns Hopkins University;

M.S., University of Maryland;

Ph.D., Yale University

Laurie Lehman*Associate Professor of Teaching, Learning, and**Leadership*

B.A., Clark University;

M.A., Arizona State University;

Ph.D., New York University

Nancy Lemberger*Associate Professor of Teaching, Learning, and**Leadership*

B.A., M.S., California State University;

Ed.M., Ed.D., Teachers College, Columbia

University

Timothy Leslie*Associate Professor of Biology*

B.S., Ph.D., Penn State

Anait S. Levenson*Associate Dean for Research and Graduate**Studies;**Professor of Cancer Research and Pharmacology*

M.D., The Second Moscow State Medical Institute

(Moscow, Russian Federation);

Ph.D., Institute of Tuberculosis (Moscow, Russian

Federation)

Helisse Levine

Director, M.P.A. Program
Interim Chair, Business
Professor of Public Administration
 B.A., M.A., Fairleigh Dickinson University;
 Ph.D., Rutgers University

Aaron Lieberman

Associate Professor of Counseling & School Psychology
 B.S., Brooklyn College, CUNY;
 M.S.W., D.S.W., Yeshiva University

Jocelyn Lieu

Coordinator of the Senior Thesis Program, New York Center
 B.A., Yale;
 M.F.A., Warren Wilson College

Kristin Linder

Assistant Professor of Pharmacy Practice
 Pharm.D., MCPHS University

Rony Lipovetzky

Associate Professor of Nursing
 B.S., New York University;
 M.S., Hunter College, CUNY;
 Ph.D., Hebrew University of Jerusalem

John M. Lonie

Associate Professor of Social and Administrative Sciences
 B.S., LIU Pharmacy;
 M.A., The New School for Social Research;
 Ed.D., Teachers College, Columbia University

Hilary Lorenz

Professor of Visual Arts and Media Arts
 B.S., Western Michigan University;
 M.A., M.F.A. University of Iowa

Ping Lu

Assistant Professor of Chemistry
 B.S., M.S., Donghua University
 Ph.D. University of California Davis

Hannia Lujan-Upton

Associate Professor of Chemistry and Biochemistry
 B.S., St. Francis College;
 Ph.D., Polytechnic University of New York

Peggy Lynam

Associate Professor of Physical Therapy
 B.S. Ithaca College, M.S. LIU Brooklyn, DPT
 A.T. Still University of Health Sciences, Arizona
 School of Health Science
 Licensed Physical Therapist
 Neurological Clinical Specialist

Amy Ma

Associate Professor of Nursing
 A.A.S., Kishwaukee College
 B.S., M.S., East China University of Science and Engineering (Shanghai);
 M.S., Medical University of South Carolina;
 DNP, Case Western Reserve University

Fraidy N. Maltz

Assistant Professor of Pharmacy Practice
 B.S., M.S., Pharm.D., LIU Pharmacy

Simone Martin

Assistant Professor of Public Administration
 B.S., St. John's University
 M.P.A./M.A., Rutgers, The State University of New Jersey-Newark
 Ph.D., Rutgers, The State University of New Jersey-Newark

Nino Marzella

Associate Professor of Pharmacy Practice
 B.S., M.S., Pharm.D., LIU Pharmacy

Michael Masaracchio

Associate Professor of Physical Therapy
 B.S., M.S., LIU Brooklyn;
 DPT, Creighton University;
 Ph.D., Nova Southeastern University;
 Licensed Physical Therapist;
 Orthopedic Clinical Specialist;
 Sports Clinical Specialist

Marion Masterson

Assistant Professor of Physician Assistant Studies
 B.S., LIU Brooklyn;
 M.P.A.S., University of Nebraska;
 Certified Physician Assistant

Nikita Matsunaga

Professor of Chemistry and Biochemistry
 B.A., American International College;
 Ph.D., Iowa State University

Charles Matz

Professor of English
 B.A., Rutgers University;
 M.A., Columbia University;
 Ph.D., University of Notre Dame

Donald McCrary

Associate Professor of English
 B.A., M.A., University of Massachusetts at Boston;
 Ph.D., New York University

Maria McGarrity

Professor of English
 B.A., Rutgers University;
 M.A., University of New Orleans;
 Ph.D., University of Miami

Kevin Meehan

Associate Professor of Psychology
 B.A., New York University;
 M.A., John Jay College of Criminal Justice, CUNY;
 Ph.D., Graduate Center, CUNY

Lyndsi Meyenburg

Assistant Professor of Pharmacy Practice
 Pharm.D., St. Louis College of Pharmacy

Debra Migliore

Associate Professor of Nursing
 B.S., Mercy College;
 M.S., Western Connecticut State University;
 Ph.D., Rutgers the State University of New Jersey

Yuko Minowa

Professor of Marketing
 B.S., Ph.D., Rutgers University

Diana Mitrano

Cataloging Librarian;
Assistant Professor, Library
 B.A., New York University;
 M.L.S., M.S.Ed., LIU Brooklyn

Yoosun Mo

Associate Professor of Pharmacy Practice
 Pharm.D., M.S., Creighton University

Marjan Moghaddam

Professor of Media Arts
 B.A., Empire State College, SUNY
 M.F.A., LIU Post

Jeanmaire Molina

Assistant Professor of Biology
 B.S., University of the Philippines
 Ph.D., Rutgers University

Sarah Moran

Assistant Dean, LIU Global
Director, Costa Rica Center
 B.A., University of Michigan;
 M.S., Northern Illinois University

Maxine Morgan

Associate Professor of Business Law
 B.A., Queens College, CUNY;
 J.D., Columbia Law School, Columbia University;
 CPA

Joseph Morin

Department Chair; Professor of Biology
 B.S., Southeastern Massachusetts University;
 Ph.D., University of Wisconsin

Kenneth R. Morris

Director of the Lachman Institute for Pharmaceutical Analysis & University Professor
 B.S., Eastern Michigan University;
 M.S., Ph.D., University of Arizona

Nelson Moses

Professor of Communication Sciences and Disorders

B.A., M.A., The City College, CUNY;
Ph.D., New York University

Olga Motorina

Assistant Professor of Nursing

B.S., College of Staten Island;
M.S., D.N.P., New York University

Deborah Mutnick

Professor of English

B.A., University of Michigan;
M.F.A., University of North Carolina;
Ph.D., New York University

Russell Myers

Professor of Mathematics

B.S., Ph.D., Penn State University;
M.S., Stony Brook University, SUNY

Jadwiga S. Najib

Professor of Pharmacy Practice

B.S., St. John's University;
Pharm.D., University of Minnesota, Twin Cities

Maureen Nappi

Associate Professor of Media Arts

B.F.A., M.A., Ph.D., New York University

Joseph Nathan

Director, International Drug Information Center

Associate Professor of Pharmacy Practice

B.S., M.S., LIU Pharmacy;
Pharm.D., University of Arkansas for Medical Sciences

Samuel Newsome

Associate Professor of Music

B.A., Berklee College of Music;
M.A., Purchase College, SUNY

Timothy V. Nguyen

Associate Professor of Pharmacy Practice

B.S. in Pharm., Rutgers University, SUNJ;
Pharm.D., University of the Sciences in Philadelphia

Anna I. Nogid

Director, Division of Pharmacy Practice;

Associate Professor of Pharmacy Practice

B.S., Pharm.D., LIU Pharmacy

Doris Obler

Associate Professor of Occupational Therapy

B.S., Downstate Medical Center, SUNY;

M.S.W., Adelphi University;

Ph.D., Trident University;

Registered Occupational Therapist

Jennel Osborne

Assistant Professor of Nursing

B.S., M.S., Mercy College;
M.Phil., Ph.D., Columbia University

Nicholas Papouchis

Professor of Psychology

B.S., Queens College, CUNY;
Ph.D., Graduate Center, CUNY

Louis Parascandola

Professor of English

B.A., Brooklyn College, CUNY;
M.A., LIU Brooklyn;
M.L.S., Pratt Institute;
Ph.D., Graduate Center, CUNY

Barbara Parisi

Senior Professor of Communication Studies

B.A., Hunter College, CUNY;
M.A., New York University;
M.A., Brooklyn College, CUNY;
M.A., Graduate Center, CUNY;
Ph.D., New York University

Samuel Park

Professor of Mathematics

B.S., West Virginia Wesleyan College;
M.A., Ph.D., University of Pittsburgh

Robert Pattison

Professor of English

A.B., Yale University;
M.A., University of Sussex (United Kingdom);
Ph.D., Columbia University

Ximara Peckham

Instructor of Biology

M.D., Caldas University (Colombia)

Richard Perry

Assistant Professor of Pharmacy Practice

Pharm.D., University of Rhode Island

Keith Peterson

Assistant Professor of Occupational Therapy

B.A., DePauw University;
M.P.T., Hunter College, CUNY;
D.P.T., Stony Brook University

John M. Pezzuto

Dean, LIU Pharmacy;

Professor of Pharmaceutical Sciences

A.B., Rutgers University;
Ph.D., University of Medicine and Science of New Jersey

Anthony Q. Pham

Assistant Professor of Pharmacy Practice

B.S., University of California, Irvine;
Pharm.D., University of California, Los Angeles

Roda Plakogiannis

Associate Professor of Pharmacy Practice

B.S., Pharm.D., LIU Pharmacy

Dovenia S. Ponnath

Assistant Professor of Pharmaceutical Sciences

B.S., Bharati Vidyapeeth's College of Pharmacy, University of Mumbai (India);
Ph.D., West Virginia University

Elaena Quattrocchi

Associate Professor of Pharmacy Practice

B.S., Pharm.D., St. John's University

William Rabkin

Associate Professor of Media Arts

B.A., University of Washington

Gregary J. Racz

Professor of Foreign Languages & Literature

B.A., Rutgers University;
M.A., Ph.D., Princeton University

Paul Michael Ramirez

Professor of Psychology

B.A., Herbert Lehman College, CUNY;
M.A., New York University;
M.A., The City College, CUNY;
M.Phil., Ph.D., Graduate Center, CUNY

Warren Ratna

Professor of Pharmacology

B.Sc. Hons., University of Colombo (Sri Lanka);
M.S., University of South Carolina;
Ph.D., Stony Brook University, SUNY

Ilene Rattner

Assistant Professor of Nursing

B.S., Long Island University;
M.S., New York University;
Ed.D., Drexel University

Jennifer Rauch

Professor of Journalism

B.A., Penn State University;
M.J., Temple University
Ph.D. Indiana University

Tracye Rawls-Martin

Assistant Professor of Athletic Training,

Health and Exercise Science

B.S., M.S., LIU Brooklyn

Jo Rees

Assistant Professor of Social Work

B.Sc., University College (London);
Dip.S.W., University of Bristol (UK);
M.S.C., London School of Economics (UK);
Ph.D., New York University

Anthony Ricci

Assistant Professor of Athletic Training, Health and Exercise Science

B.S., LeTourneau University;
M.S., United States Sports Academy;
M.S., University of Bridgeport

Klaudia Rivera

Professor of Teaching, Learning, and Leadership

B.S., Central America University (Managua, Nicaragua);
M.S., Bank Street College of Education;
Ed.D., Teachers College, Columbia University

Gustavo Rodriguez

Associate Professor of Economics

B.S., Universidad de Buenos Aires (Argentina);
M.A., Ph.D., New York University

Jose Rodriguez

Professor of Computer Science

B.A., Rutgers University;
M.S., New York University;
Ph.D., Stevens Institute of Technology

Renie Rondon-Jackson

Director, M.S.W. Field Education Weekend & Evening Programs

M.S.W., Hunter College, CUNY;
Ph.D., New York University

Jessica M. Rosenberg

Professor of Social Work

B.A., Sarah Lawrence College;
M.S.W., Hunter College, CUNY;
Ph.D., Yeshiva University

Amerigo Rossi

Assistant Professor of Athletic Training, Health and Exercise Science

B.A., Columbia University;
M.S., California State University;
Ed.D., Columbia University

Elizabeth A. Rudey

Professor of Visual Arts

B.A., New York University;
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Peter Salber

Coordinator of User Services;

Associate Professor, Library

B.A., Canisius College;
M.A., New York University;
M.S.L.I.S., Pratt Institute

Karina Moreno-Saldivar

Assistant Professor of Public Administration

B.A., M.P.A., Texas A & M International University;
Ph.D., Rutgers University

Lisa Samstag

Professor of Psychology

B.A., Queen's University (Ontario, Canada);
M.A., M.Phil., Ph.D., The City College, CUNY

Jose Ramon Sanchez

Professor of Political Science

B.A., Columbia University;
M.A., University of Michigan;
Ph.D., New York University

John Sannuto

Associate Professor of Communication Studies,

Performance Studies and Theatre

B.A., Brooklyn College, CUNY;
M.A., D.A., New York University

Michael Saraceno

Associate Professor of Occupational Therapy

B.A., M.S., Touro College;
Registered Occupational Therapist

Benjamin Saunders

Associate Professor of Psychology

B.A., University of Michigan;
M.A., Ph.D., University of Illinois

Vincent Scerbinski

Associate Professor of Accounting

B.A., Fairfield University;
M.B.A., St. Johns University;
CPA, New York and New Jersey

Sarah Schlessinger

Assistant Professor of Teaching, Learning and Leadership

B.A., Connecticut College
M.S.Ed., LIU Brooklyn
Ed.D., Teachers College, Columbia University

Wayne Schnatter

Associate Professor of Chemistry and

Biochemistry

B.S. in Chemistry, B.S. in Biology, Rensselaer Polytechnic Institute;
M.A., Ph.D., Princeton University

Elliott P. Schuman

Professor of Psychology

B.S., United States Naval Academy;
M.A., Ph.D., Columbia University

Vikas Sehdev

Assistant Professor of Pharmaceutical Sciences

B.S., M.J.P., Rohilkand University (India);
Ph.D., Idaho State University

Keith Serafy

Professor of Biology

B.A., University of South Florida;
M.A., Ph.D., University of Maine

Bupendra K. Shah

Associate Professor of Social and Administrative Sciences

B.S., Poona College of Pharmacy (India);
M.S., University of Toledo;
M.S., LIU Pharmacy;
Ph.D., University of Wisconsin, Madison

Di (Richard) Shang

Assistant Professor of Management Information Systems

B.S., Shenyang University (China);
M.S., Ph.D., Baruch College, CUNY

Roopali Sharma

Associate Professor of Pharmacy Practice

B.S., University of Rhode Island;
Pharm.D., St. John's University

Alexander Shedrinsky

Professor of Chemistry and Biochemistry

M.S., Leningrad University (U.S.S.R.);
M.S., Ph.D., New York University

Simon Sheppard

Associate Professor of Political Science

B.A., Auckland University (New Zealand);
M.A., Victoria University of Wellington (New Zealand);
Ph.D., Johns Hopkins University

Herbert Sherman

Chair, Department of Managerial Sciences;

Professor of Management

B.A., The City College of New York, CUNY;
M.S., Polytechnic University;
Ph.D., The Union Institute and University (Cincinnati, OH)

Nataliya Shinkazh

Associate Professor

Pharm.D., LIU Pharmacy

Ellen L. Short

Department Chair;

Associate Professor of Counseling & School Psychology

B.A., Lawrence University;
M.A., Northwestern University;
Ph.D., New York University

Jane Shtaynberg

Director of Experiential Education; Adjunct

Associate Professor of Pharmacy Practice

B.S., Swarthmore College;
M.S., Massachusetts Institute of Technology;
M.D., New York Medical College

Joanna Shulman

Medical Director, Physician Assistant Studies

B.S., Swarthmore College;
M.S., Massachusetts Institute of Technology;
M.D., New York Medical College

Lisa Shultis

Director of Respiratory Care
M.A.Ed., Ashford University
B.S. SUNY Health Science Center

Jay Shuttleworth

Assistant Professor of Teaching, Learning & Leadership
B.A., University of California, Davis;
M.A., Ph.D., Teachers College, Columbia University

Madiha B. Sidhom

Associate Professor of Pharmaceutics
B.S., M.S., University of Assiut (Egypt);
Ph.D., Moscow First Medical Institute (U.S.S.R.)

Billy Sin

Assistant Professor of Pharmacy Practice
Pharm. D., St. John's University

Maurice Sinclair

Assistant Professor, Respiratory Care
M.S., Independence University
B.S., New York City College of Technology
A.A.S., Borough of Manhattan Community College

Robert Logan Sparks

Director, Europe Center, LIU Global
M.A., University of London, SOAS
Ph.D., Tilburg University

Eugene Spatz

Division Director of Athletic Training, Health, & Exercise Science;
Coordinator, Adapted Physical Education Track and Coaching and Conditioning Track
B.S., University of Michigan;
M.S., LIU Brooklyn

Grazia Stagni

Professor of Pharmaceutics
B.S., Università Degli Studi di Bologna (Italy);
M.S., Ph.D., University of Texas at Austin

Rebecca A. States

Professor of Physical Therapy
B.A., Barnard College, Columbia University;
M.A., Teachers College, Columbia University;
Ph.D., Columbia University

Audrey Stedford

Assistant Professor of Nursing
B.S., New York University;
M.S., Long Island University;
D.N.P., New York University

Brook Stowe

Coordinator of Library Instruction;
Assistant Professor, Library
B.A., Vermont College;
M.L.S., Queens College, CUNY;
M.A., LIU Brooklyn

Meiyu Su

Associate Professor of Mathematics
B.S., M.S., Henan Normal University (China);
Ph.D., Graduate Center, CUNY

Srividhya Swaminathan

Department Chair;
Professor of English
B.A., University of Texas, Austin;
M.A., Ph.D., Pennsylvania State University

Theresa Sweeney

Associate Professor of Nursing
A.A.S., Excelsior College;
B.A., University of California;
M.S., Excelsior College;
M.S., D.P.H., University of California;

David R. Taft

Professor of Pharmaceutics
B.S., University of Rhode Island;
Ph.D., University of Connecticut

Jose Tello

Associate Professor of Biology
B.Sc., Universidad Ricardo Palma (Peru);
M.Sc., University of Missouri, St. Louis;
Ph.D., University of Illinois at Chicago

Melissa Teixeira

Associate Director of B.S. in Health Science
Assistant Professor, Health Science
B.A., Stony Brook University, SUNY;
M.S. LIU Brooklyn

Yuliana Toderika

Assistant Professor of Pharmacy Practice;
Pharm D., LIU Pharmacy

Rosa Torres-Panchame

Assistant Professor of Physical Therapy
B.S., M.S., D.P.T., LIU Brooklyn
Licensed Physical Therapist
Orthopedic Clinical Specialist

Martha Tyrone

Assistant Professor of Communication Sciences & Disorders
B.A., M.S., University of Chicago;
M.S., Rutgers University;
Ph.D., City University (London)

Marina Umanova

Director of Clinical Education, Respiratory Care
B.S., Long Island University
M.P.A., Long Island University

Priyasha Uppal

Assistant Professor of Pharmacy Practice
B.S., Pharm.D., Northeastern University

Hatice Uzun

Professor of Finance
B.S., Hacettepe University (Turkey);
M.B.A, Ph.D., Drexel University

Sheila P. Vakharia

Assistant Professor of Social Work
B.A., University of Rochester;
M.S.W., Binghamton University, SUNY;
Ph.D., Florida International University

Bryn Van Patten

Assistant Professor of Athletic Training, Health and Exercise Science;
Clinical Coordinator
B.S., Syracuse University;
M.S., Cortland University, SUNY;
Ph.D., Northcentral University

Nadarajah Vasanthan

Professor of Chemistry
B.Sc., University of Jafna (Sri Lanka);
M.A., Ph.D., City College of New York, CUNY

Gail-Ann G. Venzen

Associate Professor of Communication Studies, Performance and Theatre
B.A., M.A., Brooklyn College, CUNY;
Ph.D., Howard University

Russel Ventura

Assistant Professor of Nursing
B.S., St. Luke's College of Nursing, Trinity University of Asia;
M.S., Long Island University

Sharon Verity

Division Director, Assistant Professor of Physician Assistant Studies
B.A., Binghamton University, SUNY;
B.S., Stony Brook University, SUNY;
M.P.A.S., University of Nebraska;
Certified Physician Assistant

Katrien Vermeire, Ph.D.

Assistant Professor, Audiology,
B.A., Lessius Hogeschool, Belgium;
M.S., Katholieke Universiteit, Belgium;
Ph.D., Universiteit Antwerpen, Belgium

Susan Cunha Villegas

Assistant Professor of Pharmacy Practice
Pharm.D., West Virginia University

Maria Vogelstein

Assistant Dean, Richard L. Conolly College;
Associate Professor of Biology
B.S., St. Joseph's College;
M.S., New York University

Amiya Waldman-Levi

Associate Professor of Occupational Therapy
 BOT Hebrew University
 Msc. Hebrew University
 PhD Hebrew University
 Post Doctorate Training at the Center for
 Attachment Research, New School of Social
 Research
 Registered Occupational Therapist

Valerie C. Walker

Professor of Public Health
 B.S., Hunter College, CUNY;
 M.S., M.P.H., Columbia University;
 R.N., C.N.M.

Amy Z. Wang

Assistant Professor of Pharmacy Practice
 Pharm.D., M.B.A., University of Kentucky

Donna Wang

Associate Professor of Social Work
 B.S., Shippensburg University;
 M.S.W., Temple University;
 Ph.D., Fordham University

Ingrid Wang

Director of the Brooklyn Library;
Associate Professor, Library
 B.A., Nanjing Normal University (China);
 M.S.L.S., Clarion University of Pennsylvania;
 M.S., Brooklyn College, CUNY

Lewis Warsh

Director of MFA Program;
Professor of English
 B.A., M.A., City College of New York, CUNY

Holly Wasserman

Evening and Weekend Program Coordinator;
Program Director
Associate Professor of Occupational Therapy;
 B.S., Brooklyn College, CUNY;
 M.S., Boston University
 Ed.D. University of New England
 Registered Occupational Therapist

Kerry Weinberg

Associate Professor of Diagnostic Medical
Sonography
 Sonography Certificate, Maryland Institute of
 Ultrasound;
 B.A., Fordham University;
 M.P.A., New York University
 M.A., Ph.D., Fielding Graduate University;
 Registered Diagnostic Medical Sonographer;
 Registered Radiologic Technologist

Scott Westervelt

Director of Practicum Education, Health Science
Assistant Professor, Health Science
 Division of ATHES
 B.S. Sienna College;
 M.S. Canisius College

Dwayne A. Williams

Assistant Professor of Physician Assistant Studies
 B.S., LIU Brooklyn;
 Certified Physician Assistant

Shalonda Williams

Assistant Professor of Pharmacy Practice
 B.S., Pharm D., University of North Carolina at
 Chapel Hill

Constance Woo

Professor, Library
 B.F.A., New York Institute of Technology;
 B.A., M.A., C.Phil, Ph.D., University of
 California, Los Angeles;
 C.A.S., M.L.S., LIU Post

Elaine Wong

Associate Professor of Pharmacy Practice
 Pharm.D., LIU Pharmacy

Philip Wong

Director of Clinical Psychology Ph.D. Program;
Professor of Psychology
 B.Sc., Brown University;
 M.A., Ph.D., University of Michigan

Linda Wray

Assistant Professor of Nursing
 B.S., M.S., Long Island University

Yafeng Xia

Professor of History
 B.A., M.A., Nanjing Normal University (China);
 Ph.D., University of Maryland

Jun-Yen (Eric) Yeh

Assistant Professor of Pharmaceutical Sciences
 B.S., Taipei Medical University (China);
 M.S., National Taiwan University (Taiwan);
 M.S., Ph.D., University of Texas at Austin

Gina Youmans

Associate Professor of Communication Sciences
and Disorders
 B.S., M.S., Ph.D., Florida State University;
 M.S. University of North Carolina

Scott Youmans

Associate Professor of Communication Sciences
and Disorders
 B.S., College of Saint Rose;
 M.Ed., North Carolina Central University;
 Ph.D., Florida State University

Denise Zabala

Assistant Professor of Nursing
 B.S., Pace University;
 M.S., New York University

Andreas A. Zavitsas

Senior Professor of Chemistry and Biochemistry;
 B.S., City College of New York, CUNY;
 M.A., Ph.D., Columbia University

Tina Zerilli

Associate Professor Pharmacy Practice
 Pharm.D., LIU Pharmacy

Yudan Zheng

Associate Professor of Finance
 B.A., M.A., Xiamen University (China);
 M.B.A., Ph.D., Rutgers University

Martin Zimmerman

Electronic Services Librarian; Assistant Professor
 B.A., City College, CUNY;
 M.L.S., Queens College, CUNY;
 M.P.A., LIU Brooklyn

Christine Zolnick

Assistant Professor of Biology
 B.S, M.S. University of Rhode Island
 Ph.D., Fordham University

Hyam L. Zuckerberg

Professor of Mathematics
 B.A., B.H.L., M.A., Ph.D., Yeshiva University