
Long Island University Brooklyn Campus

2007-2009
Graduate Bulletin

*Long Island University/Brooklyn Campus
1 University Plaza, Brooklyn, NY 11201-5372*

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The Brooklyn Campus Graduate Bulletin is issued biennially.
A schedule of classes is published by the Office of the Registrar for the Fall, Spring and Summer sessions.

Notice to Students. Long Island University reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment into any specific sections of courses. The University also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, program offerings, or any other phase of school activity without notice. The University expects each student to have a knowledge of the information presented in the bulletin and other official publications of the various faculties and campuses pertaining to his or her course of study. For further information or specific degree requirements, prospective students should call the Admissions Office and enrolled students should speak with their advisers.



LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers almost 600 undergraduate, graduate and doctoral degree programs and certificates, and educates 24,480* credit-seeking students and continuing education students in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland, Westchester and Southampton. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in China, Costa Rica, Japan and South Africa.

Long Island University's more than 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 167,000 living alumni are a testament to the success of its mission – providing the highest level of education to

people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, Tilles Center for the Performing Arts and Long Island University Public Radio Network (WLIU-FM and WCWP-FM) provide enrichment for students and the community.

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

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

BROOKLYN CAMPUS GRADUATE BULLETIN 2007-2009

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CAMPUSES OF LONG ISLAND UNIVERSITY

The Residential Campuses

Brooklyn Campus

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, natural sciences, business, social policy, urban education, the health professions, pharmacy and health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the last five years, faculty and staff members have secured more than \$13 million in research and scholarly grants from the National Science Foundation, the National Institutes of Health and other federal agencies.

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

The Brooklyn Campus offers 206 undergraduate, graduate, doctoral and certificate programs. Serving more than 11,300* full-time, part-time and non-credit students, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

In 2005, the Campus opened a new performing arts complex, which includes the 320-seat Kumble Theater, and in 2006, a \$45 million Wellness, Recreation and Athletic Center, both of which serve the Campus and the community.

C.W. Post Campus

The C.W. Post Campus is distinguished by programs of excellence with small classes in accountancy, business, information and computer science, education, public service, health professions and nursing, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM, a Long Island University Public Radio Network station. C.W. Post offers the Ph.D. in information studies and the Psy.D. in clinical psychology.

The Campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal creator Charles William Post, C.W. Post offers its nearly 10,600* full-time, part-time and non-credit students a comprehensive range of nearly 260 undergraduate, graduate and doctoral degree programs and certificates.

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

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

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

The Regional Campuses

Brentwood Campus

The Brentwood Campus of Long Island University has been offering undergraduate and graduate programs to residents of Suffolk County, Long Island since 1959. The Campus, which serves a total enrollment of over 900 graduate, undergraduate and non-credit students, is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

Graduate program offerings include criminal justice (Fast-Track M.S.) and education (M.S./M.S.Ed.) in the areas of school counseling, mental health counseling, early childhood, childhood, childhood/special education childhood/literacy, special education and literacy.

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

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

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

Rockland Graduate Campus

The Rockland Graduate Campus offers courses that are diverse and classes that are small. For more than 25 years, the Campus has been offering residents in the Lower Hudson Valley Region a Long Island University master's degree or certificate with the assurance that it comes from a recognized and respected educational institution.

Conveniently located in Orangeburg, New York, the Campus offers personalized instruction delivered by a full-time faculty and adjunct professors drawn from the top ranks of their professions. Most courses are offered at night and on weekends to accommodate the busy schedules of working professionals.

The Rockland Graduate Campus library features an online computer card catalogue that lists holdings at all Long Island University campuses, which are available to Rockland students, as well as access to electronic Internet resources, including several on-site, full-text databases. Information is instantly available through two computer labs, which are networked to the University's mainframe system.

A bachelor's degree from an accredited institution is required for admission to the Rockland Graduate Campus. Many of the graduate programs permit changes in major from undergraduate studies.

The Rockland Graduate Campus offers master's degrees and programs in business administration (M.B.A.), with majors in finance and management; health administration (M.P.A.); public administration (M.P.A.); gerontology (Advanced Certificate); and education, including school counselor (M.S.), mental health counseling (M.S.), special education (M.S.Ed.), literacy – birth-grade 6 (M.S.Ed.), childhood education – grades 1-6 (M.S.), childhood/childhood special education (M.S.), adolescence education (M.S.Ed.), childhood/literacy – B-6 (M.S.), school building leader (M.S.Ed., Advanced Certificate) and school district leader (Advanced Certificate); and pharmaceuticals (M.S.).

Long Island University at Riverhead

Long Island University at Riverhead offers high-quality master's degrees and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends. Offerings include the M.S. in Childhood Education, the M.S. in Literacy Education and the M.S. in Teaching Students with Disabilities. In addition, an M.S. and an Advanced Certificate in Homeland Security Management are offered fully online. These unique programs feature comprehensive curricula designed by professionals for professionals. Faculty and guest lecturers include some of the top names in law enforcement, counterterrorism and government. All programs are accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools. The School's Center for Creative Retirement engages post-career residents in study of current affairs, the arts, history and science. The Center is located at the Riverhead location

Long Island University in Southampton

Located in the heart of the world-famous Hamptons, the School of Continuing Education in Southampton provides credit and non-credit courses for career advancement and personal enrichment to nearly 1,000 students. Courses cover a wide spectrum, including real estate, computer applications and English as a second language. Long Island University's flagship radio station WLIU 88.3 FM provides National Public Radio, original local news coverage, jazz and entertainment programming to eastern Long Island and southern New England. Classes are conveniently held in the Business Center on the grounds of Stony Brook University Southampton, 239 Montauk Highway in Southampton, N.Y.

Westchester Graduate Campus

Since 1975, Long Island University has been offering graduate degree programs in Westchester County. The Westchester Graduate Campus is located on the grounds of Purchase College of the State University of New York. The facility features high-tech classrooms designed for adult learners, technologically advanced library facilities, networked computer labs and other resources.

Students enroll at the Campus as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment and/or professional advancement. Most classes are held in the late afternoons, in the evenings and on the weekends to meet the scheduling needs of working adults.

Program offerings include education in the areas of early childhood (Birth-Grade 2), childhood (Grades 1-6), middle childhood and adolescence (Grades 5-12), special education, literacy, bilingual, TESOL, school counseling, school psychology; marriage & family therapy, and mental health counseling; library and information science; and business administration (M.B.A.).

GENERAL INFORMATION

The Brooklyn Campus

Statement of Mission

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

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

To carry out its mission, the Brooklyn Campus offers comprehensive undergraduate curricula, supported by advanced courses for specialized knowledge and graduate programs in those areas in which it has developed strength or has a unique contribution to make. In addition, the campus designs programs to permit students to acquire essential literacies,

intellectual curiosity, analytic and reasoning skills, and effective communication skills. By doing so, the campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

Undergraduate and Graduate Offerings

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

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

The **School of Education** offers, on the undergraduate level, the Bachelor of Arts and the Bachelor of Science degree. On the graduate level, the school offers the Master of Science in Education degree in the areas of Elementary, Secondary, Bilingual and Special Education and TESOL, Reading Teacher, School Counselor and School Psychologist; the Master of Science degree in Mental Health Counseling and Education Technology for the Learning Sciences; and Advanced Certificates in Bilingual Education, Educational Leadership, Early Childhood Urban Education, Bilingual Teacher of Speech and Hearing Handicapped, and Teaching Literacy.

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

The **School of Nursing** offers the Bachelor of Science with a major in Nursing; the Master of Science and Advanced Certificates in Nursing: Adult, Family or Geriatric Nurse Practitioner; an accelerated R.N./B.S./M.S. Adult Nurse Practitioner degree; and the Master of Science: Nurse Executive and Health Care Management; and an Advanced Certificate in Nursing Education.

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

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

Information and applications for admission for all programs, except those of Global College (formerly Friends World), may be obtained from the Admissions Office, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372; (718) 488-1011. Global College catalogs and applications may be obtained from Global College, 9 Hanover Place, 4th floor, Brooklyn, NY 11201-5882.

Graduate Degree Programs

The graduate programs seek to provide qualified college graduates with the opportunity to work with faculty members in formal courses, seminars and research projects that encourage sound independent thought and the maximum development of each student's intellectual capacities. Each course is designed to help students acquire and refine professional skills, as well as increase their appreciation and understanding of cultural values.

Graduate classes meet primarily in the late afternoon and evening, with some courses offered on weekends. A year-round schedule, including two six-week summer sessions, is offered. Approximately 2,900 graduate students attend programs at the Brooklyn Campus.

Long Island University is empowered to confer the degrees of Doctor of Philosophy (Ph.D.), Doctor of Physical Therapy (D.P.T.), Advanced Certificate (post-Master's), Master of Arts (M.A.), Master of Science (M.S.), M.S.W. (Master of Social Work), Master of Science in Education (M.S. in Ed.), Master of Fine Arts (M.F.A.), Master of Business Administration (M.B.A.), and Master of Public Administration (M.P.A.) These programs are registered with the New York State Education Department.

Richard L. Conolly College offers curricula leading to the doctoral degree in Clinical Psychology and to the master's degree in the following fields:

- Biology (M.S.)
- Chemistry (M.S.)
- Creative Writing (M.F.A.)
- English (M.A.)
- Media Arts (M.A.)
- New Media Art and Performance (M.F.A.)
- Political Science (M.A.)
- Psychology (M.A.)
- Social Science (M.S.)
- Social Work (M.S.W.)
- Sociology (M.A.)
- Speech-Language Pathology (M.S.)
- Urban Studies (M.A.)

As part of the above-listed degree programs, students may seek concentrations in such areas as the following:

- History
- Literature
- Medical Microbiology
- Microbiology

Molecular-Cellular Biology
Professional and Creative Writing
Teaching of Writing
United Nations*

*Long Island University Graduate Certificate Program

The **School of Business, Public Administration and Information Sciences** offers courses of study leading to the degrees M.B.A., M.P.A., M.S. in Accounting, Taxation, Human Resources Management or Computer Science. There is also a B.S./M.S. program in Accounting. The M.B.A. offers the following concentrations:

- Accounting and Taxation
- Finance
- International Business
- Management
- Management Information Systems
- Marketing

The Public Administration Program offers courses of study leading to the M.P.A. degree. Students may seek concentrations in Public Administration or Health Administration, plus a variety of specializations.

The **School of Education** offers courses of study leading to the Advanced Certificate in School/District/Regional Education Leader and in Education Leadership: Building Level Education Leader and to the master's degree in the following fields:

- Education (M.S.Ed.)
 - Bilingual Education (1-12)
 - Childhood Urban Education (1-6)
 - Early Childhood and Childhood Urban Education (B-6)
 - Adolescents with Disabilities (7-12)
 - Children with Disabilities (1-6)
 - Literacy (B-6), (5-12), (B-12)
 - School Psychology
 - Adolescence Education (7-12)
 - TESOL (all grades)
 - Mental Health Counseling (M.S.)
 - School Counselor (M.S.Ed.)

The **School of Health Professions** offers courses of study leading to the DPT (Doctor of Physical Therapy) and the M.S. degree in the following fields:

- Community Health
- Health Sciences
 - Adaptive Physical Education
 - Exercise Physiology
 - Coaching and Conditioning
- Physical Therapy
- Athletic Training and Sports Sciences

It offers an entry-level post-baccalaureate Doctor of Physical Therapy degree.

The **School of Nursing** offers courses of study leading to the M.S. and an Advanced Certificate in Nursing: Adult, Family or Geriatric Nurse Practitioner; an accelerated R.N./B.S./M.S. Adult Nurse Practitioner degree; the Master of Science: Nurse Executive and Health Care Management; and an Advanced Certificate in Nursing Education.

The **Arnold & Marie Schwartz College of Pharmacy and Health Sciences** offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree and the Doctor of Pharmacy (Pharm.D.) degree for practitioners. It also offers the Master of Science (M.S.) degree in Pharmaceutics, Pharmacology/Toxicology, Pharmacy Administration, and Drug Regulatory Affairs. Master's degree specializations are also offered in Industrial Pharmacy, Cosmetic Science, and Health Care Marketing Administration.

Information and applications for admissions for all programs may be obtained from the Admissions Office, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372; (718) 488-1011.

Graduate offerings are contained in this bulletin. Separate bulletins on the undergraduate programs and on the Arnold & Marie Schwartz College of Pharmacy and Health Sciences are available on request from the Admissions Office.



DIRECTORY

	Phone (Area Code 718)	Office Hours
Admissions	488-1011	(Summer hours-M-F) 8 a.m.-5 p.m. (M-Th) 8 a.m.-5:30 p.m. (F) 9 a.m.-5 p.m.
Bursar	488-1038] (M,Th, F) 9 a.m.-2 p.m. (Tu, W) 1 p.m.-6:30 p.m.
Financial Services	488-1037	
Registrar	488-1013	
Career Development Office	488-1039	(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6:30 p.m.
Dean, Richard L. Conolly College	488-1003	(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6:30 p.m.
Dean, School of Business, Public Administration and Information Sciences	488-1130	(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.
Dean, School of Education	488-1055	(M, Th, F) 9 a.m.-5:30 p.m. (Tu, W) 9 a.m.-7 p.m.
Dean, School of Health Professions	488-1505	(M-F) 9 a.m.-5 p.m.
Dean, School of Nursing	488-1508	(M-F) 9 a.m.-5 p.m.
Dean, Arnold & Marie Schwartz College of Pharmacy and Health Sciences	488-1004	(M-F) 9 a.m.-5 p.m.
Dean, Academic and Instructional Resources	488-1006	(M-F) 9 a.m.-5 p.m.
Global College	488-3409	(M-F) 9 a.m.-5 p.m.
International Students	488-1216	(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9 a.m.-6 p.m.

Residence Life and Housing	488-1046	(M-F) 9 a.m.-7 p.m. (Summer hours) 9 a.m.-5 p.m.
School of Continuing Studies	488-1010	(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m.
Student Activities	488-1216	(M, Th, F) 9 a.m.-5 p.m. (Tu, W) 9:00 a.m.-6:30 p.m.



ACADEMIC CALENDAR 2007-2008

Fall 2007

In-Person RegistrationWednesday-Friday, August 29-31
and Tuesday-Wednesday, September 4-5
Labor Day-holiday.....Monday, September 3
Weekday classes begin.....Thursday, September 6
Late registration and program changesThursday-Friday,
September 6-7 and Monday-Wednesday, September 10-12
Semester classes meeting Saturday-Sunday beginSaturday-
Sunday, September 8-9
First weekend session classes beginSaturday-Sunday,
September 8-9
Late registration ends.....Wednesday, September 12
Awarding of September degreesFriday, September 21
Last day to apply for January degreeFriday, September 28
Last day to apply for
comprehensive examinationFriday, September 28
Deferred final examinationsMonday, October 1
Midterm examinations-classes in sessionMonday-Friday,
October 8-19
First weekend session final examinationsSaturday-Sunday,
October 20-21
Second weekend session classes beginSaturday-Sunday,
October 27-28
Last day to withdraw from undergraduate coursesWednesday,
October 31
Election Day-classes in sessionTuesday, November 6
Program guidance for Spring 2008Monday-Friday,
November 12-16
Last day to submit thesis and complete
degree requirementsWednesday, November 21
Fall recess beginsThursday, November 22
Classes resumeSaturday, November 24
Second weekend session final examinationsSaturday-Sunday,
December 8-9
Semester classes meeting
Saturday-Sunday endSaturday-Sunday, December 8-9
Semester classes meeting Monday through Friday end.....Friday,
December 14
Last day to withdraw from graduate courses....Friday, December 14
Final examinations-undergraduate
and graduateSaturday-Friday, December 15-21
Last day to complete withdrawal appeal process.....Friday,
December 21
Winter recess beginsSaturday, December 22

Spring 2008

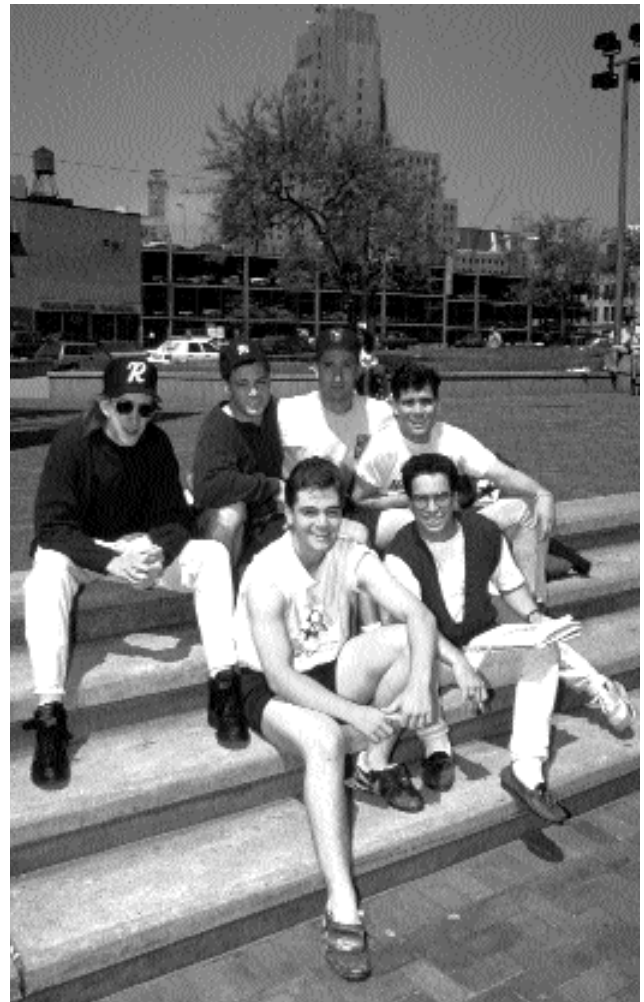
In-Person RegistrationTuesday-Friday, January 15-18 and
Monday, January 21
Awarding of January degreesFriday, January 18
Martin Luther King, Jr. Day.....Monday, January 21
Weekday classes beginTuesday, January 22
Late registration and program changesTuesday-Friday,
January 22-25 and Monday, January 28
Semester classes meeting Saturday-Sunday beginSaturday-
Sunday, January 26-27
First weekend session classes beginSaturday-Sunday,
January 26-27
Late registration ends.....Monday, January 28
Deferred final examinations.....Monday, February 4
Last day to apply for May degreeMonday, February 4
Last day to apply for
comprehensive examinationMonday, February 4
President's Day-no classes.....Monday, February 18
Tuesday follows a Monday ScheduleTuesday, February 19
Midterm examinations-classes
in sessionMonday-Friday, February 25-March 7
First weekend session
final examinationsSaturday-Sunday, March 8-9
Second weekend session
classes beginSaturday-Sunday, March 15-16
Spring recess beginsMonday, March 17
Classes resumeMonday, March 24
Last day to withdraw from
undergraduate courses.....Wednesday, March 26
Program guidance for
Summer and Fall 2008Monday-Friday, April 7-11
Last day to submit thesis and complete
degree requirementsFriday, April 11
Second weekend session
final examinationsSaturday-Sunday, May 3-4
Semester classes meeting
Saturday-Sunday end.....Saturday-Sunday, May 3-4
Semester classes meeting
Monday through Friday endTuesday, May 6
Last day to withdraw from graduate coursesTuesday, May 6
Study dayWednesday, May 7
Final examinations-undergraduate
and graduateThursday-Wednesday, May 8-14
Last day to complete withdrawal
appeal process.....Wednesday, May 14
CommencementThursday, May 15

Summer I 2008

Registration and program changesThursday-Friday, May 15-16
 Weekend session classes begin.....Saturday-Sunday, May 17-18
 Weekday classes begin.....Monday, May 19
 Late registration ends.....Tuesday, May 20
 Memorial Day-holidaySaturday-Monday, May 24-26
 Last day to withdraw from
 undergraduate coursesTuesday, May 27
 Deferred final examinationsMonday, June 2
 Last day to apply for September degree.....Wednesday, June 11
 Last day to apply for
 comprehensive examinationWednesday, June 11
 Weekend session
 final examinationsSaturday-Sunday, June 28-29
 Last day of classMonday, June 30
 Last day to withdraw from graduate courses.....Monday, June 30
 Last day to complete withdrawal appeal process ..Monday, June 30
 Final examinations.....Last Class Meeting

Summer II 2008

Registration and program changes ..Wednesday-Thursday, July 2-3
 Independence Day-holidayFriday, July 4
 Weekday classes beginMonday, July 7
 Late registration endsTuesday, July 8
 Weekend session classes beginSaturday-Sunday, July 12-13
 Last day to withdraw from
 undergraduate coursesWednesday, July 16
 Last weekday classThursday, August 14
 Last day to submit thesis and
 complete degree requirementsThursday, August 14
 Last day to withdraw
 from graduate coursesThursday, August 14
 Last day to complete
 withdrawal appeal process.....Thursday, August 14
 Weekend session
 final examinationsSaturday-Sunday, August 16-17
 Final examinations.....Last Class Meeting



ADMISSION

An application for admission to the graduate programs may be obtained by writing to the Office of Graduate Admissions, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372 or by calling (718) 488-1011. A bachelor's degree (or its equivalent) from an accredited institution, indicating an acceptable record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline and on the application form.

The completed application must be submitted to the Graduate Admissions Office with official transcripts of the student's undergraduate and graduate records, if any. Where required, letters of recommendation and test scores must also be sent to that office. A nonrefundable fee of \$30.00 must accompany the application. Applicants applying by using the Internet at www.liu.edu or filing using a fax machine at (718) 797-2399 will have the \$30.00 application fee waived. International students may not submit applications via the Internet or a fax machine. Applicants should file their applications and supporting materials as early as possible. Applications and all supporting documents for the Ph.D. program in Clinical Psychology must be received by February 1 for September admission.

Applications and all supporting documents for international students must be received by May 1 for September admission and by November 1st for January admissions. Other applicants who wish to be accepted as matriculated students must file the application and supporting credentials no later than one month before the opening of the semester in which they expect to enroll.

Transfer Credits

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

Students seeking a second master's degree may be granted up to 12 credits, when academically appropriate, at the recommendation of the Department Chair and with the approval of the Graduate Dean. Students entering the School Psychology program may be granted up to 18 credits. Transfer credits will be granted only for courses taken within the time limits specified on p. 13.

Classification of Students

All students admitted to the master's programs will be classified as matriculants or nondegree students.

Matriculants must submit evidence of a bachelor's degree or its equivalent. They must have an acceptable record in undergraduate and other studies as reflected in official transcripts of all colleges and universities attended. Usually a B- average in the undergraduate major subject is required. Attention is given to overall grade averages, grade trends during undergraduate study, and areas of scholastic strength.

Applicants must receive satisfactory scores on any required examinations. Students whose undergraduate average is less than B- and all students from foreign colleges or universities may be requested to take the Graduate Record Examination (GRE) or the GRE advanced subject examination. Candidates for the master's or doctoral program in Psychology must submit GRE scores from the General Aptitude Test and from the Advanced Test in Psychology. Applicants to Master of Business (M.B.A.) in the School of Business, Public Administration and Information Sciences must submit scores from the Graduate Management Admissions Test.

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

Nondegree students must meet the same admission standards as those admitted to degree programs. A student in this category may take a limited number of courses for certification, professional advancement or personal enrichment,

but he or she is not classified as a graduate degree-seeking student. Admission as a nondegree student is for one semester only and permits registration for a maximum of six credits.

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

Admission of Undergraduate Students

Seniors who need substantially less than a full program to meet the requirements for the bachelor's degree may take, concurrently with their undergraduate program, a limited number of 500- and 600-level graduate courses and reserve the credits for a master's degree. Such a special arrangement will be limited to undergraduate students who have been formally admitted as graduate students, pending satisfactory completion of bachelor's degree requirements. Applicants must have permission from the graduate program as well as authorization from the undergraduate institution.

Qualified juniors and seniors attending the Brooklyn Campus may, with the approval of the Chair of the Department concerned and the Graduate Dean, take courses on the 500 level for undergraduate credit to complete the requirements for the bachelor's degree. The credits they receive may not subsequently be applied toward the credit requirements for the master's degree.

Undergraduate student enrollment in 600-level courses will not be approved by the Graduate Dean unless there is exceptional justification given by the Department Chair.

Students Presenting Foreign Credentials

Applications are welcome from international students who hold the equivalent of a four-year bachelor's degree. (To be considered for admission, official post-secondary university transcripts or mark sheets must be submitted. All credentials must be accompanied by official English translations. All international students for whom English is not a native language are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing

Service. Information on the examination may be obtained from the ETS at Box 899, Princeton, NJ 08541, from American consulates and embassies abroad, or from the United States Information Service (USIS) in each country.

Proficiency in English must be demonstrated. A student who needs additional study in English may be required to take English courses for foreign students at Long Island University before or concurrently with an academic program (see English Language Institute, p. 23).

M.B.A. graduate applicants to the School of Business, Public Administration and Information Sciences must have the results of the GMAT. Applicants for the master's or doctoral program in Psychology must submit GRE scores from the General Aptitude Test and from the Advanced Test in Psychology.

Applications from international students must be accompanied by a nonrefundable \$30.00 application fee. Upon notification of admission, the student will be requested to send a nonrefundable deposit fee of \$250.00, which will be applied toward the first semester's tuition and fees. On receipt of the deposit and of a sponsor's or bank's statement of financial support, an I-20AB or IAP-66 form will be issued that will enable the student to apply for a student visa. Students should not make plans to come to the United States until they have received appropriate nonimmigrant forms.

Students should be aware of the tuition rates at Long Island University as well as the high cost of living in New York City. It is advised that students make realistic plans to finance their education. A limited number of graduate fellowships and scholarships are awarded primarily to students who have been in attendance at least one semester.

Health insurance coverage is compulsory for all international students and for their dependents. Information pertaining to the health insurance coverage may be obtained from the Office of International Students, which assists students on campus.

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

English Language Institute (See p. 23)

Visiting Students

Graduate students who are degree candidates in good standing at other universities may be granted permission to attend courses at Long Island University

upon filing a Visiting Student application for the courses and submitting a letter of authorization from the graduate school that they are attending. Courses in the Ph.D. programs and field experience courses need additional departmental approval.

Postbaccalaureate Students

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

Veterans

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

Auditing of Courses

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

Admission to Classes

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

Registration and Advisement

To be eligible for registration, every graduate student must confer with a representative in the proposed major depart-

ment. The adviser assists the student in preparing a program of study and signs the student's registration card if required.

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

ACADEMIC REGULATIONS

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

Registration

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

Change of Major Department

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

Change of Status

A nondegree student who has met all the requirements for matriculation must submit a request for a change to matriculant status. Application forms are available in the Office of Admissions.

Readmission

Students who have not attended classes for one semester during the regular academic year (summer sessions not included) and who have not maintained matriculation but are desirous of resuming their studies are required to apply for readmission. Such students re-enter under the admissions standards and program requirements in existence at the time of re-entry. Readmission applications are available in the Office of Admissions.

Withdrawal

Students themselves must initiate formal withdrawal procedures. Failure to do so can result in loss of possible refunds or inaccurate records of academic perfor-

mance (or both). Students may withdraw from one or all courses if they apply officially through the Office of the Registrar, notify all instructors, and obtain the written permission of their Dean.

A student who withdraws from a course in which he or she is doing satisfactory work will be given the grade W. A student registered for a course is considered to be in attendance until the date of his or her official withdrawal. Withdrawal from courses is permissible at any time up to the final examination, but a student who is doing failing work when he or she requests authorization to withdraw may be given the grade WF. The symbol UW is assigned when a student unofficially withdraws from a course. Neither WF nor UW is computed in the student's average.

Students who are on academic probation when they withdraw from all courses are not eligible for readmission without their Dean's approval.

Refunds

A student may make a written request to withdraw from one or more courses before the end of the semester. If the request is approved by his or her Dean, the student will receive a refund as indicated in the following schedule. Late withdrawal can make the student ineligible for any refund. Withdrawal before the beginning of the semester or session entitles the student to a complete refund except for the deposit and applicable registration fee.

Refund Schedule

(See p. 15.)

Cancellation of Courses

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

Maintenance of Student Standing

It is expected that students will fulfill the requirements for the degree by registering over successive semesters, either by attending classes or maintaining matriculation. A degree candidate who does not reregister for classes must apply to his or her Dean for maintenance of matriculation before or during the registration period, if the student wishes to continue under the requirements in effect when admitted. A \$50.00 fee must be paid during the registration period of each inactive semester (excluding summer sessions).

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

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

Course Load

Full-time graduate students register for no fewer than nine credits in each semester of the academic year. Permission of their Dean is necessary to take more than 12 credits in the Fall or Spring semester or more than six credits in either summer session. New York State residents are eligible for the Tuition Assistance Program grants when enrolled for 12 or more credits. (See p. 16.) Nondegree students are normally limited to two courses in the regular semester and one course in each of the summer sessions.

Course Numbers

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

Two consecutive numbers joined by a hyphen (e.g., Psychology 660-661) designate a course that runs through two semesters. The first half of such a course is a prerequisite to the second. That is not true of courses with consecutive numbers separated by a comma (e.g., Chemistry 603, 604), which may be taken individually. Some courses are offered in alternate years. A schedule of courses is published for each semester and may be obtained from the Registrar's office.

Grades

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

INC (incomplete) may be used as an interim grade for the first half of a two-semester course, for failure to complete all course requirements, and for thesis courses before acceptance of the thesis. Any other failure to complete the course requirements (e.g., the submission of a term paper) may be recorded as INC.

Absence from the final examination will be recorded as ABS. Except in thesis courses, grades INC or ABS that have not been replaced by a letter grade within one year may be changed only by repeating the course.

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

NGR is a temporary mark when no grade has been submitted. AUD recognizes that a course has been audited.

The symbol W is assigned when students officially withdraw from a course in which they were doing satisfactory work. The symbol UW is assigned when students unofficially withdraw from a course. The UW is not computed in the student's average.

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

Grade Point Average

The University's grade point average is employed to determine the average grade status of a student. The grade A corresponds to an index number of 4, A- to 3.67, B+ to 3.33, B to 3, B- to 2.67, C+ to 2.33, C to 2 and F to 0. P, INC, ABS, W and UW grades do not affect the index.

Good Standing

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

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

Students accumulating in excess of nine credits of incomplete (INC or ABS) may not register for additional courses until their work is completed. Such a

restriction does not apply to INC grades in thesis courses.

Individual departments may impose even more stringent academic standards.

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

Absence from Final Examination

Students who for valid reasons do not appear for final examinations must apply in writing within 10 days to their Dean for permission to take deferred final examinations, provided they have received the grade of ABS. They may be asked to provide medical certificates in cases of sickness or injury or other documentation of legitimate excuses. The deferred final fee is \$20.00 per examination.

Application for Degree

Candidates for graduation are expected to file an application for graduation with the Office of the Registrar well in advance of their expected date of graduation. (See Academic Calendar, p. 6.)

Discipline

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

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

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

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

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

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

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

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

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

If there is a possibility that testimony or other evidence at a University hearing may be subject to disclosure to civil

authorities by way of subpoena, the University's proceedings should be postponed to safeguard the student's right to a fair civil determination.

Grievance Procedure

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

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

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

Student Access to Educational Records

In compliance with the Family Educational Rights and Privacy Act, the Brooklyn Campus of Long Island University informs eligible students and their parents that they may obtain copies of the Campus's Policy Statement concerning the act from the office of their Dean.

REQUIREMENTS FOR DEGREES

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

Exceptions to the provisions of this section of this Bulletin may be made only with the prior written sanction of the appropriate Dean on the recommendation of the appropriate Department Chair.

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

Doctoral Degrees

The doctor of philosophy degree is offered by the Psychology Department in the field of clinical psychology and in pharmacetics by the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. (See p. 63 for specific requirements and admission to candidacy for the Ph.D. in Clinical Psychology.)

For information on the Ph.D. in Pharmacetics and the Pharm.D. in pharmacology, consult the Pharmacy bulletin.

For information on the Doctor of Physical Therapy (DPT) see p. 152.

Master of Arts

Master of Science

Master of Science in Education

Master of Fine Arts

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

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

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

Master of Business Administration Master of Public Administration B.S./M.S. in Accounting

The M.B.A. and the M.P.A. degrees are offered by the School of Business, Public Administration and Information Sciences. (See page 85 and 100 for specific requirements and admission to candidacy.) The M.B.A. requires completion of 24 credits in general business core courses, 18 credits in an advanced core, 12 credits in a concentration, and 6 credits of capstone coursework for a total of 60 credits.

The M.P.A. program consists of 48 credits, including 18 credits in management courses, 12 credits of advanced courses, 12 credits in a concentration and 6 credits of Capstone project.

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

600- and 700-Level Courses

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

Thesis

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

Completion of the required courses and matriculation status are among the prerequisites that must be met before a candidate's thesis will be accepted for

consideration. An oral defense of the thesis is normally required.

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

Special Examinations

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

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

Preliminary Examination

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

Comprehensive Examination

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

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

Oral Examination (defense of thesis)

Given by most departments as part of the thesis requirement, the oral examination tests the candidate not only on the thesis project but also in areas ancillary to the thesis. Some departments require

an oral defense of the thesis proposal as well as defense of the completed thesis. Other departments require an oral defense of research projects.

Residence

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

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

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

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

Time Limits

Work for the master's degree must be completed within five years from the date of admission to the graduate program (exclusive of time spent in the U.S. armed forces), unless the appropriate Dean approves an extension in writing. Any courses outside the time limit will not count as credits toward the degree unless approved in writing by the appropriate department and Dean.

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

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



TUITION AND FEES — GRADUATE

Special Note: Tuition and Fees and Housing fee schedules below are the prevailing rates for the 2006-07 academic year. Rates for 2007-2008 will be announced on or about June 1, 2007.

Long Island University accepts payment by check, money order, VISA, Discover, MasterCard or Diner's Club.

Tuition, per credit	\$790.00
Tuition, Doctor of Physical Therapy, per credit:	
less than 800-level course	790.00
800-level and 900-level course	917.00
Tuition for candidates in the Ph.D. Program in Psychology at the Brooklyn Campus, a flat tuition of \$16,143.00 per semester is charged, regardless of the number of credits taken, for the first three years in residence. Thereafter, Ph.D.	
Psychology, per credit.....	1,032.00
Application fee (nonrefundable).....	30.00
Deposit fees (nonrefundable)	
Occupational Therapy, Physical Therapy	
Speech-Language Pathology majors.....	500.00
International Students	250.00
All other majors	100.00
Residence Hall	150.00
University fee, per semester (\$15.00 nonrefundable)	
Program of 12 or more credits	500.00
Program of 4.1 to 11.9 credits	220.00
Program of 4 credits or less	105.00
Student Activity fee, per semester	
Program of 9 or more credits	65.00
Program of 4.1 to 8.9 credits	55.00
Program of 4 credits or less	No Fee
Flex Dollar Program	
(For students initially registered for 9 or more credits; subsequent program changes do not cancel the membership if the registration falls below 9 credits.)	35.00
Laboratory and special course fees (see course descriptions)	
Computer access may require appropriate fees commensurate with utilization and the nature of the course. Course fees listed in this catalogue are for the 2006-07 academic year.	
Audit fee, per credit (half tuition and full fees)	395.00
Audit Fee, Doctor of Physical Therapy	
(half tuition and full fees) per credit.....	395.00 or 458.50
Audit Fee, Ph.D. Psychology (half tuition and full fees) ..	516.00
Transcript of record (per request)	
A fee of \$5.00 is charged for each transcript up to 10 and \$1.00 each for any additional transcripts issued at the same time.	
I.D. card (after first)	10.00
Late graduation application fee	25.00
Late registration fee (not applicable to new or re-entering students)	10.00
Reinstatement fee.....	100.00*
Delayed registration fee	200.00*
Late payment fees	
First late payment fee	50.00*
Second late payment fee	50.00*
Deferred final examination (per exam)	
(maximum \$60.00).....	20.00
Program change fee	15.00
Comprehensive examination fee	15.00
Maintenance of matriculation fee, per semester	50.00

Residence Hall room, per semester,	
per student	2,010.00-4,000.00
Suite, per semester, per student	2,900.00-4,100.00
Apartment, per semester, per student	3,540.00-5,300.00
Meal Plan, per semester	935.00-1,690.00
Required of all resident students occupying a Residence Hall room. Students must opt for any one of four available plans.	
Optional for resident students occupying an apartment.	
Health Insurance (Compulsory for domestic resident students, all international students, and students assigned field work in a health core curriculum). Charges are billed for an annual plan in the Fall semester, covering the policy period 8/15/06-8/15/07. Charges are not reduced if a student does not reside in the Residence Hall for the Spring semester or is no longer in a health core curriculum, since coverage continues to be effective over the full policy period.	
Rates for the Annual Plan:	
International students	1,255.00
Domestic students	700.00
Health core curriculum students	450.00
Rates for the Spring Semester (newly enrolled students), covers the policy period 1/01/07-8/15/07:	
International students	779.00
Domestic students	435.00
Health core curriculum students	281.00
Rates for the Summer Semester, covers the policy period 5/15/07-8/15/07.	
International students	321.00
Domestic students	180.00
Health core curriculum students	117.00
Malpractice Insurance, per semester	12.00
Books and supplies, estimated per semester.....	500.00
Digitizing the master's thesis	45.00
Digitizing the dissertation	55.00
Thesis binding – master's degree	20.00
Thesis binding– Ph.D.	30.00
Returned check fee \$100.00 or less	25.00
More than \$100.00.....	50.00
(Repayment of returned checks and all future payments to the University from a student who has presented a bad check must be tendered via bank check, certified check, money order, MasterCard, Visa, Diner's Club or Discover Card.)	

The University reserves the right to change the fees herein stated at any time without notice.

**Registered students who have not cleared the Bursar by the due date indicated on the bill will be obliged to pay the Late Payment Fee of \$50.00. Bills not cleared by the midpoint of the semester will be assessed an additional late payment fee of \$50.00. If a student's registration is canceled, the student will be obliged to pay a reinstatement fee of \$100.00 plus the late payment fees.*

If the reinstatement takes place one year or more after the semester has ended, current tuition rates will be charged. Any student who deliberately fails to register but attends classes with the intention of registering late in the term will be responsible for paying the delayed registration fee of \$200.00. If the registration takes place one year or more after the semester has ended, current tuition rates will be charged.

Tuition and other fees are payable as specified above. Checks and money orders should be drawn to the order of Long Island University for the exact amount of the tuition and fee payment. Students failing to fulfill all nonacademic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including but not limited to withholding of diplomas, tran-

scripts, letters of certification, or licensure eligibility until those requirements are met.

To assist students who are unable to make full payment, special student financing programs are available from Tuition Management Systems, Inc., 171 Science Avenue, Suite 200, Warwick, RI 02886.

Withdrawal Procedure

A student who wishes to withdraw from the University should follow directions outlined in the withdrawal form obtained from the Registrar (refer to Withdrawal Policies in Administrative Regulations). Drops or withdrawals will not be permitted after the last day of final examinations for that semester. No certificate or transcript of record will be granted, however, until all financial indebtedness is settled. When a student withdraws, the University will refund tuition and fees as indicated in the following schedule.

Long Island University Institutional Refund Schedule

Time of Withdrawal	Fall/Spring Semester	Summer 5- or 6-Week Session
Cancellation prior to beginning of semester or session	Complete refund except for deposit and applicable Registration Fee	
Cancellation after beginning of semester or session	No refund of Dining Club fee	
During:		
1st calendar week	90%	60%
2nd calendar week	75%	25%
3rd calendar week	50%	No refund
4th calendar week	25%	
After 4th week	No refund	

Time of Withdrawal	7- or 8-Week Session	10-Week Session
Cancellation prior to beginning of semester or session	Complete refund except for deposit and applicable Registration Fee	
During:		
1st calendar week	70%	80%
2nd calendar week	30%	60%
3rd calendar week	No refund	25%
4th calendar week		No refund

Time of Withdrawal

Cancellation prior to beginning of semester or session

During:
1st calendar week
2nd calendar week

3-Week Session

Complete refund except for deposit and applicable Registration Fee

60%
No refund

Time of Withdrawal

Cancellation prior to beginning of semester or session

Prior to:
2nd weekend
3rd weekend
Following 3rd weekend

Weekend College

Complete refund except for deposit and applicable Registration Fee

70%
30%
No refund

Time of Withdrawal

Cancellation prior to beginning of first class

Up to midpoint of first class
Following midpoint of first class

Short-Term Institutes (3 weeks or less)

Complete refund except for deposit and applicable Registration Fee

80%
No refund

Time of Withdrawal

Cancellation prior to beginning of first class

Prior to start of second class
After second class session

Continuing Studies

Complete refund except for deposit and applicable Registration Fee

80%
No refund

OFFICE OF STUDENT FINANCIAL SERVICES

Graduate fellowships, assistantships and scholarships are financed by the University, agencies of the federal and state governments, and private or corporate parties desiring to foster study in specified areas. Information about the various awards is available in the Admissions Office or the Office of the Graduate Dean of Richard L. Conolly College.

All candidates for such awards must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA, which is available over the Internet at www.fafsa.ed.gov.

Teaching Fellowships, Graduate Assistantships and Scholarships

Tuition remission for teaching fellows may cover tuition up to 12 credits per semester during the Fall and Spring semesters, less the amount to which the student may be entitled under New York State's Tuition Assistance Program (TAP). Fellows teach no more than 9 hours per week in each of two semesters.

Graduate assistants work in an assigned department for up to 20 hours per week and receive some tuition remission.

The University awards a limited number of part-time scholarships based on academic excellence.

Financial Aid

To be eligible for the full benefits of the federal and state financial aid programs, graduate students must register for 12 credits or more per semester. Part-time students registered for at least six credits may apply for the Federal Direct Student Loan Program described in this section. All applicants must complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, available on-line at www.fafsa.ed.gov.

Graduate students who wish to apply for in-school deferments on loans should contact their lender (for loans under the FFELP/Stafford Loan Program) or the federal government's Direct Loan Servicing Center (for the Federal Direct Student Loan Program), in order to determine if they qualify. Different loans have varying minimum registration requirements for in-school deferments; (some allow deferments based on part-time enrollment). Generally, students do not begin repayment of federal student loans until six months after graduation or enrollment of less than six credits per semester; however, repayment provisions may vary with each type of loan.

Students are urged to check with the agencies administering their loans regarding any of the repayment provisions that govern deferment, cancellation and special benefits as they enter repayment phases of their borrowing. Repayment information is available in print or on-line, at the Office of Student Financial Services Homepage at www.brooklyn.liu.edu/financialaid. Federal Direct Student Loan repayment brochures and exit interview information are also available from that office, or over the Internet at www.dl.ed.gov.

State Assistance

Tuition Assistance Program (TAP)

TAP funding is available to full-time (12 credits) graduate students who are U.S. citizens or permanent residents who have been New York State residents for at least one year. Awards are based on the net taxable New York State income of the previous fiscal year.

Recipients of TAP funding are subject to regulations governing satisfactory academic progress and program pursuit. The chart below outlines those requirements. Lines 1 and 2 of the chart pertain to the satisfactory academic progress requirements; line 3 pertains to the program pursuit requirement. Repeat courses (registration in a class that has already met the student's degree requirements) may not count toward the minimum enrollment of 12 credits for full-time status. Additional information may be obtained in the Office of Student Financial Services.

Federal Assistance

Students will be considered for the following types of federal assistance on the basis of information provided on the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, available on-line at www.fafsa.ed.gov.

Federal Perkins Loans

U.S. citizens or permanent residents who are enrolled as full-time students may apply. Based on financial need, loans generally range from \$200 to \$2,500 annually. Federal Perkins Loans are repayable in installments, beginning six months after graduation, termination of studies, or enrollment in less than six credits per semester (at an interest rate of 5%). Cancellation benefits are available.

Federal Work Study/America Reads Programs

U.S. citizens or permanent residents who are enrolled as full-time students may apply for Federal Work Study or the America Reads Program, which offer employment opportunities on campus and with off-campus agencies. Based on financial need, students are awarded funding that permits employment up to 15 hours per week while students are enrolled full-time. The America Reads Program also requires academic distinction because this employment opportunity focuses on tutoring children.

Standards of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State TAP Awards

Graduate Chart

Before being certified for this TAP payment, a student must have	1st	2nd	3rd	4th	5th	6th	7th	8th
1. Earned this minimum number of credits.	0	6	12	18	30	45	60	70
2. Earned this minimum cumulative grade point average	0	.6	1.2	1.8	2.5	2.5	2.5	2.5
3. Completed in the previous term this minimum number of credits without withdrawals.	0	6	6	9	9	12	12	12

Further information is available in the offices of Student Financial Services and Career Services.

William D. Ford Federal Direct Student Loan Program

Students enrolled for a minimum of six credits and who are U.S. citizens or permanent residents may borrow from the Federal Direct Student Loan Program. There are two types of loans offered in the program: subsidized and unsubsidized. Subsidized loans are based on financial need and delay repayment of principal and interest until six months after graduation or termination of at least part-time studies. Unsubsidized loans require that payment of interest takes place while the student is in school.

The Federal Direct Student Loan Program offers loans at a variable rate that will not exceed 8.25%. The amounts borrowed each year are linked to the student's academic classification, and there are aggregate loan limits that place a cap on cumulative borrowing for all the years of attendance.

For subsidized loans, the following reflects these annual and cumulative loan limits:

	Annual Loan Limit	Aggregate Loan Limit
Graduate	\$8,500	
Combined Limits for Graduate and Undergraduate		\$65,500

The unsubsidized loan program offers the following annual and aggregate loan limits:

	Annual Loan Limit	Aggregate Loan Limit
Graduate and Professional	\$10,000	
Combined Limits for Graduate and Undergraduate		\$73,000

The interest rate on the unsubsidized loan is an annual variable rate based on the 91-day T-bill plus 3.10% capped at 8.25%. Loan repayment begins within 60 days after the final disbursement of the loan unless the borrower requests and is granted an in-school deferment. A student may not borrow if the estimated

Full-Time Master's Candidates Length of Program – 4.5 Years Half-Yearly Increments

Year equivalents	0.5	1	1.5	2	2.5	3	3.5	4
Number of credits per half year	4	4	4	4	5	5	5	5
Cumulative credits	4	8	12	16	21	26	31	36

In addition to maintaining the yearly increments of credits earned, students must also satisfy the average requirements as detailed in this bulletin: students in the School of Business, Public Administration and Information Sciences must maintain a 2.5 grade point average; all other students who have earned fewer than 13 credits must maintain a 2.5 grade point average; all other students who have earned 13 credits or more must maintain a 3.0 grade point average. Pharm.D. graduate students must maintain a 2.0 average.

Title IV probation status will be considered in the following manner:

- 1) A review is made at the end of each semester to determine if a student's average is satisfactory.
- 2) A review is made at the end of the Spring semester of each year for determination of work completed.
- 3) If a student has failed to meet the minimum requirements, the student is placed on probation for the following year.
- 4) At the end of the following year, after the Spring semester, a determination is made, and if progress (as defined below) toward minimum standards has still not been made, the student will lose eligibility for the third year.

Progress toward the minimum standards is defined as

- 1) Completing the minimum number of credits required for that yearly or cumulative increment or
- 2) Showing improvement in the grade point average.

P grades will be reviewed for quality-point index requirements by the Dean.

U, F, W, WF, INC, ABS, UW, NGR, and AUD grades do not count toward successful completion requirements. Repeated courses count only once toward credits earned.

Part-time students should simply prorate the requirements that appear on the full-time chart.

A student must conform to the standards of good academic standing published in this University bulletin. The records of a student on probation or who fails to make adequate progress toward his or her degree are subject to review for mitigating circumstances based on professional judgment. A student remains in good standing and eligible to receive Title IV funds until he or she is declared ineligible. The determination will be made at least at the end of each academic year.

cost of attendance minus financial aid shows no need.

Students whose registration drops below part-time (six credits) become ineligible for any portion of the loans described above, and funds are returned to the federal government. The Office of Student Financial Services, based on information from the FAFSA or Renewal FAFSA and any documentation requested, determines eligibility for all loans in this program.

Further detailed information on these loan programs is available at www.dl.ed.gov or in the Office of Student Financial Services.

Academic Standards for Federal Programs

Students receiving Title IV financial assistance (Federal Direct Student Loans, Federal Perkins Loans, Federal Work Study/America Reads) must meet standards of satisfactory progress toward their degree objective. The chart above shows the standards in effect for such financial aid programs.

SALENA LIBRARY LEARNING CENTER

The Salena Library Learning Center combines a modern library with an advanced multimedia instructional center designed to include nontraditional learning spaces and to support instructional development. Joining educational technology to its libraries, Long Island University offers its students a convenient, integrated and up-to-date facility that supports self-education and independent study.

THE LIBRARY

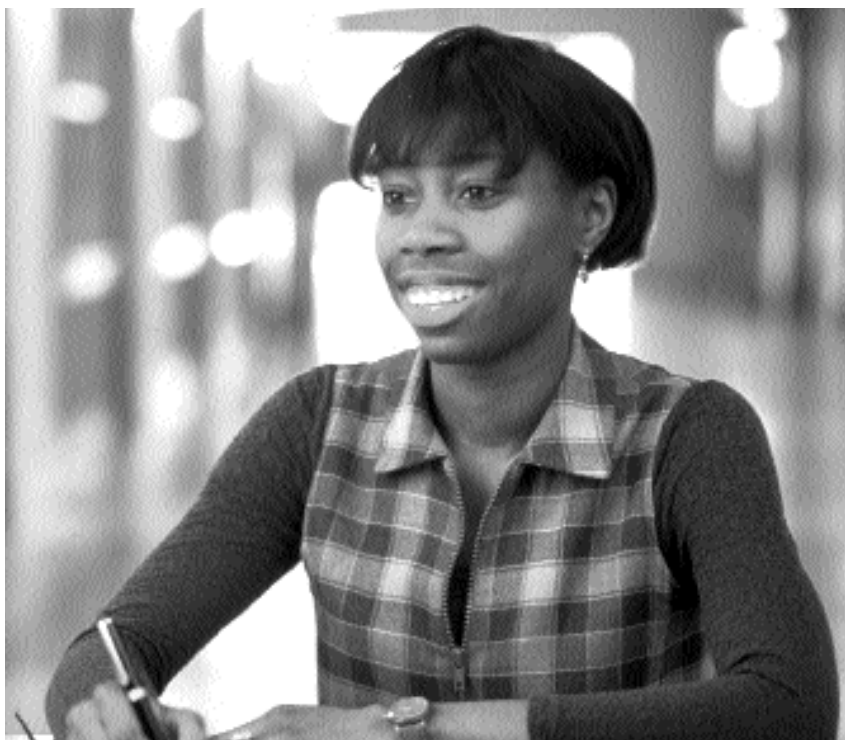
Telephone: (718) 488-1081
Fax: (718) 780-4057

The Brooklyn Campus Library houses a rich collection of books, periodicals, microforms, audio- and videotapes, CDs and DVDs, pamphlets, government documents and other materials in support of the Campus's numerous educational programs. Online databases, both bibliographic and full-text, are available for searching specific subject areas. Remote access from off-campus is available; the databases and Library catalog may be accessed through the University website as www.brooklyn.liu.edu/library/.

Research materials not in the collection are provided from other libraries in Brooklyn as well as the larger metropolitan area. Interlibrary loan services are available to locate materials throughout New York State. The Library is a member of several consortia which grant both reading and borrowing privileges to Long Island University students. Reference assistance, information literacy classes and curriculum-integrated instruction are offered by the Library faculty.

The reference collection, Reference Desk, paralegal collection and Technical Services Department are situated on the third floor of the Salena Library Learning Center. Dozens of computer terminals provide Internet access as well as access to the databases and library catalog, all within a few steps of the reference librarians.

The Periodicals Department, with a large collection of both print titles and microforms, is located on the fourth floor. Digital reader/printers and photocopying machines are available. The



Special Collections Department and the Library's "smart classroom" are also located on the fourth floor.

The Circulation Desk, Reserve Collection, and the main book stacks are located on the fifth floor. A modern Media Center, housing the multimedia collection, media equipment and group viewing rooms is also on the fifth floor, as is the Library's CyberLab. The CyberLab is equipped with computers that provide Internet searching as well as up-to-date word processing, spreadsheet, and database programs. There are two additional computer labs for the teaching of research skills.

The Library is linked electronically to the libraries at other Long Island University campuses, and shares one catalog – LIUCAT. This resource provides information on all of the more than 2.6 million volumes held by the University.

LEARNING RESOURCES

Winifred Donahue, Director;
(718) 488-1019
E-mail: sas_dept@liu.edu

The many learning resources coordinate extra-classroom academic assistance for all Brooklyn Campus students.

Primary cooperating programs are those listed below and Special Educational Services and Achievement Studies (see Special Programs).

Mathematics Center

Garland D. Poynter, Director;
Lourdes Zavitsas, Associate Director
(718) 488-1683

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. The Center has mathematical computer software available to students to assist with all mathematics courses. Televised mathematics classes are available in most mathematical areas under study. Also, 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.

Writing Center

Patricia Stephens, Director;
(718) 488-1095

The Writing Center, located in Room H-218C, offers one-on-one tutoring to all matriculated students. Its mission is to help students become better writers over

time. Tutors work with students at any stage of the writing process – understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for a 50-minute session once per week, and goals for each session and the semester are negotiated by the tutor and student. The Writing Center also serves as an on-campus resource and reference center for writing instruction and works closely with the Writing Across the Curriculum (WAC) program. Students registered at the Writing Center are welcome to use the dual-platform computer lab.

FACILITIES AND SERVICES

Information Technology

Dr. Kamel Lecheheb, Dean
Dr. Delicia Garnes, Associate Dean
(718) 488-1082

The Department of Information Technology, located on the second floor of the Library Learning Center, serves the needs of students, administrators and faculty in their course work and research by providing access to computer equipment, workshops, seminars and specialized assistance. All students have e-mail accounts, and storage space automatically set up for them. The username and password are obtainable through the online Student Information System. Residence Hall students may connect to LIUNET, the University-wide computer network, and can thus access their computer accounts, the Internet and e-mail from their personal computers. University facilities for Information Technology consist of over 6000 systems distributed throughout the six campuses. Faculty can utilize Web-based instruction to enhance classroom-learning experiences and enrich the curriculum through the use of e-mail, threaded messaging, video and audio.

The University network provides interconnectivity between all departmental and campus networks, and also provides connection between these networks and the Internet. This is accomplished by having a resilient high speed Gigabit Ethernet backbone that is supported by 6 Cisco® Catalyst® 6500 Series multilayer modular switches. The backbone extends to all University buildings and provides access to and from Fast

Ethernet segments. Users' end nodes are connected at 10/100Mbps via a combination of Cisco Catalyst 6500, 4000 and 3500 access layer switches. A fiber optic Ethernet network interconnects the central computer configuration. We are currently multi-homed to the Internet by means of two Internet Service Providers (ISPs). The ISPs that we are using are Cogent and Cablevision Lightpath. They both provide us with a 100Mb link to the Internet. Our internet facing Cisco router includes a Cisco's Firewall Services Module which provide advanced security services including fire-walling capabilities.

In addition, over 4 Terabytes of online storage, tape drives, CD-ROMs, high-speed printers and laser printers are available on LIUNET. The equipment in the Information Technology labs spans the spectrum from Windows XP/2003 compatible Pentium computers to Macintosh computers with networked laser printers available in every lab. Computers are interconnected via Local Area Networks with connections to all the computer systems and the Internet. Students have access to over 600 personal computers on campus, primarily in state-of-the-art computer labs that are located throughout the Brooklyn Campus. All computer labs are equipped with the latest personal computers and black-and-white or color laser printers. Networked classrooms are located in all buildings on campus. In addition Wireless end nodes are also supported at 11/54Mbps and the wireless infrastructure is growing daily.

Computer Labs

Keith Walcott, Computer Labs Manager
(718) 488-1301

The IT Computer Labs, located on the second and fourth floor of the Library building, the 11th floor of the Main Building, and the Alan Stevens Computer Skills Facility, located on the sixth floor of the Pratt Building, are all equipped with Pentium personal computers that run Windows XP/2000 and a host of computer program applications ranging from word processing to programming languages and Web use. Labs may be reserved for classes, workshops and other academic matters, in addition to being available for individual use.

Computer labs are generally available during the following hours:

M-Th: 9 a.m.-9:45 p.m.
F-Sa: 9 a.m.-5:45 p.m.
Su: 9 a.m.-4:45 p.m.

Alan Stevens Computer Skills Facility

(718) 488-1319

The Alan Stevens Computer Skills Facility consists of 48 state-of-the-art computers, Wall-mounted projectors, and Smart Boards, located in the Pratt Building, Room 610, provides a supportive, computer lab for students, faculty and staff. The computer lab offers the campus community a wide range of software packages, including word processing, graphics and many more. Individual tutors are available to assist with the use of all existing software and hardware in the lab. The lab is available for individual, as well as group use as the largest instructional lab on campus.

Faculty Media Resource Center

Devabrata Mondal
(718) 488-3326

The Faculty Media Resource Center (FMRC) assists faculty in creating and using computer-based curricular resources. The services include: consulting, design, and programming for custom multimedia applications, digitization of educational resources, and providing and maintaining public work spaces created specifically for faculty curricular development use. FMRC staff are available for individual consultation and also offer workshops and presentations of the latest uses of technology in the classroom.

Check our Web site <http://fmrc.liu.edu> for upcoming workshops and events. FMRC is located in room 321 of the Pratt Building.

Multimedia Language Laboratory

Peter Kravsky, Associate Director
(718) 488-4567

An interactive multimedia language environment, the lab supports ESL and foreign language study on campus. Through personalized instruction and the latest language-learning software, students are provided with an educational environment accommodating different learning styles. CD-Rom based visual and audio presentations encourage active student participation. Students can practice speaking, pronunciation, listening, reading and grammar, moving at their own pace and testing themselves. The lab is networked to the Internet, and students are able to connect with sites worldwide, providing them with authentic native-language material. The laboratory is located on the sixth floor of the Pratt Building.

The Modern Language Center

Associate Dean Stanley J. Zelinski, III,
Director
(718) 488-1323

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

Alumni Association

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

The Long Island University Brooklyn Campus Alumni Association represents former undergraduate and graduate students at the Brooklyn Campus of Long Island University.

The Office of Development and Alumni Relations is responsible for administering restricted alumni scholarships, coordinating all alumni special events and reunions as well as other activities. The office also maintains an accurate database of alumni information, provides University staff support to the Alumni Association Board and coordinates many fund-raising efforts among alumni and friends of the Brooklyn Campus.

Information about Brooklyn Campus happenings and news about alumni are published in Long Island University Magazine, and in The Bridge, the Brooklyn Campus alumni newsletter. There are no dues associated with Alumni Association membership.

Alumni Association benefits include the following:

- Use of University libraries on all campuses
- Use of Academic Computer Center
- Tuition-free undergraduate courses for undergraduate alumni.

For information, call the Admissions Office.

- Assistance with job placement and career development services, including job listings, interview and résumé workshops, and networking programs.

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

Audiovisual Services

Robert Barr, Director
(718) 488-1348

Audiovisual Services, located in Pratt 325, provides equipment and technical support for the presentation needs of LIU's Brooklyn Campus. The AVS mission is to support the university's academic initiatives by providing multimedia support for educational presentations and display purposes by making available such items as: microphones, overhead projectors, slide projectors, video-data projectors, smart-cart technology and TV/VCR/DVD combos.

Cultural Programs and Exhibitions

Programs in the performing and visual arts, film and public affairs are linked to the curricula, the interests of students, and the neighboring Brooklyn community. The programs are held in the Library Learning Center's Spike Lee Screening Room, Alumni Theater, three exhibition galleries, including the glass-enclosed Humanities Building Gallery, and the new 320-seat Kumble Theater for the Performing Arts, with its dance, music, and theater practice room facilities. Events are often sponsored by the Departments of Visual Arts, English, Dance, Media Arts, Music and Communication Studies, Performance Studies and Theatre, as well as the Student Government Association, the Honors Program and student clubs and societies.

Health Services

Diane Green, Director
(718) 246-6450

Emergency medical care for illness or injury occurring on campus is provided for all students in the Health Services office, located in University Towers, 175 Willoughby St., ground floor. Health Services is open Monday through Friday 9:00 a.m. to 5:00 p.m. Summer hours are Monday through Thursday, 8:45 a.m. to 5:30 p.m. When an ill or injured student requires assistance in going to Health Services, a security officer may be called: extension 55 or 1078 from an in-house phone or (718) 488-1078 from an outside phone. During evenings, weekends, holidays and other times when Health

Services is closed, security may be called for assistance. In the event of a serious, life-threatening emergency, call 911 for EMS, and also security, extension 55 or 1078.

All entering and re-entering students are required to submit to Health Services a Long Island University Health Examination Form completed by a personal physician with proof of immunization for measles, mumps and rubella (MMR).

Nursing students are required to submit the initial health examination form upon entering the University. Health forms must be completed by their personal physicians within 12 months before the start of each clinical course.

Periodic health examinations by private physicians are required of athletes before medical clearance is given to engage in sports.

International Students' Services

Steve A. Chin, Director
(718) 488-1216
Fax: (718) 780-4182
E-mail: steve.chin@liu.edu

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

Office of Institutional Advancement

Kim Williams, Esq.,
Director of Institutional Advancement
(718) 488-1514; 488-1602; 488-1413;
780-4157
Fax: (718) 488-1421

The mission of the Office of Institutional Advancement is to cultivate community, legislative and corporate relations towards the goal of improving the Campus public image, facilitating acquisition of external funding, formulating new program initiatives, enhancing community partnerships and intra-agency linkages. OIA identifies and develops new resources for the Brooklyn Campus, coordinates external relations, and supports Campus enrollment and retention efforts. The Office also develops partnerships and initiatives that sup-

port the education of students and advance the University role as a community resource. It is available to assist faculty and staff with program and grant development, including program/funding source matching, technology based funding searches and capacity building. It serves as the Brooklyn Campus liaison to the University Center's Grants and Development staff to help support the coordination of University program planning, grant submissions and advancement of the University Capital Campaign. The Office is located in Room M-408.

Office of Veterans' Affairs

Veterans can receive up to eight elective credits for service in the armed forces of the United States. All candidates are required to submit a copy of Form DD214, Report of Separation, to the Office of Admissions. The Brooklyn Campus welcomes applications from veterans and encourages them to take full advantage of the G.I. Bill benefits. For certification of benefits, see the Office of the Registrar.

Psychological Services Center

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

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

The Psychological Services Center is located on the third floor of the Pharmacy Building, Room L-36 and is open on Mondays, Tuesdays and Thursdays. Students can call to make an appointment or just stop by.

Residence Life and Housing

Jerome Garner, Director
(718) 488-1046
Fax: (718) 488-1548
E-mail: jerome.garner@liu.edu

Richard L. Conolly Hall, the modern 16-story residence hall at the Brooklyn

Campus, contains air-conditioned standard, suite, and apartment spaces for men and women. Residence Hall amenities include: The Blackbird Cafeteria, Recreation Room, MLK Lounge, and laundry facilities. Residents have access to basic cable TV, Internet, and wireless access.

The new 1 Hoyt Street Student Residence houses our senior and graduate students. Residents live in modern standard, suite, and apartment spaces in this landmark building. All residents have access to kitchen facilities, spacious lounges, and laundry facilities as well as basic cable, Internet, and wireless access.

Further information and applications may be obtained from the Residence Hall Office, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201 or by calling (718) 488-1046.

The Office of Career Services

Stephanie Steinberg, Director
(718) 488-1039

The Office of Career Services, located in Pratt Building Room 510, assists undergraduate students in formulating their career plan and in finding suitable employment. Services include career assessment and counseling, on-campus interviews, referrals to full-time, part-time and summer employment. Our office coordinates an annual career fair, internship fair and maintains a library of vocational materials, which consists of occupational information, and company literature. Workshops on career related topics are offered on a regular basis and can be scheduled at the request of faculty and student organizations.

The Long Island University Cooperative Education Program assists undergraduates in securing pre-professional, career and curriculum-related work experience during their college years; that is, the program offers students opportunities for positions while they complete requirements for degree programs on the Brooklyn Campus. Placements amplify understanding of areas in which students have expressed interests or for which they have begun training.

COOP 1: Career Readiness is a prerequisite for participation in the Cooperative Education Program. This one-credit course assists students in developing career-related skills, including career assessment, résumé writing, as well as job search strategies, and interview techniques. Résumé critiques and simulated video interviews allow students to prepare fully for the job search.

After obtaining a Cooperative Education position, students may enroll in COOP 2: Professional Development, a three-credit course that enables students to continue the career-education process by examining the relationship between academia and world of work. Exposure within business, government, the public or private sector contributes significantly to students' educational, professional and personal development, often assisting students with career decision making and planning.

Career Services are available for graduate students as well. The Office provides résumé development and interview skills preparation on an individual appointment basis. Job search assistance is also available. Career-related programs are held for graduate students, including panels, workshops, internship fairs, and career fairs. The Office of Career Services has partnered with Readyminds, a distance career counseling program, to provide access to distance one-on-one career counseling during the day, evening and weekends. Through this program, telecounseling and online interaction are provided to assist students who need career planning assistance.

Afterschool Program - FUN (Family University)

Charlotte Marchant – School of Education
(718)246-6496

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

SPECIAL PROGRAMS

Special Educational Services, Achievement Studies, and Renaissance Services Programs for Disabled or Academically

High-Risk Students

Jeffrey Lambert, Director;
(718) 488-1044

For almost 40 years, the Special Educational Services, Achievement Studies, and Renaissance Services Programs have been coordinating Brooklyn Campus resources to meet the individual needs of students with disabilities and academically high-risk students from disadvantaged backgrounds, thus affording optimum opportunity for educational and career success. Campus architecture accommodates students' physical needs through ramps, sliding doors, adaptive technology and other special equipment and facilities. Special Educational Services, Achievement Studies, and Renaissance Service, located in the Pharmacy building, lower level, assist students in meeting other needs through (1) academic counseling and tutoring, (2) personal counseling, (3) career counseling and (4) coordination of sign language interpreters, recorded reading materials and optical reading aids and other technologies. Students with disabilities – particularly those with special needs – are strongly encouraged to visit the campus and meet with the program director at least six months before admission. Students who may be interested in Achievement Studies or Renaissance Services, should inquire about their eligibility at the Admissions Office or at the Freshman Guidance Program (Guided Studies) office, respectively. For further information and application, write to Director, Special Educational Services, Achievement Studies, and Renaissance Services Program, Brooklyn Campus, Long Island University, 1 University Plaza, Brooklyn, NY 11201-5372.

Extracurricular Activities

Student Activities

Karlene Jackson Thompson, Director
S-304 (718) 488-1216

The Brooklyn Campus, under the guidance of the director of Student Activities, Karlene Jackson Thompson, S-304, (718) 488-1216, sponsors a number of extracurricular activities for the student population and the surrounding local community. Athletic activities are under the direction of John Suarez (718) 488-1030.

Student Government Association

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

Organizations

There are at the present time more than 50 clubs and organizations actively engaged in various campus activities. Many of those organizations have as their main purpose the integration of class activity with campus and local community issues. Such organizations include the honor societies, which are open to students of superior academic standing, and the departmental clubs, in which membership is granted to any student registered in the department or who has taken courses in the department. Religious, political, special interest and departmental organizations round out the activities program. The Office of Student Activities is primarily responsible for the overall management, supervision, planning and budgeting of clubs and organizations. It is also responsible for providing guidance and advice for students, especially the Student Government Association. It issues a calendar of events for students, acts as a liaison between student leaders and the campus administration, and attempts to serve all students in their campus cultural and social needs.

Media

The media of the Brooklyn Campus consist of the following: Seawanhaka, the weekly campus newspaper; Sound, the senior yearbook publication; WLIU (88.1 am), the campus radio station; and LIU-TV, the campus closed-circuit cable network.

Athletics

John Suarez, director
(718) 488-1030

Intercollegiate Athletics Program

The University recognizes the value of an athletics program that develops self-discipline, character, teamwork and sportsmanship. Long Island University is a member of the NCAA and ECAC. The Brooklyn Campus sponsors 17 sports that are classified as Division I and participates as a member of the Northeast Conference. The teams for women include basketball; cross-country, indoor and outdoor track; soccer; softball; tennis, volleyball, lacrosse and golf. The teams for men include baseball; basketball; cross-country, indoor and outdoor track; golf and soccer. Men and women students in good academic standing who meet the regulations governing intercollegiate athletics may participate on varsity teams sponsored by the University. All freshmen and other students in their first semester of full-time enrollment (12 or more credits) must be certified for practice, competition and athletically related financial aid by the NCAA Initial-Eligibility Clearinghouse. Continuing and transfer students are certified for practice, competition and athletically related financial aid by the Certifying Officer appointed by the University. Requirements for continuing and transfer students are dictated and legislated by the NCAA and may involve certification from the NCAA Initial-Eligibility Clearinghouse.

Intercollegiate Athletics Council

The Intercollegiate Athletics Council (IAC) is a committee that consists of faculty, administrators and student-athletes and serves as an advisory committee for the University's Intercollegiate Athletics Program. The IAC meets twice a semester to review policies of the Department of Athletics and to make recommendations for improvement in the overall operation of the department. The IAC also conducts an annual audit of the institution's NCAA rules compliance program. The Council is chaired by the Campus Faculty Athletics Representative.

Intramural Programs

The University recognizes the personal and social value of intramural and recreational activities for men and women. A program of intramural sports offers opportunities to compete in various sporting activities, to name a few, weight training, basketball and soccer with fel-

low students from the University. There are also tournaments for the various sporting activities.

SCHOOL OF CONTINUING STUDIES

Don Bostic
Dean of Continuing Education
(718) 488-1362
Fax: (718) 488-1367
www.liu.edu/bklyn-scs

The School of Continuing Studies was established to make the educational programs of the Brooklyn Campus accessible to adults returning to school to earn a certificate, to prepare for professional advancement or career change, or simply to benefit from the personal rewards that come from exploring new ideas with a dedicated faculty. In addition, programs are offered for professionals to maintain licensure and to keep abreast of new developments in their fields.

Surgical Technology Certificate Program

Lydia Thomas, Director
(718) 488-3439

The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Committee on Education in Surgical Technology (ARC-ST). The program is designed to provide students with the knowledge, skills and abilities to participate effectively pre-operatively, intra-operatively and post-operatively as part of the surgical team. A surgical technologist is the surgical team's expert in aseptic technique and is constantly monitoring any breaks in technique.

Vascular Technology Certificate Program

(718) 488-1362

The Vascular Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCEDMS). The program is a combination of classroom lectures, laboratory sessions, and clinical rotations at some of the top vascular laboratories in

the country. Students are able to utilize the many educational resources and social opportunities for academic and personal development.

Health Careers Institute

Lydia Thomas, Coordinator
(718) 488-3439

Programs in the rapidly growing healthcare fields are offered. Certificate programs include Alcoholism and Substance Abuse Counseling (satisfies the educational requirements of the New York State Office of Alcoholism and Substance Abuse Services), Employee Assistance Professional (approved by the Employee Assistance Certification Commission), Medical Assistant, Medical Billing and Coding, Medical Administrative Assistant, Phlebotomy Technician, and EKG Technician.

Legal Studies Institute

(718) 488-1066
Fax: (718) 488-1304

The 328-hour Paralegal Studies Certificate Program approved by the American Bar Association (ABA) trains students as paralegals. A three-month daytime program and a seven-month evening program focus on general law practice. Both programs cover litigation, business organizations, probate, real estate, matrimonial law, criminal law, legal research and writing, torts, contracts, ethics, and computers and the law. Internships and employment assistance are available. The Legal Nurse Consultant Program, the first ABA-approved program of its kind in the United States, is offered for registered nurses.

Corporate Education and Training Center

(718) 488-1361

The Professional Development Institute provides non-credit certificate programs in CISCO®, real estate (salesperson and appraisal), human resources training, and professional development. It also offers a number of computer courses in the ITschool. All of the programs within the School of Continuing Studies can be conducted on a contractual basis to corporations, not-for-profit and government agencies, unions, health care providers, and other organizations. These programs, offered both on and off campus, are typically designed to upgrade employee skills.

Personal Enrichment Institute

Nick Macdonald
Assistant Dean, Special Programs
(718) 488-1363

College Entry Plan: A Special Plan for Adults without a High School Diploma

The College Entry Plan is for adults (21 years or older) who lack a high school diploma. Students accepted will be permitted to enroll in undergraduate courses at the Brooklyn Campus. Upon successfully completing the specifically required 24 credits of course work as mandated by New York State, students qualify for the High School Equivalency Diploma and may continue at the Brooklyn Campus as candidates for associate or bachelor degrees.

Academic Readiness Program

The Academic Readiness Program is an eight-week course designed to prepare students to take the General Education Development (G.E.D.) Examination. The curriculum includes components in reading comprehension, vocabulary development, English composition and mathematics. Instruction is often individualized.

Professional Studies Programs

In addition to the G.E.D. programs, the Personal Enrichment Institute offers a certificate program in Traditional Chinese Medicine and courses in Fine Arts.

English Language Institute

Stanley J. Zelinski III
Associate Dean, ESL
(718) 488-1323
Fax: (718) 246-6313

The English Language Institute provides English language instruction to foreign-born students and members of the non-English-speaking community. It consists of the Intensive Program in English and the Weekend Program. The Intensive Program in English is a full-time, noncredit college program that offers English language instruction to foreign students who are matriculated at the Brooklyn Campus but lack the minimum competency in English. The Weekend Program provides both native and non-native speakers of English with low-cost instruction in basic writing, vocabulary expansion, accent reduction, and TOEFL preparation.

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences at the Brooklyn Campus offers the doctoral degree in Clinical Psychology, as well as the master's degree in Biology, Chemistry, English, Media Arts, New Media and Performance, Political Science, Psychology, Social Science, Social Work, Speech-Language Pathology and Urban Studies. All degrees and certificates are registered with the New York State Department of Education. The College is named in honor of Admiral Richard L. Conolly, who was the University's president from 1953-1962.



ANTHROPOLOGY

Associate Professor Hendrickson, Chair;
(718) 780-4077
Professor Hittman
Associate Professor Barton
Assistant Professor Juwayeyi

The Master of Arts degree in Anthropology is not offered at this time, but graduate courses in Anthropology are offered as part of other departments and programs including the United Nations Graduate Certificate Program, Urban Studies and the Master of Science degree in Social Science.

Courses

Anthropology 500, 501 Preparatory Readings in Sociology or Anthropology
Offered on occasion

Intensive readings in selected areas of anthropology or sociology under the supervision of a faculty member. Three credits per semester. (These credits cannot be applied toward the degree offered by the Department of Sociology.)

Anthropology 503, 503X Ethnology
Offered on occasion

A study of the principles of cultural and social anthropology applied to select ethnographic examples. Three credits per semester. (Registration for 503X is limited and requires approval of Department Chair.)

Anthropology 504 Anthropological Theory
Offered on occasion

A history of ethnology through analysis of representative schools of thought. Three credits.

Anthropology 505 Applied Sociology
Offered on occasion

For course description, see Sociology 505. Three credits.

Anthropology 507 Contemporary Native Americans
Offered on occasion

An analysis of Native American reservation communities and urban populations, with special emphasis on contemporary

social problems and issues (e.g., relationship with the Bureau of Indian Affairs, alcoholism, identity). Three credits.

Anthropology 508 General Linguistics
Offered on occasion

For course description, see English 508. Three credits.

Anthropology 510 World Cultures
(Same as Sociology 510)
Offered on occasion

This course allows graduate students in any degree program to acquire some basic knowledge about the comparative analysis of societies and cultures and to consider how such knowledge affects their discipline and/or professional work. Students will be introduced to some of the key analytical approaches to culture and society by reading classic and current writing in anthropology and sociology. They will be introduced to a set of conceptual tools for researching, analyzing and comparing cultures that they encounter in their professional life. They will be guided in carrying out small-scale, cross-cultural fieldwork encounters that allow them to try out ethnographic methods themselves (for example, observing and participating in a ritual from a religion other than their own). Along with other writing assignments, they will complete a term paper exploring in-depth the ways that cultural difference affects their professional goals and activities, and they will develop a set of protocols for best addressing those realities. Three credits.

Anthropology 601 Readings in Anthropology
Offered on occasion

Extensive and intensive individual readings in anthropology under the supervision of a member of the faculty. Three credits.

Anthropology 602 Kinship and Social Structure
Offered on occasion

A cross-cultural study of kinship terminology, kin groups and behavior and their functional relationships with other institutions in tribal society. Three credits.

Anthropology 605 Archaeology of the Americas
Offered on occasion

A survey of archaeological concepts and theory and the prehistory of the New

World from its beginnings to the culture climax areas of the Valley of Mexico, the Yucatan and Peru. Three credits.

Anthropology 607 The Evolution of Humankind
Offered on occasion

A survey of fossils, archaeological remains and studies of living non-human primates, with the goal of reconstructing the lifeways of human ancestors. Three credits.

Anthropology 608 Peasant Societies
Offered on occasion

An analytical examination of village societies and their underlying economic, social, political and value systems, including the impact of modernization on peasantry. Three credits.

Anthropology 611 Cultural Ecology
Offered on occasion

A review of the rise of cultural ecology in contemporary anthropology. Focus is on the variety of studies, adaptive strategies employed, and theoretical underpinnings in Marx and others. Three credits.

Anthropology 616 Social Change
Offered on occasion

For course description, see Sociology 616. Three credits.

Anthropology 688 Theories and Problems of Modernization in Underdeveloped Nations
Offered on occasion

For course description, see Sociology 688. Three credits.

Anthropology 693 Personality and Culture in Contemporary Societies
Offered on occasion

A seminar on preselected topics dealing with the relatedness of national character studies to general culture, social systems and the psychological concomitants involved with culture change. The emphasis, and area of specialization, will vary from semester to semester. Three credits.

Biology

Professor Morin, Chair;
(718) 488-1209 joseph.morin@liu.edu
Professors Chung, Cohen, Polak, Serafy
Professors Emeriti Carito, Curley,

Firriolo, Hammerman, Hirshon, Rothwell, Smith
 Associate Professors Birchette, DePass, Griffiths, Haynes, Kovac, Marsh, McKenna, Sideris
 Assistant Professors Fang, Vogelstein
 Instructor Peckham
 Adjunct Faculty: 14

The Department of Biology seeks to prepare students for primary responsibilities in research and teaching. Candidates may qualify for the degree of Master of Science (M.S.) in Biology.

Admission to Degree Program

The applicant for admission should have completed at the undergraduate level (1) six advanced courses in biology, (2) one year of college mathematics including at least one semester of calculus, (3) one year each of inorganic and organic chemistry, and (4) one year of college physics. Deficiencies in any of these qualifications must be removed during the first year of graduate study without credit.

Degree Requirements

Candidates for the Master of Science degree in Biology have two options to complete the degree requirements.

Option A: Students must satisfactorily complete a minimum of 30 credits and complete an acceptable thesis based on original research. In addition, students must complete all of the course requirements outlined in their area of concentration. **Option B:** students must satisfactorily complete 36 credits of course work without the thesis and must pass a comprehensive examination within their area of concentration. In addition, students must complete all of the course requirements outlined below in their area of concentration.

Each candidate must satisfactorily complete Biology 536, 537 and 620. In addition, students must take the designated required introductory courses listed below for each of the three concentrations. All remaining credits are obtained by completing elective courses and/or research credits. All graduate courses offered by the Department may be used as electives provided they are not prescribed as a required course in the student's concentration. In addition, students in Medical Micro-

biology may obtain up to six credits from an internship.

Fully matriculated students may begin their research projects after defending their thesis proposals before a committee of graduate biology faculty. An oral defense of the completed thesis before a committee of the graduate faculty of the department is required.

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

Programs and Courses

Candidates may specialize in one of the following fields:

- Microbiology
- Molecular-Cellular Biology
- Medical Microbiology

Course requirements for each of the three concentrations are as follows: Required courses are listed with an *.

Microbiology

Course	Cr.
*536-537 Laboratory in Bacteriology, Molecular Biochemistry and Computers	2
*620 Biochemistry	3
*641, 642 Advanced Microbiology	7
*695 General Virology	3
707-708 Research	0-6
Internship**	0-6
Electives	3-21
	<hr/> 30-36

Molecular-Cellular Biology

Course	Cr.
*536-537 Laboratory in Bacteriology, Molecular Biochemistry and Computers	2
*550-551 Molecular and Cell Biology	4
*620 Biochemistry	3
*612 Cytology: The Nucleus or	
*613 Cytology: The Cytoplasm	3
*609 Human Genetics or	
*631 Genetics	3
707-708 Research	0-6
Internship**	0-6
Electives	3-21
	<hr/> 30-36

Medical Microbiology

Course	Cr.
*536-537 Laboratory in Bacteriology, Molecular Biochemistry and Computers	2
*620 Biochemistry	3
*641, 642 Advanced Microbiology	7
*647 Immunology or	
*648 Immunobiology	4 or 3
*695 General Virology	3
*697, 698 Medical Microbiology	7
*703, 704 Seminar in Microbiology	2
707-708 Research	3-6
Electives	0-9
Internship**	0-6
	<hr/> 30-36

**Students registered in the program who have no undergraduate preparation in their respective concentration may be awarded up to a maximum of six credits upon submission of documentary evidence attesting to 12 months or more of work experience in the area of their respective concentration. The nature of the work experience will be evaluated by the Department of Biology with emphasis being placed on (1) the knowledge obtained and its relevance to their field of study and (2) the acquisition of laboratory skills needed to work within the area of their concentration.

Courses

Biology 501 Human Sexuality

Prerequisite: General Biology
 Offered on occasion

A biological approach to the study of human sexuality that includes the developmental, anatomical and functional changes in the reproductive systems; coitus, fertilization, pregnancy, birth and the hormonal and neurological control of those processes; prenatal development; population control; and venereal diseases. Two hours of lecture per week plus term paper. Three credits.

Biology 503 Modern Concepts of Evolution

Prerequisites: An undergraduate major or minor in biology. A course in genetics is strongly recommended.
 Offered every Fall semester

A study of the basic concepts and principles of evolutionary biology, beginning with a brief history of evolutionary thought, followed by the fundamental concepts of evolutionary genetics, adapta-

tion and natural selection. Additional topics include molecular evolution and systematics, the origins of biological diversity, and paleobiology and macroevolution. The primary emphasis will be on concepts. 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. Concepts are reinforced through independent trips to the American Museum of Natural History. Two hours of lecture per week plus term paper. Three credits.

Biology 504 Evolution and Human Development

Prerequisite: An undergraduate major or minor in biology which includes at least one upper level course in human anatomy and physiology. Biology 503 is strongly recommended.
Offered every Spring semester

The basic concepts and principles of evolutionary biology are directly applicable to our understanding of human development. This course explores the evolution of modern humans within a comparative framework of non-human primate biology, using information gleaned from paleontology, anatomy, embryology, biomechanics, animal behavior, evolutionary genetics and systematics (molecular and traditional) as well as current views of macro- and microevolutionary processes. Two hours of lecture per week plus term paper. Three credits.

Biology 508 The Biology of Cancer (Same as Biochemistry 508)

Prerequisite: General background in Biology and Chemistry
Offered every other Spring semester

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

Biology 521 Protozoology

Prerequisite: General Biology
Special Fee: \$70.00
Offered on occasion

The study of the morphology, taxonomy, ecology, physiology and culture of proto-

zoa. Two hours of lectures and three hours of laboratory per week. Four credits.

Biology 531 Neurochemistry (Same as Chemistry and Biochemistry 531)

Prerequisite: At least one semester of Biochemistry
Offered on occasion

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

Biology 536 Laboratory in Bacteriological and Molecular Techniques

Prerequisite: An undergraduate degree in Biology
Special Fee: \$55.00
Offered every Fall semester

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

Biology 537 Laboratory in Biochemistry and Computer Use

Prerequisite: An undergraduate degree in Biology
Special Fee: \$70.00
Offered every Spring semester

A laboratory course that introduces students to basic methods in biochemistry and to the applications of computers to research and thesis preparation. The first seven weeks deal with chromatography, electrophoresis, enzymology, radio isotopes and spectroscopy. The second seven weeks introduce students to the Science Division computer laboratory;

that is, how to use the World Wide Web/Internet and how to use computers to analyze and present data. Two hours laboratory per week. One credit.

Biology 541 Special Topics in Biology Offered on occasion

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

Biology 545 Biophysical Chemistry

Prerequisite: Chemistry 153
Offered on occasion

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

Biology 550 Molecular and Cell Biology

Prerequisite: Biology 160 or permission of the instructor
Offered every Fall semester

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

Biology 551 Molecular and Cell Biology Laboratory

Co-requisite: Biology 550 or permission of the instructor
Special Fee: \$70.00
Offered every Fall

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

Biology 555 Calcium and Cellular Metabolism

(Same as Biochemistry 555)

Prerequisites: Undergraduate or graduate courses in Biochemistry/Molecular Biology or permission of instructor
Offered every Spring semester

An exploration of the regulation of calcium signaling with detailed discussions of the structure, regulation and operation of calcium pumps and channels. More detailed analysis is made of such structures in muscle, neuronal and plant systems. Detailed analyses are conducted in selected cases: the role of calcium in such systems as neuronal protein synthesis, the modulation of P-glycoprotein synthesis in tumor cells, and cell cycle regulation. Readings include selected texts with heavy reliance on the primary literature. Two hours of lecture per week plus term paper. Three credits.

Biology 560 Island Biology

Prerequisites: General Biology
Offered every Fall semester

The course examines a number of islands as case studies illustrating evolutionary theory, island theory and the MacArthur/Wilson theory of island colonization. The topics will include islands not just as geographical entities but also in the biological sense such as mountain isolates. Each student will focus on one island and make a presentation of his findings. The course incorporates a number of biological disciplines, ecology, zoogeography and evolution. Three hours of lecture per week plus collateral readings. Three credits.

Biology 603, 604 Biochemistry

(Same as Chemistry 603, 604)

Prerequisite: Organic chemistry or the equivalent; Biology 603 is a prerequisite to Biology 604

Biology 603 offered every Fall semester plus summers

Biology 604 offered every Spring semester plus summers

An inquiry into the chemistry of biologically important compounds, including amino acids, protein, lipids, carbohydrates, nucleic acids, vitamins, biological oxidation, intermediary metabolism and enzyme systems. Two hours of lecture per week, collateral readings and reports. Three credits per semester.

Biology 606 Plasmid Biology

Prerequisites: Biology 604 or 620 and 642
Offered on occasion

A description of the discovery of plasmids, their maintenance and regulation

within their bacterial hosts, the phenotypes they confer, and their epidemiology. The use of these extra-chromosomal genetic elements as tools of recombinant DNA research is also discussed, along with the associated technology, such as restriction analysis, cloning, blotting, and DNA sequencing. Two hours of lecture per week plus term paper. Three credits.

Biology 607 Neuroanatomy

Prerequisite: General Biology
Offered on occasion

A study of the organization of the human central nervous system. Emphasis is placed on the structures and organizations of the brain and spinal cord and on the cranial nerves, with additional material on the cranium and spinal column, the meninges, the blood supply, embryonic development, and histology of the central nervous system. Three hours of lecture per week. Three credits.

Biology 609 Human Genetics

Offered every other spring semester

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

Biology 611 Signal Transduction and Pharmacology

Prerequisites: Undergraduate biochemistry
Offered every other Spring semester

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

Biology 612 Cytology: The Nucleus

Offered every other Spring semester

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

Biology 613 Cytology: The Cytoplasm

Special Fee: \$70.00

Offered every other Spring semester

An investigation of the organization and structure of the cytoplasm, including a detailed treatment of cell organelles and their activities and interactions. The molecular and biochemical relationship among all cellular components is stressed. Laboratory analyses include microscopy, cell fractionation, chromatography, electrophoresis and computer simulations of cellular organelles. Two hours of lecture and three hours of laboratory per week. Four credits.

Biology 614 Sensory Physiology

Prerequisite: College course in Physiology
Offered on occasion

A study of the mechanism of operation of biological sensors. Two hours of lecture per week, collateral readings and a term paper. Three credits.

Biology 615 Bioinformatics

Offered every Fall semester

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

Biology 616 Biology of the Blood and Bone Marrow

Offered every other Spring semester

This course presents an overview of hematology, including the structure and function of erythrocytes, leukocytes and

platelets, and their development in the bone marrow. Mechanisms of normal and abnormal hemostasis (blood coagulation) will be covered. Recent findings in normal and in pathologic states will be discussed. Two hours of lecture per week plus term paper. Three credits.

Biology 619 Structural Biology

Offered every Spring semester

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

Biology 620 Biochemistry

Offered every Fall semester

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

Biology 629 Molecular Biology of Infectious Diseases

Offered every other Fall

A study of the mechanisms used by infectious organisms to infect their hosts and to evade the host's immune response and the response by the host to the infectious organism. Topics include life cycles of relevant organisms, protein receptor binding, antigenic variation, antigen presentation and antibody/T-cell receptor diversity. Emphasis is on the molecular mechanisms of such processes. Two hours of lecture per week plus term paper. Three credits.

Biology 631 Genetics

Prerequisites: An undergraduate major in Biology or equivalent and knowledge of the fundamental principles of genetics
Offered every other Spring semester.

A comprehensive review of modern genetics with an emphasis on recent

approaches. One major theme is genomics, gene mapping and discovery; another is use of functional genetics to understand gene function and complex processes in model organisms. Two hours of lecture per week plus term paper. Three credits.

Biology 632 Developmental Biology

Prerequisite: A college course in Embryology or the equivalent; a college course in Genetics is recommended
Offered on occasion

A review of the current concepts and experimental evidence regarding developmental phenomena. Special emphasis is placed on the molecular biology and genetic control of selected phases and processes of animal development. Two hours of lecture per week, collateral readings and a term paper. Three credits.

Biology 641, 642 Advanced Microbiology

Prerequisite: Microbiology
Special Fee: \$70.00 for Biology 642
Biology 641 offered every Fall semester
Biology 642 offered every Spring semester

Presentations on the anatomy and physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Fall semester: two hours of lecture per week plus collateral readings and term paper. Spring semester: two-hour lecture and three laboratory hours per week. Three credits first semester; four credits second semester.

Biology 643 Medical Mycology

Prerequisite: Microbiology or equivalent
Special Fee: \$70.00
Offered on occasion

A study of the classification, identification, life cycles, and morphologic, physiologic, and biochemical aspects of various species of fungi that make up the major classes and orders. Emphasis is placed on those fungi of economic and medical importance. Two hours of lecture and three laboratory hours per week. Four credits.

Biology 647 Immunology

Prerequisite: Biology 604
Special Fee: \$70.00
Offered every Fall semester

A study of the basic principles of immunology, including antigens and

their reactions, antibodies and their properties, the cells and tissues of the immune system, tolerance, and the specificity and molecular biology of immune responses. Lab includes purification and characterization of antibodies by affinity chromatography, Ouchterlony and Radial immunodiffusion, ELISA, and SDS-PAGE. Two hours of lecture and three hours of laboratory per week. Four credits.

Biology 648 Immunology

Prerequisite: Biology 604
Offered every Fall semester

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

Biology 651 Advanced Vertebrate Physiology

Prerequisites: College courses in physiology and organic chemistry or their equivalent
Special Fee: \$70.00
Offered on occasion

An examination of modern concepts of basic physiological processes as they occur in vertebrate organisms at the organ and system levels. Two hours of lecture and three-hours of laboratory per week. Four credits.

Biology 661 Endocrinology

Offered every other Spring semester

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

Biology 663 Reproductive Physiology

A college course in Physiology is recommended.
Offered on occasion

A study of vertebrate anatomical structures and physiological processes related to reproduction. Some aspects of gametogenesis, fertilization and its regulation, and implantation and gestation are presented. Two hours of lecture per week plus term paper. Three credits.

Biology 692 Molecular Biology
Offered every other fall semester

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

Biology 695 General Virology
Offered every other Fall semester

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

Biology 697, 698 Medical Microbiology
Prerequisites: Biology 603, 604, 641, 642 or approval of Department Chair
Special Fee: \$70.00 for Biology 698
Biology 697 offered every Fall semester
Biology 698 offered every Spring semester

A study of microbial-human host interrelationships, with particular attention to the transmission, pathogenicity, and principles of immunity of infectious diseases, especially those of bacterial origin. Emphasis is placed on the newest approaches to the detection, isolation and identification of the organisms implicated in the disease process. Two hours of lecture per week plus term paper in the fall semester. Two hours of lecture and one three-hour laboratory per week in the Spring semester. Three credits first semester; four credits second semester.

Biology 701, 702 Seminar in Biology
Biology 701 offered every Fall semester
Biology 702 offered every Spring semester

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

Biology 703, 704 Seminar in Microbiology

Co-requisites: Biology 697, 698
Biology 703 offered every Fall semester
Biology 704 offered every Spring semester

Meetings conducted by the members of the staff to consider current research and problems in the area of Medical Microbiology and related fields. Participants include staff members, students and invited guests. All students registered in the program must attend. One credit per semester.

Biology 705, 706 Seminar in Molecular Biology

Biology 705 offered on occasion
Biology 706 offered every Spring semester

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

Biology 707, 708 Research and Preparation of the Thesis

Open only to matriculated students with approval of Department Chair
Special Fee: \$70.00 per semester

Selection, supervision and completion of the thesis topic. Pass/Fail only. Three credits per semester.

Biology 709, 710 Independent Study

Prerequisites: 12 credits toward the master's degree; specific course prerequisites to be determined by faculty supervisor. Designed to provide the advanced student an opportunity for an independent project. The course and its specific requirements are under the supervision of a faculty member. Departmental approval required. One to three credits per semester.

CHEMISTRY AND BIOCHEMISTRY

Professor Bensalem, Chair;
(718) 488-1461
Professors Chung, Lawrence, Shedrinsky, Zavitsas, Watson
Professors Emeriti Ferraro, Hirschberg, Huang, Loscalzo, Reidlinger, Rogers, Tseng, Chawla
Associate Professors Donahue, Gee, Lujan-Upton, Matsunaga
Assistant Professors Bhattacharjee, Edens, Schnatter, Vasanthan

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

Admission to Degree Program

To qualify for admission to a degree program, the applicant should have completed one year of undergraduate study in each of the following subjects: calculus, physics, introductory (inorganic) chemistry, analytical chemistry, organic chemistry and physical chemistry. Deficiencies must be removed during the first year of graduate study. No graduate credit will be awarded for such compensatory work.

Degree Requirements

The following courses are required of all candidates for the Master of Science degree in Chemistry:

Course	Cr.
Chemistry 503 Advanced Inorganic Chemistry	4
Chemistry 606 Advanced Physical Chemistry	3
Chemistry 610 Advanced Analytical Chemistry	3
Chemistry 621 Advanced Organic Chemistry I	3

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

1. An additional 19 graduate credits from among the courses offered by the Chemistry and Biochemistry Department, for a total of 32 credits. Candidates must also either pass a comprehensive examination or submit an acceptable library research paper assigned by the department.
2. An additional six credits of registration in thesis research resulting in an acceptable thesis and 11 credits of graduate Chemistry courses, for a total of 30 credits.

Courses

Chemistry 503 Advanced Inorganic Chemistry

Offered every Spring

A discussion of selected topics, including theories of chemical bonding as it relates to chemical structure and reactivity; acid-base theories and important practical applications; kinetics and mechanisms of inorganic reactions; the solid state; coordination chemistry; catalysis; and bioinorganic chemistry. Two lecture hours and four laboratory hours. Four credits.

Chemistry 525 Instrumental Methods of Analysis

Special Fee: \$70.00

Offered every Fall

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

Chemistry 531 Neurochemistry (Same as Biology and Biochemistry 531)

Prerequisite: At least one semester of Biochemistry

Offered on occasion

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Three credits.

Chemistry 541 Special Topics in Chemistry

Offered on occasion

A presentation of subjects of unusual

current interest. Three hours of lecture, including selected demonstrations. Course may be repeated. Three credits.

Chemistry 551 Environmental Chemistry

Offered on occasion

A survey of the chemistry of the environment covering chemistry of the atmosphere, the hydrosphere, the lithosphere and the biosphere. An in-depth look is taken at the role of energy and the various sources of energy in modern societies, ranging from fossil fuels and nuclear power to alternate and renewable energy sources, such as solar, hydroelectric, wind, biomass, geothermal and ocean energy, with an emphasis on the impact of those energy sources on the environment. Discussions of toxicology as it relates to environmental pollutants are conducted. Three credits.

Chemistry 555 NMR Spectroscopy

Special Fee: \$70.00

Offered on occasion

A review of modern 1D, 2D and 3D NMR techniques in routine analysis, diffusion studies, and chemical structure elucidation in biological systems and their medical applications. The laboratory component includes experiments involving 1D and 2D NMR techniques to identify unknown compounds by assigning ¹H ¹³C NMR spectra. Three hours lecture, one three-hour laboratory. Four credits.

Chemistry 581 Computational Chemistry

Special Fee: \$70.00

Offered on occasion

An investigation into the use of modern mainframe and microcomputers to solve problems in data processing, molecular energetics and molecular structure. The course progresses gradually, beginning with simple computational problems such as numerical integration, computer handling of matrices and determinants, and curve-fitting through multivariate analysis. The second half of the course is directed to various molecular orbital theories and includes self-consistent field and ab initio calculations. Hands-on work with computers enables students to carry out computations in all topic areas. Facility in FORTRAN or BASIC will be helpful but is not required. Enough language to handle I/O files will be taught during the course. Three credits.

Chemistry 603, 604 Biochemistry

(Same as Biology 603, 604)

Prerequisite: Organic Chemistry or the equivalent; Chemistry 603 is a prerequisite to Chemistry 604

Chemistry 603 offered every Fall and Summer

Chemistry 604 offered every Spring and Summer

An inquiry into the chemistry of biologically important compounds, including amino acids, proteins, lipids, carbohydrates, nucleic acids, and vitamins and into biological oxidation, intermediary metabolism, and enzyme systems. Two lecture periods, collateral readings and reports. Three credits per semester.

Chemistry 606 Advanced Physical Chemistry

Offered on occasion

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

Chemistry 610 Advanced Analytical Chemistry

Offered on occasion

A focus on modern analytical techniques, with emphasis on spectroscopic methods in one half of the semester and chemical separation techniques in the other half. Spectroscopy topics include UV-Vis, IR, atomic, X-ray, magnetic and mass spectroscopy. Chemical separation techniques include gas and liquid chromatography, electrophoresis and extraction (solid phase and supercritical fluid). Three credits.

Chemistry 614 Solid State Chemistry

Offered on occasion

A discussion of electrical, diffraction, magnetic, optical and thermal properties of solids. Special emphasis is placed on crystal structure determination by X-ray diffraction techniques. Three credits.

Chemistry 621 Advanced Organic Chemistry

Offered every Fall

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

Chemistry 622 Advanced Organic Chemistry

Offered on occasion

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

Chemistry 623 Organo-metallic Chemistry

Prerequisite: Chemistry 621
Offered on occasion

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

Chemistry 624 Heterocyclic Chemistry

Prerequisite: Chemistry 621
Offered on occasion

A survey of the heterocyclic molecules containing nitrogen, oxygen and sulphur. The synthesis, chemical reactions and properties of these compounds are discussed. Reference to their biochemical significance is made when appropriate. Three credits.

Chemistry 626 Polymer Chemistry

Prerequisite: Chemistry 621
Offered on occasion

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

Chemistry 631 Spectroscopy

Prerequisite: Chemistry 621
Offered on occasion

An illustration of modern spectroscopic methods for the structural elucidation of organic and inorganic compounds including UV/V, H NMR, C NMR, mass spectrometry, and IR. Three credits.

Chemistry 701, 702 Seminar in Chemistry

Chemistry 701 offered every Fall
Chemistry 702 offered every Spring

A presentation of selected topics in the branches of chemistry, with attention to recent literature. One one-hour conference. Attendance mandatory for all matriculated students. Pass/Fail only. One credit per semester.

Chemistry 707, 708 Research and Preparation of Thesis

Open only to matriculated students with approval of the Chair

The assignment of a thesis problem to each student for investigation. Original laboratory work is required. Pass/Fail only. Three credits per semester.

Chemistry 709, 709X Research and Preparation of the Thesis

Prerequisite: Chemistry 708

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

Biochemistry 504 Bioinorganic Chemistry

Prerequisites: Biochemistry 135, 153, 154

An introduction of the diverse role played by inorganic elements in biology and biochemical processes. The course relates the simple bonding theory and geometry of coordination complexes to complex systems, such as metal-proteins and metal enzymes. Also covered is the application of metal ions in medical diagnosis and therapeutics. Three credits.

Biochemistry 508

(Same as Biology 508)

Prerequisite: General background in Biology and Chemistry
Offered on occasion

A general survey in oncology. Lectures address the historical perspective of cancer research, the definition and classification of tumors, the epidemiology of human cancer, gene regulation and differentiation in normal and tumor cells, characteristics of transformed malignant cells, the biology of tumor metastasis, host transformed malignant cells, the origins of human cancer, and cancer therapy. Three hours of lecture per week. Three credits.

Biochemistry 514 Bioanalytical Chemistry

Prerequisites: Chemistry 113, Biochemistry/Chemistry 153
Offered every Spring

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

Biochemistry 531 Neurochemistry
(Same as Biology and Chemistry 531)

Prerequisite: At least one semester of Biochemistry
Offered on occasion

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. Three credits.

Biochemistry 541 Special Topics in Biochemistry

A consideration of subjects of special or current interest that may include the following or a combination of two or more: hormonal regulation of metabolism, metabolic significance of enzyme deficiency, biochemical aspects of nutrition, cancer and carcinogenesis, and HIV and protease inhibitors. Three credits.

Biochemistry 555 Calcium and Cellular Metabolism

(Same as Biology 555)

Prerequisites: Undergraduate or graduate courses in Biochemistry/Molecular Biology or permission of instructor
Offered every Spring

An exploration of the regulation of calcium signaling with detailed discussion of the structure, regulation and operation of calcium pumps and channels. More detailed analysis is made of such structures in muscle, neuronal and plant systems. Detailed analyses are conducted in selected cases: the role of calcium in such systems as neuronal protein synthesis, the modulation of P- glycoprotein synthesis in tumor cells, and cell cycle regulation. Readings include selected texts with heavy reliance on the primary literature. Three credits.

COMMUNICATION SCIENCES AND DISORDERS

Professor Moses, Chair; (718) 780-4122
Associate Professors Geller (Graduate Program Director), Champion, Koenig, Walters

Assistant Professors Riquelme, Shi, G.Youmans, S.Youmans
Advisement Counselor T. Gill
Clinic Director Weinstein Blum
Assistant Clinic Director Dwyer
Adjunct Faculty: 5

The Department of Communication Sciences and Disorders seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural and individual perspectives. The Department fosters respect for diversity and a commitment to serve individuals with communication problems. The graduate programs provide a context within which students can acquire sound knowledge of speech, language, hearing, human development and communication disorders; learn to apply that understanding effectively in clinical decision making and problem solving; and undertake careers dedicated to life-long expansion of professional knowledge.

M.S. in Speech-Language Pathology

The Master of Science degree in Speech-Language Pathology is designed to meet the need for trained professionals in speech-language pathology prepared to work in varied clinical and cultural settings. The program provides a diverse student population with a course of study in communication sciences and disorders, swallowing disorders, and therapeutic

methodologies. Students will be prepared to work with linguistically diverse individuals in schools, hospitals, agencies, clinics and private practice.

The program is registered by the New York State Department of Education and is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates of the program receive a Master of Science Degree in Speech-Language Pathology that satisfies the academic and professional training requirements specified by ASHA for the CCC-SLP, and are eligible to apply for licensure in SLP by the New York State Education Department's Office of the Professions. Students who wish to satisfy the NYS Education's Office of Teaching requirements for the Teacher of Students with Speech and Language Disabilities (TSSLD) may also prepare for this certification as part of their graduate program

Bilingual Specialization

Students demonstrating proficiency in a language other than English may further prepare for a Master of Science degree in Speech-Language Pathology as well as a certificate in Teacher of Students with Speech and Language Disabilities (TSSLD) with a Bilingual Specialization. This program will prepare students to work with individuals who are bilingual or speak a language other than English.

B.S./M.S. in Speech Language Pathology

A B.S./M.S. track is offered to new freshmen, students currently enrolled at LIU and to transfer students. Students admitted to this track will have the opportunity to make a smooth transition from undergraduate pre-professional studies to graduate professional studies. Students who qualify for the special track and who remain in good 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 their senior year, students requiring proficiency and skills courses may have a lengthened course of study.

Admission Requirements

Admission to the program is competitive. Applications will be reviewed by the Departmental Admissions

Committee. Students meeting the following minimal criteria may be invited to a personal interview:

- A B.A. or B.S. degree in Communication Sciences and Disorders with a minimum grade point average of 3.2 or
 - Completion of prerequisite course work in speech-language pathology and audiology (a minimum of 18 credits) including:
 - SLP 104 Phonetics
 - SLP 113 Anatomical and Physiological Bases for Speech & Language I
 - SLP 231 Language Acquisition Across Life Span I: Early Years
 - SLP 133 Speech Science I (Acoustics)
 - SLP 321 Audiology I - Hearing Science, SLP 410 Introduction to Communication Disorders Across the Life Span
 - Three letters of recommendation (two academic);
 - Completion of a personal interview;
 - Minimum Grade of a B- and Grade Point Average of 3.0
- and
- Passing an oral and written language screening in English.

M.S. in Speech-Language Pathology Bilingual Specialization

- In addition to the above requirements, students must
- Demonstrate written and oral language proficiency in English and a language other than English on the Bilingual Education Assessment (BEA) or other approved examination.

Limited Matriculation

- Applicants who do not meet the matriculation requirements may be admitted to the program under Limited Matriculation Status (LMS).
- The minimum undergraduate GPA for limited matriculation status is 2.9.
 - LMS students whose undergraduate major was in speech-language pathology must have received a 3.5 GPA in the major. Students whose undergraduate major was in another field must receive a minimum GPA of 3.5 in the prerequisite course work.
 - All LMS students must earn a 3.0 GPA across the graduate foundation sequence in order subsequently to matriculate in the program.

International Students

Applicants whose undergraduate, graduate or prerequisite coursework was completed in an institution where English was not the principal language of instruction must present scores for the Test of English as a Foreign Language.

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

Student may apply to the B.S./M.S. track either as (1) Entering freshmen, (2) Current LIU students, (3) Transfer students. Program models are listed below.

Entering freshmen (Fall admission only) who have demonstrated exceptional academic performance in high school may be admitted into the B.S./M.S. track. An application may be obtained from the Admissions Office. Admission to the B.S./M.S. track does not constitute progression to higher level courses required for the M.S. degree. Students must meet specific competency standards at the end of their freshman and sophomore years in order to continue in the track. Only students who have a minimum cumulative 3.5 GPA overall and in required SLP courses by the end of the Spring semester of their sophomore year will be permitted continuation in the B.S./M.S. track.

Admissions Criteria: Admission to the B.S./M.S. track is competitive.

- Applicants must have a minimum high school GPA of 3.2,
- High School program in liberal arts and sciences to include 4 units of English, 3 of math and 2 of science (biology and physics)

Admissions Procedures:

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

Academic Standing:

- In order to continue in the B.S./M.S. track, students must achieve a minimum grade of B+ in the following courses: SPE 100: Voice and Diction; SLP 100: Culture, Communication and Language I; SLP 104: Phonetics; SLP 113: Anatomical & Physiological Bases for 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 one 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. track.

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

Current students enrolled in the CSD track at LIU may apply to the B.S./M.S. track. Undergraduate students are invited to apply once they have completed a minimum of 45 credits. Students should apply to the B.S./M.S. track by March 1 for September admissions. An application may be obtained from the Admissions Office.

Admissions Criteria: Admission to the B.S./M.S. track is competitive.

- Completion of 60 undergraduate credits by date of admission
- A minimum overall GPA of 3.2
- A minimum grade of B- in each required SLP course (SLP 100: Culture, Communication and Language I; SLP 104: Phonetics; SLP 113: Anatomy & Physiological Bases of Speech and Language I; SLP 125: Culture, Communication and Language II; SLP 133: Speech Science I)
- Satisfactory interview
- Demonstration of English writing proficiency

Admissions Procedures:

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

Academic Standing: In order to continue in the B.S./M.S. track:

- Students must maintain a minimum cumulative GPA of 3.2
- Students may not receive grades lower than B- in math, science, psychology and advanced SLP courses
- Students who receive a grade lower than a B- in any course must retake that course
- Students may not retake more than one SLP course. If a student receives

more than 1 grade below B-, the Academic Standing Committee will review his or her academic record and determine whether he or she will be permitted to continue in the B.S./M.S. track

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

Transfer students who expect to earn an Associate of Arts and Sciences by the Spring semester prior to Fall admissions may apply.

Admissions Criteria: Admission to the B.S./M.S. track is competitive.

- Completion of 60 undergraduate credits by date of admission
- A minimum overall GPA of 3.2
- Undergraduate courses must include English Composition, Psychology, Introduction to Speech (Voice and Diction), and Science (biology and physics)
- Satisfactory interview
- Demonstration of English writing proficiency

Admissions Procedures:

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

Academic Standing: In order to continue in the B.S./M.S. track:

- Students must maintain a minimum cumulative GPA of 3.2
- Students may not receive grades lower than B- in math, science, psychology and advanced SLP courses
- Students who receive a grade lower than a B- in any course must retake that course
- Students may not retake more than one SLP course. If a student receives more than one 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. track
- Students leaving the B.S./M.S. track may continue in the B.S. degree track in CSD as long as they meet the requirements for that program

Degree Requirements

The Master of Science in Speech-Language Pathology degree can be completed in two and a half to three years of intensive study. The time limit for the degree is five years. Candidates for the degree must complete a minimum of 64 credits and a summative requirement. All students must demonstrate English writing proficiency as a requirement for graduation. Students must pass a English writing proficiency examination prior to registering for classes. Students who exhibit any deficiencies in this area will be required, during their first semester, to enroll in a writing course provided by the Modern Language Center at Long Island University. Enrollment must continue until the proficiency examination is passed.

Candidates for the Master of Science degree with a Bilingual Specialization must also complete a minimum of 64 credits and pass a summative requirement. In addition to the above, students preparing for the certification in Teacher of Students with Speech and Language Disabilities with a Bilingual Extension must perform supervised assessment and intervention with culturally and linguistically diverse individuals in school settings. Monolingual students preparing for the certification in Teacher of Students with Speech and Language Disabilities must perform supervised assessment and intervention with individuals in a school setting.

All students preparing for the Teacher of Students with Speech and Language Disabilities must pass both the Liberal Arts and Sciences Test (LAST) and Assessment of Teaching Skills-Written (ATS-W). In addition to these exams, those students preparing for the Bilingual Extension must also pass the Bilingual Education Assessment (BEA) prior to taking SLP 610A.

The Master's degree program offers two options: (a) a clinical Master's degree program with a comprehensive examination as the summative requirement or (b) a clinical Master's degree program with a research project in which the summative requirement is a presentation at a professional meeting or a publication in a professional journal. Both options are subject to the rules of the Departmental Graduate Program Committee.

Curriculum

The programs in Speech-Language Pathology consist of required course work from the following categories: Professional Foundations, Speech Disorders, Language Disorders and Practica. Most course work is infused with multilingual and multicultural content.

Clinical Practicum

Students satisfy clinical requirements at the Downtown Brooklyn Speech-Language-Hearing Clinic at the University's Brooklyn Campus as well as at LIU off-site and/or internship sites at local hospitals, schools and outpatient clinics. All students are required to complete a minimum of 400 competent supervised clinical hours in evaluation and treatment of speech, language, communication and swallowing disorders.

Foundations Courses (16 credits)

Course	Cr.
SLP 601 Introduction to Research in Speech-Language Pathology	3
SLP 602 Advanced Language Acquisition	3
SLP 603 Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural Populations	3
SLP 606 Advanced Neuroanatomy for Speech-Language Pathology	3
SLP 608 Seminar in Speech-Language Pathology	1
SLP 620 Comparative Phonology and Phonological Disorders	3
SLP 620.1 Phonological Analysis Lab	0

Higher Level Courses (25 or 28 credits)

Course	Cr.
SLP 604 Bilingual/Multicultural Foundations II: Assessment and Intervention: Methods and Materials	3
SLP 605 Diagnostic Process	3
SLP 607 Clinical Audiology	3
SLP 609 Speech Science and Instrumentation	3
SLP 621 Fluency Disorders	3
SLP 622 Voice Disorders	3
SLP 626 Dysphagia	3
SLP 630 Topics in Communication Disorders I	3
SLP 631 Topics in Communication Disorders II	3
SLP 640 Language Disorders in Children	3
SLP 641 Aphasia and Adult Neurogenic Disorders	3

SLP 642 Speech-Language-Hearing Services in Schools for Language Learning Disabilities	3
SLP 644 Speech-Language-Hearing Services in Multilingual Multicultural Schools	3
720 Independent Study/Research on Disorders in Speech or Language	1-3

Practicum Sequence

(Students must take at least 8 credits)

Course	Cr.
SLP 610A Clinical Practicum: Introduction to the Treatment of Speech-Language and Hearing Disorders	2
SLP 610B Clinical Practicum: Introduction to the Treatment of Speech-Language and Hearing Disorders	2
SLP 610C Clinical Practicum: Introduction to the Treatment of Speech-Language and Hearing Disorders	1
SLP 611A Intermediate Clinical Practicum	1
SLP 611B Student Teaching/Monolingual	1
SLP 611C Student Teaching/Bilingual	1
SLP 611D Extended Intermediate Practicum	1
SLP 612A Advanced Clinical Practicum	1
SLP 613A Extended Advanced Clinical Practicum	1
SLP 613B Extended Advanced Clinical Practicum	1
SLP 614A Diagnostic Practicum: Children	1
SLP 614B Diagnostic Practicum: Adult	1
SLP 614C Extended Diagnostic Practicum	1
SLP 615A Audiology Practicum	1
SLP 616 Clinical Observation	1

Special Electives

Course	Cr.
SLP 623 Speech-Language Hearing Services for Persons with Cerebral Palsy	3
SLP 624 Augmentative/Alternative Communication	3
SLP 625 Cleft Palate and Craniofacial Anomalies	3
SLP 627 Motor Speech Disorders	3
SLP 643 Language and Speech Development in Deaf Children	3
SLP 645 Sociolinguistics	3
SLP 646 Cognitive Science Applied to Speech-Language Disorders	3
SLP 648 Language, Culture and Aging	3
SLP 649 Introduction to Working with Developmental Disabilities: Birth-Adulthood	3

Bilingual Extension Program for Speech-Language Pathologists

Requirements: M.S. in Speech-Language Pathology and certificate as Teacher of Students with Speech and Language Disabilities

This fourteen (14) credit program qualifies Speech-Language Pathologists with a Master of Science degree and with Teacher of the Speech and Hearing Handicapped certification to earn a Bilingual Extension, thereby making them eligible to work with communicatively impaired English Language Learners in schools. The program consists of:

1. Course work comprised of theoretical foundations of bilingual and second language development, culturally and linguistically appropriate assessment and intervention principles and practices, communication patterns and disorders in culturally diverse populations, bilingual education theory and practice, and bilingual teaching of language.
2. Practicum experiences focusing on speech and language sampling and analysis in the target language, bilingual speech and language assessment and intervention with communicatively impaired English language learners, and videotaped client study presentations.

Courses

- SLP 603 Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural Populations
- SLP 603P Practicum Lab I
Open only to visiting students in the Bilingual Extension Program
- SLP 604 Bilingual/Multicultural Foundations II: Assessment and Intervention-Methods and Materials
- SLP 604P Practicum Lab II
Open only to visiting students in the Bilingual Extension Program
- TAL 862 ESL Curriculum and Methodology Teaching Literacy K-12
- TAL 866 Native Teaching in the Bilingual Classroom

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Model for B.S./M.S. Program

UNDERGRADUATE CORE AND FOUNDATIONS COURSES

First Year – Core and Foundation courses

First Semester	
Speech 3	3
English 16	3
History 1	3
Foreign Language	3
Social Science	3
Orientation Seminar	1
	<hr/>
	16

Second Semester

Speech 100	3
Core Seminar 50	3
History 2	3
Foreign Language	3
Mathematics 16	3
Social Sciences	3
	<hr/>
	18

Second Year – Core and Foundation Courses

First Semester	
SLP 100 Culture, Communication & Language I	3
SLP 104 Phonetics	4
English 61-64	3
Physics 20	4
Philosophy 61	3
	<hr/>
	17

Second Semester

SLP 113 Anat & Phys Bases for S&L I	3
SLP 125 Culture, Comm & Lang II	3
SLP 133 Speech Science I	3
English 61-64	3
TAL 251 Students w/ Spec Needs	3
	<hr/>
	15

Third Year – Core and Foundation Courses

First Semester	
SLP 213 Anat & Phys Bases for S&L II	3
SLP 231 Lang Acq Across Life Span I	3
SLP 233 Speech Science II	3
Chemistry 21	3
PSY 107 Dev Psych I	3
Art, Dance or Music 61	3
	<hr/>
	18

Second Semester

SLP 331 Lang Acq Across Life Span II	3
PSY 108 Dev Psy II	3
Biology 22	3
PSY 110 Abnormal Psy	3
Philosophy 62	3
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	15

Fourth Year-- Completion of Foundation Courses and Graduate Coursework

First Semester

SLP 321 Audiology I (Hearing Science)	3
SLP 410 Intro to Com Dis I	4
PSY 150 or MAT 100 Statistics	3
*SLP 601 Introduction to Research	3
*SLP 608 Seminar in SLP	1
	<hr/>
	14

Second Semester

SLP 411 Intro to Com Dis II	4
SLP 421 Audiology II (Rehabilitation)	3
*SLP 602 Adv. Lang Acq	3
*SLP 603 Multicultural Foundations I	3
Elective	2
	<hr/>
	15

Total Credits: 128 towards Bachelor of Science Degree in Communication Sciences and Disorders.

*Graduate Course

GRADUATE CORE COURSES

Fifth Year

First Semester

SLP 606 Neuroanatomy	3
SLP 620 Compar Phon/Phon Dis	3
SLP 620.1 Phon Dis Analysis Lab	0
SLP 640 Lang Dis Children	3
SLP 604 Bil/Multicul Fnd II	3
	<hr/>
	12

Second Semester

SLP 644 SLH Serv/Multiling Schls	3
SLP 605 Diagnostic Process	3
SLP 610A Clinical Practicum	2
SLP 621 Fluency	3
	<hr/>
	11

Possible Summer Options

*SLP 630 Topics in Communication Sciences and Disorders I	3
*SLP 615A Audiology Practicum	1
*SLP 610B Clinical Practicum I	2

Sixth Year

First Semester

+SLP 611 ABC Intermed. Practicum	1
SLP 614A Diagnostic Practicum	1
SLP 626 Dysphagia	3
SLP 609 Speech Science & Instrum	3
SLP 641 Aphasia/Adult Neurogen	3
	<hr/>
	11

Second Semester

SLP 612A Advanced Practicum	1
SLP 614B Diagnostic Practicum	1
SLP 622 Voice Disorders	3
SLP 607 Clinical Audiology	3
SLP 642 S&L Svcs in Schools - Lg/Lrng. Disab	3
	<hr/>
	11

Possible Summer Options

*SLP 631 Topics Communication Sciences and Disorders II	3
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Total Credits: 54 credits toward the Master of Science Degree in Speech-Language Pathology.

* These courses will also be offered during Fall or Spring Semesters. Other SLP courses may be offered in the summer.

+ Students pursuing the Teacher of Students with Speech and Language Disabilities are required to complete SLP 611B Intermediate Practicum in a school setting and pass the New York State Teacher Certification Exams.

Students pursuing the Teacher of Students with Speech and Language Disabilities and Bilingual Extension must complete SLP 611C Intermediate Practicum in a Bilingual school setting and pass the New York Teacher Certification Exams including the Bilingual Education Assessment.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Model for B.S./M.S. Program

TRANSFER STUDENTS
Students with 60 credits in Liberal Arts and Sciences or Associate Degree

UNDERGRADUATE CORE AND FOUNDATION COURSES

Transfer Year One – Foundation Courses

<i>First Semester</i>	
SLP 100 Culture, Comm & Lang I	3
SLP 104 Phonetics	4
SLP 113 Anat & Phys for S&L I	3
SLP 133 Speech Science I	3
Core/Elective	3
	<hr/> 16

<i>Second Semester</i>	
SLP 125 Cult, Comm & Lang II	3
SLP 213 Anat & Phys for S&L II	3
SLP 231 Lang Acq Life Span I	3
SLP 233 Speech Science II	3
PSY 107 Dev Psych I	3
TAL 251 Stud w/ Spec Needs	3
	<hr/> 18

Transfer Year Two – Completion of Foundation Courses and Graduate Coursework

<i>First Semester</i>	
SLP 331 Lang Acq Life Span II	3

SLP 321 Audiology (Hearing Sci) - I	3
SLP 410 Intro to Comm Dis I	4
PSY 108 Dev Psych II	3
PSY 110 Abnormal Psych	3
*SLP 608 Seminar in SLP	1
	<hr/> 17

<i>Second Semester</i>	
SLP 411 Intro to Comm Dis - II	4
SLP 421 Audiology (Rehab) - II	3
PSY 150 or MAT 100 Statistics	3
*SLP 601 Intro to Research Core/Elective	4
	<hr/> 17

Total Credits: 128 towards Bachelor of Science Degree in Communication Sciences and Disorders.
(Transfer credits: 60, LIU credits 68)

*Graduate Courses

GRADUATE CORE COURSES

Year Three – Graduate Courses

<i>First Semester</i>	
SLP 602 Adv. Lang. Acq.	3
SLP 603 Bil/Multicul Fnd I	3
SLP 606 Adv. Neuroanatomy	3
SLP 620 Comp. Phonol & Disorders	3
SLP 620.1 Phonol Analysis Lab	0
	<hr/> 12

<i>Second Semester</i>	
SLP 604 Bil/Multicul Fnd II	3
SLP 605 Diagnostic Process	3
SLP 640 Lang Dis Children	3
SLP 609 Speech Science & Instrum	3
	<hr/> 12

Possible Summer Options

*SLP 630 Topics Communication Sciences and Disorders I	3
*SLP 615A Audiology Practicum	1

Year Four – Graduate Courses

<i>First Semester</i>	
SLP 607 Clinical Audiology	3
SLP 621 Fluency	3
SLP 610A Clinical Practicum	2
SLP 614A Diagnostic Practicum	1
SLP 641 Aphasia/Adult Neurogen	3
	<hr/> 12

<i>Second Semester</i>	
SLP 610B Clinical Practicum	2
SLP 614B Diagnostic Practicum	1
SLP 626 Dysphagia	3
SLP 642 S&H Svcs-Lg/Lrng Disab	3
SLP 644 SLH Svcs/Multiling Schls	3
	<hr/> 12

Possible Summer Options

*SLP 631 Communication Sciences and Disorders II	3
*+SLP 611 ABC Intermediate Practicum	1

Year Five – Graduate Courses

<i>First Semester</i>	
SLP 612A Advanced Practicum	1
SLP 622 Voice Disorders	3
	<hr/> 4

Total Credits: 60 credits toward the Master of Science Degree in Speech-Language Pathology.

* These courses will also be offered during Fall or Spring Semesters. Other SLP courses may be offered in the summer.

+Students pursuing the Teacher of Students with Speech and Language Disabilities are required to complete SLP 611B Intermediate Practicum in a school setting and pass the New York State Teacher Certification Exams.

Students pursuing the Teacher of Students with Speech and Language Disabilities and Bilingual Extension must complete SLP 611C Intermediate Practicum in a Bilingual school setting and pass the New York Teacher Certification Exams including the Bilingual Education Assessment.

Courses

Foundation Courses

SLP 601 Introduction to Research in Speech-Language Pathology
Offered every year

A course designed to (1) give students a broad-based introduction to the research literature in speech-language pathology; (2) develop critical reading skills; (3) cover technical aspects of research design and methodology, including basic statistical methods and issues in data interpretation; and (4) develop writing skills for empirical report writing. Three credits.

SLP 602 Advanced Language Acquisition
Offered every year

This course involves advanced study of typically achieving children and their developing language and communication system. This course focuses on syntactic, semantic and pragmatic abilities of children in relationship to their developing perceptual, social-emotional and cogni-

tive systems. The acquisition of language in relationship to other domains of child development is highlighted. Normal variations in language acquisition and development are viewed from a cross-cultural perspective. Three credits.

SLP 603 Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural Populations
Offered every year

This course examines cultural diversity, the processes of normal bilingual language development in preschool children, and second language acquisition and literacy in school-aged children in order to understand language differences versus language disorders in bilingual individuals. Psychosocial factors influencing bilingual language development are explored, as well as factors that affect assessment and intervention. The course also provides students with an understanding of research associated with linguistic, neuropsychological, cognitive and sociocultural dimensions of bilingual development. Three credits.

SLP 603P Practicum Lab I
Co-requisite: SLP 603
Open only to visiting students in Bilingual Extension Program
Offered on occasion

A practicum experience comprised of speech and language sampling and analysis in English and the target language, as well as videotaped client presentations. One credit.

SLP 604 Bilingual/Multicultural Foundations II: Assessment and Intervention: Methods and Materials
Offered every year

This course provides an overview of the diverse cultural/linguistic groups in the United States with reference to how cultural and linguistic variations impact upon the assessment and treatment of communication disorders and the role of culture on specific speech and language disorders. Culturally and linguistically appropriate methods and materials for assessment and intervention, including bilingual materials, alternative assessment approaches, and intervention strategies, are examined. An overview of legislation pertaining to bilingual education and special education is presented. Three credits.

SLP 604P Practicum Lab II
Prerequisite: SLP 603, 603P
Co-requisite: SLP 604

Open only to visiting students in Bilingual Extension Program
Offered on occasion

A practicum experience in bilingual school settings: bilingual assessment and intervention procedures, as well as videotaped client presentations. One credit.

SLP 605 Diagnostic Process
Offered every year

Diagnosis of speech-language and swallowing disorders in children and adults. Norm-referenced, criterion-referenced, and developmental approaches to assessment are identified. Standardized and non-standardized assessments used in the field of speech/language pathology are reviewed. Focus is on data collection, observation and interpretation of test results. Emphasis is also on the impact of cultural and linguistic diversity on assessment and overall identification/diagnosis. Three credits.

SLP 606 Advanced Neuroanatomy for Speech-Language Pathology
Offered every year

This course provides a broad survey of the structure, function and pathology of the brain and spinal cord as it relates to speech, language, and swallowing. It emphasizes structural characteristics of the central and peripheral nervous system and their relationships to function and dysfunction. Cellular physiology and neurochemistry are introduced to facilitate understanding of the functional mechanisms and relationships. Neurological mechanisms underlying communication and swallowing pathologies of the human nervous system are addressed. Three credits.

SLP 607 Clinical Audiology
Prerequisite: SLP 615
Offered every year

This course provides an advanced discussion of clinical audiology relevant to speech-language pathologists. The following areas will be explored: rationale and methods for clinical testing of auditory function, audiological manifestation and assessment of common hearing disorders, and hearing evaluation of pediatric and geriatric populations. Three credits

SLP 608 Seminar in Speech-Language Pathology
Offered every year

An examination of professional ethics and issues as well as cultural considerations for studying and treating speech, language, communication and swallowing disorders in culturally and linguistically diverse populations. The course also covers such issues as professional organizations, the ASHA code of ethics, state licensure and certification requirements. One credit.

SLP 609 Speech Science and Instrumentation
Offered every year

This course is designed to give students of communication disorders a thorough grounding in the characteristics of normal speech production and perception and the techniques for studying them. Students should be equipped to (1) read the contemporary research literature, (2) assess speech production patterns in children and adults from varying language backgrounds, (3) understand how speech is perceived and processed in laboratory and field situations, (4) evaluate claims about the etiologies of speech disorders, and (5) evaluate treatment protocols based on particular views about the nature of speech production and perception. Three credits.

SLP 610 Clinical Practicum: Introduction to the Treatment of Speech-Language and Hearing Disorders

SLP 610 A	2 credits
SLP 610 B	2 credits
SLP 610 C	1 credit

Prerequisite: Permission of the department, and SLP 616 or 25 hours of undergraduate observation
Offered every year

An introduction to remediation of speech-language and communication disorders. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults. All SLP 610 practica courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic and/or LIU satellite centers. Students also participate in a weekly seminar. Emphasis of the seminar is on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision making and problem solving. Weekly



seminars are periodically devoted to special topics related to assessment and intervention.

- SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders**
- SLP 611B Intermediate Practicum in a School Setting/Monolingual**
- SLP 611C Intermediate Practicum in a School Setting/Bilingual**
- SLP 611D Extended Intermediate Practicum**

Prerequisite: Permission of the Department
Offered every semester

An intermediate level practicum within school settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults at off-campus sites. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school, clinic and classroom settings and participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals, and professional decision-making and problem-solving. SLP 611 B and C are completed in school settings with monolingual or bilingual populations as appropriate. One credit per course.

- SLP 612A Advanced Clinical Practicum: Assessment and Treatment of Speech-Language and Hearing Disorders**
Prerequisite: Permission of the department
Offered every year

An advanced level practicum in which students participate in the supervised

assessment, treatment and management of speech, language, communication and swallowing disorders in adults at area hospitals or clinics and/or both. Some pediatric hours may be accrued, depending on the site. Emphasis of the practicum is on diagnosis, intervention planning, development of goals and procedures, and professional decision-making and problem-solving. Students participate in a weekly seminar. One credit.

- SLP 613 A, B Extended Advanced Clinical Practicum**

Prerequisite: Permission of the department
Offered every year

An advanced level practicum within a variety of settings. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions. One credit.

- SLP 614 A Diagnostic Practicum: Children 1 credit**
- SLP 614 B Diagnostic Practicum: Adult 1 credit**
- SLP 614 C Extended Diagnostic Practicum 1 credit**

Prerequisite: Permission of the department
Offered every year

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations. Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar, One credit.

- SLP 615 A Audiology Practicum**
Prerequisite: Permission of the department
Offered every year

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations.

Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar. One credit.

- SLP 616 Clinical Observation**
Offered every year

Students participate in supervised clinical observations of individuals with speech, language and communication disorders. They have the opportunity to observe clinical assessment and intervention and to participate in a weekly seminar. This practicum is a prerequisite to SLP 610A, B, or C. Pass/Fail only. One credit.

- SLP 620 Comparative Phonology and Phonological Disorders**
Offered every year

This course involves the study of phonological theory and research associated with normal articulatory and phonological development, as well as factors related to articulation and phonological disorders. Cross-linguistic phonological systems are compared. Bilingual and dialectal developmental similarities and differences are explored. Assessment and remediation principles and procedures for specific articulatory/phonological disorders are examined within a bilingual/multicultural perspective. Three credits.

- SLP 620.1 Phonological Analysis Lab**
Special Fee: \$235.00
Offered every year.

Experience analyzing the speech production of a child with an impaired phonological system. Emphasis is placed on assessment procedures including speech sampling, phonological analysis, diagnosis, and intervention planning. Non-credit (Pass/Fail).

- SLP 621 Fluency Disorders**
Offered every year

A study of fluency and the factors that may disrupt it. An introduction to the problem of stuttering, its nature and development, including differential diagnosis, theoretical concepts on etiology, and remediation for children and adults. Three credits.

- SLP 622 Voice Disorders**
Offered every year

A study of normal and abnormal adaptations of respiration, phonation and resonance to the production of voice. Topics include normal vocal development and the vocal parameters of breath control, onset, pitch, quality, volume and duration. Various functional and organic

voice disorders are studied, including differences among a variety of cultural groups. Three credits.

SLP 623 Speech-Language-Hearing Services for Persons with Cerebral Palsy
Offered on occasion

A study of the assessment and treatment of children with cerebral palsy. Attention is given to interactions among neuromotor development, cognition, information processing abilities, and speech and language disorders in children with cerebral palsy. A primary focus is normal and atypical sensorimotor development and transdisciplinary assessment/intervention in school settings. Three credits.

SLP 624 Augmentative/Alternative Communication
Offered on occasion

A study of augmentative communication devices and their use with individuals demonstrating a variety of speech-language and neuromotor disabilities. Students gain experience using different types of augmentative communication systems. Special focus is on the use of augmentative devices in educational settings. Three credits.

SLP 625 Cleft Palate and Craniofacial Anomalies
Offered on occasion

A study of the incidence, etiology and symptomatology of the various types of craniofacial anomalies, including cleft lip and palate. Attention is given to genetic, cultural and environmental factors that influence assessment and treatment approaches. Included in the course is an overview of the team-management approach to speech habilitation and the clinical assessment and treatment of these disorders. Three credits.

SLP 626 Dysphagia
Offered every year

A thorough examination of normal swallowing physiology and its related disorders across the lifespan. Etiological factors are reviewed, noting the high-risk categories for varied cultural and age groups. Instrumental diagnostic techniques are introduced. Emphasis is given to multiple management issues in general, as well as the influence of varied cultural factors. Interdisciplinary approaches to the assessment and treatment of swallowing disorders are discussed. Three credits.

SLP 627 Motor Speech Disorders
Offered on occasion

This course covers evaluation and management of individuals with acquired neurogenic motor speech disorders. Etiological factors include damage to the central or peripheral nervous system resulting in both progressive and non-progressive (degenerative) dysarthrias, and apraxia of speech in adults. Opportunities for observing and rating neurologically impaired individuals will be completed using videotapes. Three credits.

SLP 630 Topics in Communication Disorders I
Offered every year

This is the first course in a two-course series focusing on topics in communication disorders that will increase the student's awareness and exposure to diverse communication disorders. Three credits.

SLP 631 Topics in Communication Disorders II
Offered every year

This is the second course in a two-course series focusing on topics in communication disorders that will increase the students' awareness and exposure to diverse communication disorders. Three credits.

SLP 640 Language Disorders in Children
Offered every year

An examination of contemporary theoretical paradigms and their applications to language assessment and intervention with childhood language impairments. Specific childhood language disorders are studied, including autistic spectrum disorders, language impairment and language-learning disabilities. Contemporary approaches to assessment and intervention are explored from varied theoretical models. The treatment of language disorders within a social communicative context is emphasized, with special reference to cultural and linguistic variations. Three credits.

SLP 641 Aphasia and Adult Neurogenic Disorders
Offered every year

A review of the array of communication disorders resulting from neurological impairment in adults is presented. Special emphasis is provided to the aphasias, right hemisphere impairment, traumatic brain injury, and the dementias. Motor speech disorders, the dysarthrias and apraxias, are reviewed. Medical aspects of

neurological rehabilitation and neuroimaging are introduced. Etiological factors that affect varied cultural groups, for example, hypertension, sickle cell disease, substance abuse are discussed. Focus is on assessment, treatment and management issues with varied clinical and cultural populations. Three credits.

SLP 642 Speech-Language-Hearing Services for Language-Learning Disabilities
Offered every year

An historical-to-contemporary overview of the field of language-learning disabilities, with attention to variations among cultural groups. The focus is on understanding the complex relationships among language, learning and literacy. Contemporary theoretical paradigms used in the assessment and treatment of language-learning disabled individuals are explored. The importance of the speech-language pathologist in understanding the relationship between language development and reading and writing in normally achieving and learning disabled children is highlighted. The role of the speech-language pathologist in the school setting is addressed, with particular attention to the school curriculum and collaboration with other professionals. Three credits.

SLP 643 Language and Speech Development in Deaf Children
Offered on occasion

This course provides an overview of the languages acquired and communication modes used by deaf children within an historical and cultural perspective. Educational and communicative options for children of different ages with different types and degrees of hearing loss are explored, including the development of sign language and auditory verbal approaches used with children with cochlear implants. Assessment procedures, as well as habilitation principles and procedures related to language and speech development, auditory training, speech reading, reading and writing, are reviewed with special attention to school settings. Three credits.

SLP 644 Speech-Language-Hearing Services in Multicultural/Multilingual School Settings
Offered every year

This course provides an overview of the role and responsibilities of the speech-language specialist in varied school settings. The pre-referral, referral and assessment process is discussed. Formulation and implementation of lin-

guistically and culturally appropriate therapeutic programs are considered. Family involvement and team-oriented approaches to school delivery are explored. School organization, bilingual and special education legislation and Individualized Education Plans are described and discussed. Required for the Teacher of Students with Speech and Language Disabilities and the Bilingual Extension. Three credits.

SLP 645 Sociolinguistics

Offered on occasion

This course is about language in society. It constitutes an examination into the role and functions of languages in diverse societies and institutions. It examines the various ways in which language is used to encode and create identities in such communities, as well as the consequences of such diversity and varying identities in educational and health outcomes. Three credits.

SLP 646 Cognitive Science Applied to Speech-Language Disorders

Offered on occasion

A study of language-learning theories (constructivist, connectionist, social-cognitive, nativist), theories of linguistic and phonological organization and cognition-language relationships proposed in recent research in cognitive science. Principles from research in cognitive science are applied to the assessment and treatment of individuals with language disorders. Three credits.

SLP 648 Language, Culture and Aging

Offered on occasion

The number of aging persons in the United States and globally is rapidly increasing. Among aging populations in the U.S. and elsewhere, the fastest growing are from ethnically diverse communities. This diversity in ethnicity and language background poses challenges in the ways in which research relevant to our understanding of normal language functioning and communication disorders should be conducted. Most current research into aging has been based on monolingual norms which do not satisfactorily take into account the language and social contexts of aging persons from ethnically diverse communities. In this course we seek to explore how research relevant to our understanding of normal and disordered functioning can be carried out and the contributions such insights might shed into our understanding of normal aging processes. Three credits.

SLP 649 Introduction to Working with Developmental Disabilities: From Birth to Adulthood

Offered on occasion

This course will target introductory study of developmental disabilities in persons from birth-adulthood. Particular emphasis will be given to assessment and treatment of communicatively impaired clients within a multi-disciplinary framework in various educational, clinical and home-based settings. Topics of study will include: multi-disciplinary practices with Early Intervention, school age and adult populations, oral-motor and feeding therapies, augmentative and alternative communication, management of clients with developmental syndromes and multiple disabilities including cerebral palsy, apraxia and sensorimotor integration disorders. Course work will include at least two outside observations of developmentally disabled clients in appropriate field sites. Three credits.

SLP 720 Independent Study/Research on Disorders of Speech or Language

To be arranged

Extensive individual research on the various disorders of speech (articulation, phonology, language, swallowing). Students are required to submit a carefully documented research project based on a topic approved in advance by the professor. One to three credits.

ECONOMICS

Associate Professor Zewail, Chair;

(718) 488-1025

Professors Emeriti Lombardi, Varma

Assistant Professor Rodriguez

Adjunct Faculty: 2

The Master of Arts degree in Economics is not offered at this time, but specific courses are offered to meet the needs of other departments and programs, such as Community Health, United Nations Graduate Certificate Program, Urban Studies and the Master of Science degree in Social Science.

Courses

Economics 500, 501 Groundwork Readings in Economics

A study of significant economic works on a tutorial basis in order to overcome any

undergraduate deficiencies in the study of economics. Three credits per semester.

Economics 507 Quantitative Methods for the Social Sciences

(Same as Sociology 507 and Urban Studies 507)

An introductory course in quantitative techniques commonly encountered in statistics, economics and other social sciences, with emphasis on practical applications of matrix algebra, input/output analysis, and linear, differential and integral calculus. Three credits.

Economics 513 Micro-Planning:

Cost-Benefit Analysis

An analysis of efficient resource allocation and decision making in both the private and public sectors. Development of systematic planning and programs using cost-benefit analysis and other related techniques is examined. Special focus is on recent empirical research. Three credits.

Economics 531 Industrial Organization and Control

An analysis of the theory and practice of government policy as it relates to business, with particular emphasis on types of policy, theoretical economic models for policy, regulatory agencies, antitrust, and publicly regulated industries. Three credits.

Economics 603

Microeconomic Analysis

A rigorous examination of the basic forces determining the price and production of goods and services, the allocation of resources, and the distribution of income under different market conditions. The course employs such significant analytical tools as demand, supply and cost curves; measurement of elasticity; indifference maps; and production functions. Three credits.

Economics 604

Macroeconomic Analysis

An analysis of Keynesian and post-Keynesian macroeconomic models that study the factors which determine national income and the level of employment. Attention is paid to the application of such tools in the determination of economic policy for stability and growth. Three credits.

**Economics 605
History of Economic Thought**

A systematic analysis and interpretation of the evolution of key economic concepts through an examination of the principal schools of economic thought, with particular attention to the ideas of such outstanding figures as Adam Smith, J. S. Mill, Karl Marx, Alfred Marshall and J. M. Keynes. Three credits.

Economics 611 Inferential Statistics
Prerequisite: Economics 507

The study of statistical inference, with special emphasis on such specific topics as binomial, normal, Chi-square and F distributions; regression analysis; correlation; and curvilinear trends. Three credits.

**Economics 624
International Economics**
(Same as PM 770)

A study of the theories of international trade. Special attention is paid to comparative costs and factor-proportion theories, problems of balance of payments, commercial policies and international monetary arrangements. Three credits.

**Economics 626
Problems of Economic Development**
(Same as Urban Studies 626 and PM 771)

A study of the theories of economic growth and their application in underdeveloped countries of Asia, Africa and Latin America. Special attention is paid to the techniques of capital accumulation, economic planning and government policies. The roles of the World Bank and its affiliates and foreign aid from industrial countries are emphasized. Three credits.

Economics 635 Monetary Economics

An analysis of the fundamental nature of money and its relationship to the banking system. Discussion centers around the theoretical interconnection of money with the levels of prices, interest and national income. Three credits.

**Economics 636
Public Finance and Fiscal Policy**
(Same as PM 720)

A study of the theory and practice of governmental taxation, expenditure and debt and their relationships within the framework of fiscal policy. Three credits.

Economics 641 Labor Economics

A study of the labor movements in the United States that concentrates on the historical development of American unions,

economics of collective bargaining, and the evolution of public policy toward labor. Comparative developments in other countries are considered. Three credits.

Economics 647 Economics of Human Resources

An analysis of manpower resources. Special attention is paid to labor force concept and measurement; the role and interrelationship of technology and industrial, occupational and demographic trends; minority group problems; and overall issues of national labor force policies. Three credits.

Economics 651 Urban Economics
(Same as Sociology 651, Urban Studies 651 and PM 788)

An analysis of economic problems arising in the modern urban areas of the United States. Discussion centers around the causes of such problems and possible alternative solutions. Relationships among city and state governments and the federal government receive due consideration. Three credits.

Economics 655 Introduction to Econometrics

Prerequisites: Economics 507 and 611; 603 and 604 or permission of instructor

The application of statistical and mathematical techniques to problems of economic analysis. Estimation of parameters in demand, supply and cost functions; problems of identification, multicollinearity, specification errors, and other least-square complications; and forecasting models and linear programming are all examined. Three credits.

**Economics 661
International Economic Relations**
(Same as PM 772)

A study of the current economic relations among the nations of the world.

Discussion centers around such topics as commercial policies of nations, international monetary relations, the WTO and UNCTAD, OECD's relations with less developed countries, common markets of free world economies, and the problem of international integration. Three credits.

**Economics 669
Comparative Economic Systems**
(Same as PM 773)

An examination of market and non-market systems. Attention is devoted to capitalism, socialism and communism. Discussion focuses on the institutions of U.S. capitalism and the problems of converting a planned economy, such as the former U.S.S.R., to a market system. The economic systems of Europe, China and Japan are studied. Three credits.

ENGLISH

Professors Bennett, Dilworth, Hullot-Kentor, Malinowitz, Matz, Mutnick, Pattison

Professors Emeriti Bernard, Braid, Henning, Hyneman, Kleinberg, Longtin, Scott, Silveira, Silverstein, Spector, Templeton, Zilvermit
Associate Professors C. Allen, Gilles (Chair), Haynes, Horigan, Li, McCrary, Stephens, Parascandola, Warsh

Assistant Professors Almeida-Beveridge, Hallet, High, Killoran, King, McGarrity, Schweizer, Swaminathan,

Instructors Antinori, Sohn, Yoffie
Adjunct Associate Professors Berninger, Boutwell (Graduate Adviser)

Adjunct Assistant Professor Larson



The English Department offers two degree programs: an M.A. in English, and an M.F.A. in Creative Writing. The M.A. in English gives students a choice of three areas of concentration: Literature, Professional Writing and the Teaching of Writing. Teaching assistantships, graduate fellowships and scholarships are available on a limited basis.

Admission to Degree Program

In order to register, a student must have at least a B average in six advanced English courses and must submit a writing sample, or obtain the permission of the Department Chair.

Degree Requirements

All matriculant students take English 707 during the first year of graduate enrollment. All students wishing to enroll in graduate English courses, regardless of their classification or the degree pursued, must consult the Chair or Graduate Adviser each semester or session. Students with nine or more credits of INC grades may not register for new courses until they complete their work, and they must maintain matriculation while they do so.

M.A. with a Concentration in Literature

The concentration in literature is designed for teachers, future doctoral students, or those interested in expanding their knowledge of literature. It is a program based predominantly on courses in American, British and comparative literatures. Our professors bring a variety of critical approaches, helping students to develop as knowledgeable critics of literature. A candidate for the M.A. with a concentration in literature must complete 33 credits, including English 707: Methods of Research and Criticism (3 credits) and English 708: Thesis (3 credits.). Twenty-one of these credits must be in literature.

M.F.A. in Creative Writing

The M.F.A. in Creative Writing is a terminal degree program designed to help meet the needs of students as they seek to become published writers and teachers. This program offers a solid foundation and practice through courses in

literature and writing workshops as well as creative writing process and technique courses designed specifically for the aspiring writer. In this vigorous and innovative program, students will have opportunities to work with a host of visiting writers and poets, as well as participate in the vibrant writing communities of both Brooklyn and Manhattan.

The requirements for a Master of Fine Arts in Creative Writing are:

1. 39 credits in English, three of which must be in thesis (English 708). A thesis in this case is defined as a manuscript of poetry, fiction, drama, and/or creative nonfiction.
2. 15 credits in creative writing workshops, but no more than 9 credits in the same genre, no more than one course in English 526 and no more than one course in English 520. The writing workshops are: 520, Non-fiction; 523 Fiction; 524, Poetry; 525, Playwriting; 526, Screenwriting; 528, Seminar in Creative Writing; and 529, Topics in Creative Writing.
3. 9 credits in process and technique courses: 502, Writers on Writing; 503, Theory of Writing; and 504, Traditions and Lineages.
4. 9 credits in literature.
5. English 707, Methods of Research & Criticism which is required of all matriculated English graduate students.

Admission to the program will be contingent on the quality of manuscripts submitted.

M.A. with a Concentration in Professional Writing

The concentration in professional writing is designed for students interested primarily in writing-related careers associated with the professions, businesses and non-profit organizations, science and technology, and new digital media. The concentration is designed to provide students with both individual attention and professional guidance in writing workshops and independent studies. The goal is to expand students' knowledge and practice of nonfiction professional writing genres with attention also to history, theory, research, and professional practice.

The requirements for a Master of Arts in English with a concentration in professional writing are:

1. 33 credits of English, 3 of which must be in Thesis (English 708). A thesis in this case is defined as a manuscript of non-fiction writing.
2. 12 credits in literature and English 707: Methods of Research and Criticism (3 credits).

3. 15 credits in writing workshops. At least nine credits must be taken in 527. Six credits may also be selected from 520, 522, 523, 524, 525, 526, 528, 529.

M.A. with a Concentration in the Teaching of Writing

The concentration in the teaching of writing is designed for secondary and post-secondary teachers of writing and future doctoral students. Based on a core of courses that combine pedagogy and theory, the program affords extensive training in the teaching of writing from diagnostics to evaluation, including a practicum in which students teach composition under the guidance of experienced instructors. The program addresses writing problems encountered at all levels of writing from very basic to advanced composition.

The requirements for a Master of Arts in English with a concentration in the teaching of writing are 36 credits distributed as follows:

English 707: Methods of Research and Criticism (3 credits)

English 708: Thesis (3 credits)

English 520: Nonfiction Writing Workshop (3 credits)

Or

English 522: Academic Writing Workshop (3 credits)

English 700: Practicum in the Teaching of Composition (3 credits)

English 620: Theories of Writing and Rhetoric (3 credits)

English 641: Literacy and Basic Writing (3 credits)

One course in Linguistics: English 508 or 509 (3 credits)

Four courses in Literature (3 credits each)

One graduate elective in English English 646: Individual and Small Group Writing Instruction (3 credits) is required for all Teaching Assistants.

Courses

English 502 Writers on Writing

Offered every third semester

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

English 503 Theory of Writing

Offered every third semester

This seminar concentrates on the major 20th-century theorists of poetry and fic-

tion, many of whom were creative writers themselves. The course makes the connection between literary theory and the work of the creative writer. Among the works under discussion are the theoretical texts of Maurice Blanchot, Walter Benjamin, Julia Kristeva, Lyn Hejinian, Charles Olson, E.M. Forester, M.M. Bakhtin, Wayne Booth and Gertrude Stein. The emphasis will be on a close reading of these texts in order to understand the place of theory in students' own creative writing. Three credits.

English 504 Traditions and Lineages
Offered every third semester

This seminar concentrates on the major literary movements of the 20th century, including Imagism, Objectivism, The Harlem Renaissance, Surrealism, the Beat Generation, and the New York School. Among the writers under discussion are Gertrude Stein, Ezra Pound, Laura Riving, Lorine Neidecker, Langston Hughes, Andre Breton, Allen Ginsberg and Frank O'Hara. The emphasis will be on a close reading of these writers in order to understand the traditions behind our own work. Three credits.

English 508 General Linguistics
Offered on occasion

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

English 509 Sociolinguistics and the Teaching of Writing
Offered on occasion

An introduction to the major theories and fieldwork in sociolinguistics. Students examine the connections between language and social class, ethnicity and gender and the implications of those connections for the teaching of writing. There is also a strong focus on the analysis of second language and second dialect writing, along with an exploration of multiple literacies. Three credits.

English 520 Nonfiction Writing Workshop
Offered every Spring

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

English 522 Academic Writing Workshop
Offered every Fall

An intensive advanced writing workshop for graduate students across the disciplines who wish to polish their academic writing skills. Students write critical essays in response to professional readings. Three credits.

English 523 Fiction Writing Workshop
Prerequisite: Permission of the instructor
Offered every semester

An intensive workshop devoted to writing works of fiction. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the creative writing concentration may take this class three times. Three credits.

English 524 Poetry Writing Workshop
Prerequisite: Permission of the instructor
Offered every year

An intensive workshop devoted to writing works of poetry. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the creative writing concentration may take this class three times. Three credits.

English 525 Play Writing Workshop
Prerequisite: Permission of the instructor
Offered on occasion

An intensive workshop devoted to writing plays. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the creative writing concentration may take this class three times. Three credits.

English 526 Writing for Media I: The Story
Cross-listed with Media Arts 600
Offered every Fall

An introduction to the principles of screenwriting. Students will explore dramatic structure, character development, dialog, and plot through the analysis of television and film narratives. Students will complete a story treatment and short screen/teleplay as their final project. Students in the creative writing concentration may take this class once. Three credits.

English 527 Topics in Professional Writing
Offered every year

An introduction to the theory, research and practice of professional writing.

Topics may include writing in such professions as medicine and law, writing for non-profit and cultural institutions, writing in digital media, scientific and technical writing, business writing, and grant writing. Students will both analyze and write professional writing documents and receive detailed feedback on their writing in intensive workshops. Students in the professional writing concentration may take this class three times. Three credits.

English 528 Seminar in Creative Writing
Prerequisite: Permission of the instructor
Offered on occasion

An intensive workshop devoted to different strategies for writing imaginative texts, especially those that cross genres. Students in the creative writing concentration may take this class three times. Examples of special topics are: Collage: Image and Text, Science Fiction Writing, and The Prose Poem. Three credits.

English 529 Topics in Creative Writing
Prerequisite: Permission of the instructor
Offered on occasion

This workshop will be taught by a visiting writer. Students in the creative writing concentration may take this class six times. One credit.

English 546 Restoration and Eighteenth Century Literature
Offered on occasion

Against the backdrop of sex, scandal, war and revolution, the eighteenth century is fundamentally a time of change. This course studies the shift in popular literary forms from drama to poetry to the newly emerging novel. Students examine cultural themes of nationalism, empire, and revolution over roughly 120 years. Authors include Aphra Behn, John Dryden, Jonathan Swift, Alexander Pope, Olaudah Equiano, and Fanny Burney. Three credits.

English 571 The Eighteenth Century English Novel
Offered on occasion

This course will trace the rise of the English novel and the authors who helped shape its form. Authors include Aphra Behn, Daniel Defoe, Eliza Haywood, Samuel Richardson, Fanny Burney, Henry Fielding, and Jane Austen. Three credits.

English 573**The Nineteenth Century English Novel**
Offered on occasion

Topics include the Gothic novel, women novelists, the novel of empire. Authors may include Dickens, the Brontes, Eliot, Hardy, Thackeray. Three credits.

English 574**The Twentieth Century English Novel**
Offered on occasion

Studying the short and long fiction of male and female novelists, such as Virginia Woolf, Rebecca West, E.M. Forster, D.H. Lawrence, Iris Murdoch, Ian McEwan, etc. This course will span the entire twentieth century and investigate topics such as politics, gender relations, empire, or the development of modernist and postmodernist aesthetics. Three credits.

English 579 Seminar in Special Studies
Offered on occasion

An intensive study of special areas of interest in literature. Examples of special topics are the works of a major author, English Renaissance and the arts, and detective fiction. Three credits.

English 580 Seminar in Twentieth Century Literature
Offered on occasion

This course will trace some of the salient developments in twentieth-century world literature. Possible topics include a study of genres such as fantasy, dystopia, or novels of ideas across different cultures, the emergence of postcolonial, minority, and diaspora literatures, the consolidation of women's literature, or the phenomenon of international modernism and postmodernism. Three credits.

English 620 Theories of Rhetoric and Teaching Writing
Offered on occasion

An introduction to theories of teaching writing. Examines contemporary theories and figures of rhetoric and composition and their impact on modern pedagogy. Three credits.

English 624 Seminar in American Literature
Offered on occasion

An intensive study of special areas of interest. Examples of special topics are romancing the frontier, the body in American literature, and melancholia and American literature. Three credits.

English 625 Nineteenth Century American Literature
Offered on occasion

A study of the diverse voices in American literature. Narratives, poetry, journals, essays, autobiographies, and folktales are considered. Authors include Poe, Hawthorne, James, Melville, Emerson, Whitman, Douglass, Twain, Crane, Dickinson, Chestnut, Wharton, and Dreiser. Three credits.

English 626 Twentieth Century American Literature
Offered on occasion

Modernism, new regionalism, expatriatism, the Harlem Renaissance, and gender perspectives are among topics covered. Authors include Hemingway, Fitzgerald, Faulkner, Stein, Hurston, Hughes, Steinbeck, Eliot, Cather, and Stevens. Three credits.

English 631 Seminar in English and American Poetry
Offered on occasion

An intensive study of poetry. Examples of special topics are experimental poetry, the lyric poem, poetic movements, and major authors. Three credits.

English 634 Twentieth Century Drama
Offered on occasion

A study of selected masters of modern theater from Ibsen to Beckett. Three credits.

English 636 Seminar in Literary Periods and Movements
Offered on occasion

Designed to cover intensive study of special areas of interest. Examples of special topics are modernism, post-modernism, post-colonial literature, and comparative literature. Three credits.

English 641 Literacy and Basic Writing
Offered on occasion

An examination of the theoretical and practical questions surrounding the development of literacy, particularly in relation to basic writing instruction and multicultural contexts. Three credits.

English 643 Seminar in Shakespeare
Offered on occasion

A review of the major scholarly and critical approaches to Shakespeare. Three credits.

English 646 Individual and Small Group Writing Instruction
Offered every Fall

A study of various collaborative and conference techniques for the teaching of writing. Designed to include theories of collaborative learning, practical applications in the classroom, and ethnographic or case studies. Three credits.

English 649 Seminar in British Literature
Offered on occasion

An intensive study of special areas of interest. Examples of special topics are Africa in the British imagination and British women novelists. Three credits.

English 650 Seminar in Medieval Literature
Offered on occasion

This course focuses on a particular text, topic, or tradition. Topics include Chaucer's *Canterbury Tales*, the Arthurian tradition, gender and sexuality in medieval literature, and women of the Middle Ages. Three credits.

English 651 Sixteenth- and Seventeenth-Century English Literature
Offered on occasion

With the transformation and tensions inherent in Christianity shaping the cultural climate of the time, the poetry and prose of the early modern period explore the contrast between the sacred and the profane. Authors include Philip Sidney, Christopher Marlowe, Aemilia Lanyer, John Donne, Lady Mary Wroth, Andrew Marvell, and Queen Elizabeth. Three credits.

English 654 Seminar in Milton
Offered on occasion

Protestant dissenter to Roman Catholic, radical to traditionist, John Milton's work is a study in contrast. This course will examine a representative body of Milton's essays and poetry in the context of his very turbulent times. Works examined include *Comus*, *Lycidas*, *Of Reformation*, and the greatest epic poem in English literature—*Paradise Lost*. Three credits.

English 655 Early Nineteenth-Century English Literature
Offered on occasion

A study of English Romantic poetry and prose non-fiction writers including Blake, Wordsworth, Coleridge, Byron, Keats, Hemans, and Wollstonecraft. Topics may

include the lyric poem, the development of national identity, the female author, the construction of the poet. Three credits.

**English 656 Later
Nineteenth-Century English Literature**
Offered on occasion

A study of the Victorian poets and non-fiction prose writers including Tennyson, Robert and Elizabeth Barrett Browning, Arnold, Swinburne, Hopkins, Dante and Christina Rossetti. Topics might include the epic poem, Victorians at home, race and empire, the medieval revival. Three credits.

**English 670
Seminar in the Critical Tradition**
Offered on occasion

A study of the great literary critics, from Aristotle to T.S. Eliot, and recent post-modern and postcolonial theorists. Three credits.

**English 700 Practicum in the
Teaching of Composition**
Prerequisite: English 641
Offered every Spring

A practicum designed to introduce new teachers to the theory and methods of writing pedagogy, with an emphasis on classroom practice. Three credits.

English 705 Independent Study
Prerequisite: 12 graduate credits in English

A tutorial seminar designed for advanced individual research. Hours to be arranged. Permission of Department Chair required. Three credits.

**English 707
Methods of Research and Criticism**
Offered every Spring

A study of research techniques and critical approaches to literature. The writing of a literary critical essay is included. Required of all students in the M.A. program. Must be taken in the first year of graduate enrollment. Three credits.

English 708 Thesis (Pass/Fail Only)

Concentration in Literature
Prerequisites: At least 21 credits in graduate English courses completed with a 3.0 grade point average and permission of the thesis director, the graduate adviser and the Department Chair. Three credits.

Master in Fine Arts
Prerequisites: At least 21 credits in graduate English courses, (12 of them in writ-

ing), completed with a 3.0 grade point average, and permission of the thesis director, the graduate adviser and the Department Chair. Three credits.

Concentration in Professional Writing
Prerequisites: At least 21 credits in graduate English courses (12 of them in writing), completed with a 3.0 grade point average and permission of the thesis director, the graduate adviser and the Department Chair. Three credits.

Concentration in Teaching of Writing
Prerequisites: At least 21 credits in English courses (12 of them in teaching of writing), completed with a 3.0 grade point average and permission of the thesis director, the graduate adviser and the Department Chair. Three credits.

HISTORY

Professor Warmund, Chair;
(718) 488-1057
Professors Dorinson, Wilson
Professors Emeriti Brennan, Fisher,
Gabel, Horowitz, Lane, Necheles
Associate Professor Jones-De Oliveira,
Reilly
Assistant Professors Gatti, Xia

Students interested in history who want a multidisciplinary program that views society through the integrated perspective of several social sciences may take a Master of Science in Social Science with a concentration in history. Program requirements are as follows:

1. Twelve credits in history (thesis option), including a three-credit seminar involving a project, field experience or a case study. Without a thesis, a comprehensive exam and an additional six credits in history are required, plus a research project approved by the History Department.
2. Six credits in another social science;
3. Six credits of interdisciplinary study and statistics;
4. Electives (maximum six credits).

Courses

**History 500 Germany, 1870-1945,
from Unification to Disintegration**
Offered on occasion

A course that traces the story of Germany's unification, rapid rise to European prominence, and eventual

transformation into the Nazi state. It introduces various interpretations of the course of German history and examines a variety of interrelated questions that might be reduced to one: Why Germany? Why did an apparently modern and civilized society accept barbarism on such an unprecedented scale? Three credits.

**History 501 Slavery and Freedom:
A Comparative Perspective**
Offered on occasion

This course involves the examination and comparison of the development of slave systems in the New World. Emphasis will be on the different definitions of freedom that developed within the various slave societies. Major points of comparison will center on the plantation systems of Brazil, Cuba, and the United States. Three credits.

**History 504 The Development
of the American Metropolis**
(Same as Urban Studies 504)
Offered on occasion

A study of the development of the American metropolis from the period of settlement to modern times. Special emphasis is placed on the relationship of physical development to the various factors that affect urban growth and change. Three credits.

**History 520
New Perspectives in American History**
(Formerly History 620)
Offered on occasion

An introduction to the graduate study of American history that focuses on the discussion and interpretation of significant new works of scholarship on such themes as Jeffersonian and Jacksonian democracy; sectionalism and the struggle over slavery; the place of race, class and gender in American life; reform movements from Progressivism to the Great Society; and the emergence of the United States as a superpower. Three credits.

**History 524 The Civil War and
Reconstruction (1850-1877)**
Offered on occasion

An examination of the social, political and economic aspects of the Civil War and Reconstruction. Topics covered include the causes of the conflict; the impact of the war on the North and the South; issues of gender, slavery, and racism; the evolution of a free labor system; and the long-term effects of Reconstruction. Three credits.

History 535 The Holocaust

Offered on occasion

This course will rely on a variety of perspectives, psychological, theological, philosophical, ethical as well as historical, to assist students in the search for the Who, What, When – and possibly the Why – of the Holocaust. They will also be introduced to varying and sometimes conflicting interpretations of the subject in order to underscore the complexities and dilemmas raised by the mass destruction of Europe's Jewish communities. Three credits.

History 550**Main Topics in World History**

Offered on occasion

This course will dwell on a few broad topics of the instructor's choosing, with particular emphasis placed on the interaction of peoples and their cultures. Contrasting viewpoints will be approached through the intensive reading and discussion of selected texts. Three credits.

History 565**Latin America in World History**

Offered on occasion

An introduction to the graduate study of Latin American history from the pre-colonial period to the present as seen through the lens of world history. Students read a selection of texts examining such topics as indigenous culture, slavery, colonialism, imperialism, nationalism and revolution set in the context of the wider currents of history. Three credits.

History 580 History of Labor

(Same as Urban Studies 580)

Offered on occasion

A survey of work, workers and unions in the United States since the late nineteenth century. Topics include the reorganization of the workplace and the rise of unions; the politics of labor; gender issues in the workplace; and working-class community life. Special emphasis is placed on the urban aspects of labor. Three credits.

History 583**The History of the City of New York**

(Same as Urban Studies 583)

Offered on occasion

A chronological and topical review of the political and social development of New York City from Dutch settlement to the present. Emphasis is placed on the

development of the city as a great financial, intellectual and cultural center. Three credits.

History 584 20th Century**East Asian-American Relations**

Offered on occasion

This course aims to provide an examination of the changing East Asian-American relations in the 20th century, with an emphasis on four East Asian countries (China, Japan, Vietnam and Korea). It first reviews the early encounters between East Asia and the United States. It then discusses the major political, economic and cultural development, as well as the dynamic underlying them, that have shaped the confrontation and cooperation between East Asia and the United States in the past 100 years. Three credits.

History 622**The Era of the American Revolution**

Offered on occasion

A study of the development of the controversy with England after 1763, the Revolutionary War, and the period of the Confederation through the adoption of the Constitution. Three credits.

History 626**The United States Since 1914**

Offered on occasion

An examination of political, economic, intellectual and diplomatic developments since the first World War. Three credits.

History 632**The World Since 1945**

Offered on occasion

A survey of political and economic trends, including the collapse of European hegemony, the emergence of the Third World, the Cold War in Europe and in Asia, the breakup of the Soviet Empire, the resurgence of nationalism, and the growing economic importance of Asia. Three credits.

History 644**European Society Since 1918**

Offered on occasion

A study of the impact of and reaction to the two world wars, the rise and fall of totalitarian regimes and the post war resurgence of Europe from a bi-polar to a European Union model. Three credits.

History 647**Nationalism in Modern World History**

Offered on occasion

A study of the development of modern nationalism from its nineteenth century

European origins, its embodiment in the nation-state, and its spread from the Western to the non-Western worlds in the course of the twentieth century. Three credits.

History 699**Independent Study and Research**

Credit and hours arranged with approval and permission of the Department.

MATHEMATICS

Professor Allan, Chair;

(718) 488-1480

Professors Park, Posmentier, Zuckerberg

Professors Emeriti Stanley, Zuckerman

Associate Professors Bednarchak,

Knight, Mokhtari-Sharghi

Assistant Professor Su

Courses in mathematics are offered for students who need them to meet the requirements for degrees in the sciences or pharmacy, or for the M.S.Ed. in Secondary Education.

Courses

Mathematics 500**Introductory Statistics***Prerequisite:* College algebra or

permission of the Department

Not open for credit to undergraduate

mathematics majors

Offered on occasion

Measures of central tendency and variation, grouped and ungrouped data, probability distributions, central limit theorem. The binomial and normal distributions. Testing hypotheses, regression and correlation. Three credits.

Mathematics 509**Advanced Geometry**

Offered on occasion

The classic constructions, loci and transformation in Euclidean, non-Euclidean, affine and projective geometries underlying developments in differential geometry, algebraic geometry and topology. Three credits.

Mathematics 510**Number Theory**

Offered on occasion

Divisibility and factorization; number theoretic functions; theorems of Fermat,

Euler, and Wilson; Moebius inversion; primitive roots; quadratic reciprocity; sums of squares. Three credits.

Mathematics 515
History of Mathematics
Offered on occasion

The development of mathematical concepts and methods from ancient times to the present, including bases for number systems, Euclidean and non-Euclidean geometry, and the origins of algebra and calculus. Three credits.

Mathematics 520
Introduction to Modern Mathematics
Offered on occasion

Sets and number systems; geometrical constructions; projective geometry, axiomatics and non-Euclidean geometries; topology. Three credits.

Mathematics 530
Mathematics for the Elementary and Intermediate School Teacher
Open only to Education students
Offered on occasion

Topics may include sentences in one variable, sentences in two variables, non-metric geometry, metric geometry, coordinate geometry, introduction to statistics and probability, the metric system, and calculators and computers. Attention is given to techniques of presentation and mathematical materials and devices. Four credits.

Mathematics 538.1
Selected Topics in Mathematics for the Secondary School Teacher
Prerequisites: Open only to Education students; approval of adviser
Offered on occasion

Subject matter such as mathematical logic, proof, sets and other topics from algebra, geometry and trigonometry from an advanced point of view. Some attention is given to techniques of presenting such material in the secondary schools. Three credits.

Mathematics 540
Foundations of Mathematics
Offered on occasion

Analysis of axiom systems; advanced theory of sets, including cardinality and ordinality; the axiom of choice; and equivalent formulations. Three credits.

Mathematics 550
Numerical Analysis I
Offered on occasion

Nonlinear equations, matrices, linear and nonlinear systems of equations, polynomial interpolation and approximation. Three credits.

Mathematics 600
Directed Reading
Prerequisite: Recommendation by a department member and approval of the chairman
Offered on occasion

For properly qualified students, members of the department will direct reading not necessarily associated with any course. Three credits.

Mathematics 610
Differential Equations I
Prerequisite: Mathematics 102 or equivalent
Offered every Fall

Initial-value problems, including existence and uniqueness of solutions and their dependence on initial data; linear systems; boundary value problems; qualitative theory. Three credits.

Mathematics 611
Differential Equations II
Prerequisite: Mathematics 610 or equivalent
Offered on occasion

Systems of differential equations, Fourier Series and Fourier transforms, selected topics from partial differential equations including heat equations and wave equations. Three credits.

Mathematics 620, 621
Theory of Functions of a Real Variable I, II
Prerequisite: Advanced Calculus
Offered on occasion

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Three credits per semester.

Mathematics 625, 626
Theory of Functions of a Complex Variable I, II
Prerequisite: Advanced Calculus
Offered on occasion

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic

functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces. Three credits per semester.

Mathematics 630
Linear Algebra
Prerequisite: One year of calculus
Offered on occasion

Vector spaces, linear dependence and independence, linear operators, matrices, similarity, congruence, inner product spaces, orthogonality, adjoints, Hermitian and normal operators, eigenvalues and eigenvectors, the characteristic and minimal polynomials, Jordan Canonical form. Three credits.

Mathematics 635, 636 Abstract Algebra I, II
Prerequisite: Advanced Calculus
Offered on occasion

MEDIA ARTS

(718) 488-1052
Professors Fishelson, Lauth, Moghaddam
Associate Professors Banks (Chair),
Bernstein, Broe (Graduate
Program Coordinator)
dennis.broe@liu.edu, Goodman
Assistant Professor Nappi
Adjunct Faculty: 10

The Master of Arts in Media Arts is for students, communication professionals and artists who wish to work in a multidisciplinary environment and gain experience in both traditional and digital techniques. The program is unique in that it offers a course of study that is explicitly designed to explore the relationship between theoretical concept and practical application. There are seven Areas of Concentration (see below) and a student is required to take 12 credits within one of them. In addition, the student's Integrated Thesis Project, the last 6 credits of the degree, must feature this Area of Concentration.

Areas of Concentration

1. Theory (history, aesthetics, visual culture)
2. Screenwriting (film and television)
3. Photography (traditional, digital, experimental)
4. Computer graphics (digital design, animation, interactive)
5. Digital sound design (composition, recording)

6. Film, television and video production (directing, acting, editing)
7. Media Management (business, entrepreneurship)

Degree Requirements

Candidates for the degree complete the following 36 credits:

Media Arts 500 Media Aesthetics	3
Media Arts 501 Media Theory	3
Theory Courses	3
Production Courses	12
Electives (theory or production)	9
Media Arts 707, 708, Integrated Thesis Project I, II	6
TOTAL	36

Academic Standards

On entry to the program all students are apprised of the special policies on academic standards which include regulations regarding maintenance of good standing, academic probation and accepted standards of behavior and integrity. Academic standards and student performance are monitored by the graduate academic standing committee.

Admissions Requirements

Please contact Brooklyn Campus graduate admissions: (718) 488-1564

1. GRE is not required
2. Short personal essay stating applicants' experience, career goals, and what they hope to get out of the program.
3. Two letters of reference (one professional, one academic)
4. Writing Sample: Essay on media-related topic (undergraduate paper or article)
5. Production Sample: A sample of work that best demonstrates student's media skills, creative range and potential (portfolio, sample reel or script).
6. Personal Interview with Media Arts Graduate Coordinator

Courses

COURSES – 500-LEVEL:
INTRODUCTORY (THEORY AND PRODUCTION)
600-LEVEL: ADVANCED (THEORY AND PRODUCTION)

THEORY

Introductory Courses

Media Arts 500
Media Aesthetics
Special Fee: \$45.00
 Offered fall semester

Must be taken within the first year of study. An exploration of problems and issues related to theories of media aesthetics, from cave paintings to virtual reality. Through screenings and readings, students analyze the language and meaning of visual culture and develop their own interpretations. Topics include the psychology of perception, the construction of reality, creativity, history of technology, art movements, mass culture and consumer engineering. Three credits.

Media Arts 501
Media Theory
Prerequisite: Media Arts 500 or permission of instructor
Special Fee: \$45.00
 Offered spring semester

Must be taken within the first year of study. A foundation course that acquaints the student with the multitude of theories that together constitute Contemporary Media Theory. The course is a bridge between the multiple disciplines that have been used to examine the media, including psychology, linguistics, history and sociology and the aesthetic considerations of film, television and popular recording. The course traces the broad outlines in the evolution of each branch of Contemporary Media Theory including semiotics, psychoanalysis, feminism and theories of ideology. Considerable attention is also paid to students developing a sense of how to place the media object in its historical and cultural context. Three credits.

Media Arts 502
Media: Race, Gender, Class
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
 Offered on occasion

An examination of how race, gender and class are constructed in the visual media and how they interact. Students become versed in the major historical and contemporary arguments and explore how those arguments apply to various media formations, ranging from film noir to the African-American gangster film to the independent femi-

nist film. The course concludes with studies of media conjunctions in which class, race and gender relations are encoded in the same media formation. Three credits.

Media Arts 503
Creativity: Artist, Industry, Culture
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
 Offered on occasion

An examination of the role of the auteur as artist, including the role of the director, producer, set designer, cinematographer, editor and sound engineer. Contemporary theories of authorship in the visual media are discussed as well as the role of industry as author. How culture writes the work and how certain formations produce changes in artistic direction are also topics of discussion. Three credits.

Media History

Media Arts 510 World Film History I
 (Formerly MA 509a)
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
 Offered on occasion

A study of the growth of non-Hollywood cinema and its relation to the dominant cinema from the silents to the end of classical cinema in the 1960s. Topics include surrealism, French cinema of the Popular Front and Italian neo-realism. Three credits.

Media Arts 511 World Film History II
 (Formerly MA 509b)
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
 Offered on occasion

This course focuses on Modernist Cinema and on the emerging cinemas of the newly Independent Asian, African and Latin American countries. The course traces the modernist influence on non-European cinema as well as that cinema's re-examination of its colonialist heritage. Topics include Brazilian Cinema Novo, African cinema, French New Wave cinema, New German cinema, Iranian cinema, Chinese Fifth and Sixth Generation cinema, and Cuban cinema. Three credits.

Media Arts 512 American Film History I (1895-1960)
(Formerly MA 510)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An outline of the history of American film that examines the complex interpenetration of technological development, narrative and aesthetic achievement within the context of a monopolistic control of the industry beginning in the Silent Era continuing to the Golden Age of the studio system. Topics include D.W. Griffith and the silent screen, Depression-era Hollywood, and film noir. Three credits.

Media Arts 513 American Film History II (1960-present)
(Formerly MA 511)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

The course covers the American New Wave in the 1960s and 1970s, the emergence of the age of American auteurs, and the consolidation of the industry into a global phenomenon. Topics include feminism, black liberation and the student movement; Spielberg, Lucas and the Hollywood auteurs; the rise of the blockbuster; and the independent challenge to Hollywood. Three credits.

Media Arts 514 History of the Still Image: Photography and CGI
(Formerly MA 539)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course traces the history of the still image from its earliest chemically-based photographic form to the contemporary digital computer graphic image. Aesthetic theories of imaging, visual representation and veracity will be examined. Three credits.

Media Arts 610 History of the Documentary

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course traces the history of the documentary from its silent beginnings to the present, examining such questions as the relation of the documentary to the fiction film, its claims to truth, and

its social use in times of peace and war. Three credits.

Interdisciplinary Media Theory

Media Arts 520 Artistic and Literary Movements and the Visual Media
(Formerly MA 507)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course focuses on the aesthetic conventions and philosophical underpinnings of one of many 20th-century movements in the fine arts and literature, including Expressionism, Constructivism, Dada and Surrealism, Literary Modernism, Poetic Realism, Magical Realism, Abstract Expressionism, Pop Art and Structuralism. Visual media artists include Luis Bunuel, Sergei Eisenstein, David Lynch, Fritz Lang, Jean Renoir, and Nam Jun Paik. (This course may be taken more than once for credit.) Three credits.

Media Arts 521 Social and Political Movements and the Visual Media

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course focuses on the interaction of key 20th-century social and political movements and their impact on the visual media including: Weimar Visual Culture, the French Popular Front, the 60s Student Movement, Alter Globalization, Bolivarism. (This course may be taken more than once for credit.) Three credits.

Media Arts 522 Myth and Media
(Formerly MA 519)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

How do humans relate to the great forces of life and death, male and female, creation and destruction, light and darkness? Movies along with all the other arts, have embraced myth for story lines, to explain mysteries and for a deeper influence in structure, motifs and style. In this course, students deepen their theoretical understanding of how mythic constructs, belief systems and ideologies function within film narrative. In particular, this course explores how definitions of myth, legend, fairytale or fable are often conflated within post-modern contemporary film idiom to reveal new

meanings. Topics include: pastiche and satire, Magical Realism, science fiction and gender, the eco-disaster movie. Three credits.

Media Arts 523 Media Women

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An exploration of the work of women film/television directors and writers from America and around the world. Topics include: female subjectivity, the interface of culture and gender, industry access and the feminist aesthetic. Three credits.

Media Arts 524 The Notion of Motion
(Formerly MA 528)

Prerequisite: Permission of the instructor
Special Fee: \$45.00
Offered on occasion

An interdisciplinary focus on the interrelationships inherent in the notion of motion: movement as metaphor, how motion relates to the physical sciences, movement as a unit within a musical composition, political movements, motion pictures, the expressive movement of dancer or actor. Three credits.

Media Arts 525 The Celluloid Classroom

Prerequisite: Permission of instructor
Special Fee: \$45.00
Offered on occasion

This course explores the perception and changing realities of childhood and adolescent development, including teaching ideologies and practices, as they have been represented in American and British film over the last 60 years. Following screening and film analysis, topics for special study include: theories of human development, Youth Culture, and the influence of media culture on educational policy and institutions. Three credits.

Media Arts 526 Slavery: Roots to Rap
(Formerly MA 534)

Prerequisite: Media Arts 500 and 501 or permission of the instructor
Special Fee: \$45.00
Offered on occasion

A survey of the development of different film treatments of social history by emphasizing both historical films and contemporary films about slavery including those from the 70s blaxploitation and hip-hop eras. The course provides an overview of how filmmak-

ers depict the cultural and political progress (or not) of an American social group. Filmmakers studied will include Gillo Pontecorvo, Steven Spielberg, Spike Lee, Larry Cohen, Jonathan Demme. Three credits.

**Media Arts 620
Psychoanalysis and the Media**
(Formerly MA 505)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An introduction to basic psychoanalytical theories and the popular use of psychoanalysis for formulating conceptions about how visual media attracts audiences, how certain narrative processes function, and how psychoanalysis classifies individual character traits. Students study how such theories as those of Freud, Lacan and Interpersonal (Object Relations) Theory have been applied to cinema, television, recording media and current virtual media. Three credits.

**Media Arts 621
Philosophy and Media**
(Formerly MA 508)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An examination of the ways in which philosophical systems of thought have underpinned both media production and contemporary media theory. The influence of such systems is presented as it is registered in moments in cinema, television, popular recording and the new digital technologies. Three credits.

**Media Arts 622
Globalization and the Media**
(Formerly MA 527)

Prerequisite: Media Arts 500 or 501 or permission of the instructor
Special Fee: \$45.00
Offered on occasion

An exploration of globalization as discourse, as a social and economic event and as a contested terrain. Analysis of media conglomeration; changes in local communities as depicted in films, television and popular music; the role of global institutions such as the World Trade Organization, the International Monetary Fund, the World Bank; and the anti-global movement. Three credits.

**Media Arts 623
Corporate Structure of the Media**
(Formerly MA 537)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course acquaints the student with the business environment in contemporary media institutions, both as workplace and as economic formation. It explores the history and current changes in Hollywood studios and independent and foreign production, in network television, in the recording industry and in the Internet. The emphasis is on how these changes in media ownership affect the media artist and how they may be seen to be expressed directly in media objects such as films, television series, music videos, urban contemporary music and in the flow and design of the Internet. Three credits

Media Arts 624 Media Bodies
(Formerly MA 523)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course in visual culture explores the representation of the body in art, cinema, photography and on stage from the Renaissance to the present. Topics include: ways of seeing, ethnographic and gender-based icons, semiotic and aesthetic interpretations, history as represented by image and imagination. Three credits.

Media Arts 625 Sex, Gender, Media

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course in visual culture explores the representation of sexuality in the media as well as the contribution made to the understanding of the media by gender theorists. Topics include: homosexuality, heterosexuality, polymorphous sexuality, repression and sublimation. Three credits.

Media Arts 626 Crossing Borders

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

One of the key questions in contemporary media is the representation of the border, be it physical, social, racial, or sexual. This course explores how visual artists have consistently crossed borders erected by their societies and how they have per-

sistently been interested in questioning the notion of the border. Three credits.

Media Aesthetics

Media Arts 530 Television Theory
(Formerly MA 514)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An exploration of both how established modes of criticism are applied to television (psychoanalytic theory, ideological critique, feminist theory) and how television is serving as a model for various cultural studies theories which stress the media as a set of social formations ranging from post-war consumer capitalism to the global formation of the present. Three credits.

**Media Arts 531 Survey of
Contemporary Digital Media Art**
(Formerly MA 515)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

It is recommended that students following a digital design track take this course. A focus on contemporary examples of digital media art through a survey of digital media in the applied and fine arts, critical theories in support of such emergent media and the new models and archetypes for communication and interaction inherent in such media. Three credits.

**Media Arts 532
Contemporary Documentary**
(Formerly MA 518)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An exploration of the changing form and style of the documentary in the context of the democratization of access to information technologies and globalization. Topics include: the mockumentary, guerilla documentary, the video memoir, experimental and avant-garde documentary. Three credits.

Media Arts 533 Asian Cinema
(Formerly MA 526/Anth 526)

Prerequisite: Media Arts 500 or 501 or permission of the instructor
Special Fee: \$45.00
Offered on occasion

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect,

significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies. Three credits.

Media Arts 534 Latin American Cinema
(Formerly MA 538)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An examination of the parallel developments of contemporary Latin American Cinema focusing on new cinema in Argentina, Brazil, Cuba and Mexico. The course situates these films in relation to historical patterns in both Latin American history, literature and culture, and Latin American cinema itself. Topics include: Magical Realism, Brazilian Cinema Novo, Tropicalism. Three credits.

Media Arts 535 Global Net Art

Prerequisite: Media Arts 500 or Media Arts 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course explores the position, the process and the works of cultural producers in the global terrain of digital production and distribution. Investigating the fusion of the private and the local into the global through the Internet raises critical questions about the production of artworks in a borderless virtual context, and about the relationship between these artworks and traditional representational spaces. The seminar explores these questions and their implications for the emerging discourse of universal citizenship. Lectures, readings, discussion and analysis of cultural products. Final projects will be in the form of digital works. Three credits.

Media Arts 536 Bessie, Basie, Billy, Bird

Prerequisite: Media Arts 500 or Media Arts 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

An exploration of the representations of these major jazz artists in novels, plays, biographies, autobiographies and films. Material covered includes: Michael Ondaatje's book, "Coming Through Slaughter" (about Buddy Bolden); Edward Albee's "The Death of Bessie Smith"; Albert Murray's biography of Count Basie; Billie Holiday's autobiography, "Lady Sings the Blues"; "The Benny Goodman Story," starring Steve Allen; and a comparative study of Charlie

Parker in two mediums, Bob Reisner's book, "Bird Lives." Three credits.

Media Arts 537 Comparative Film Directors
(Formerly MA 512)

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

A focus on the work of either a single director or on a comparative analysis of two directors. Names include Katherine Bigelow, Ousmane Sembene/Djibril Diop Mambetty, Stanley Kubrick, Luis Bunuel/David Lynch, Fritz Lang, Spike Lee, Alfred Hitchcock/Claude Chabrol, Douglas Sirk/R.W. Fassbinder. (This course may be taken more than once for credit.) Three credits.

Media Arts 538 All About...

(Formerly MA 544)
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course involves an intense study of a single media object, including the works that led up to it and the works that were subsequently influenced by it. Studies Include: "Bonnie and Clyde," "2001: A Space Odyssey" and "Blue Velvet." (This course may be taken more than once for credit.)

Media Arts 630 Documentary: Fact/Fiction

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course is an in-depth consideration of the representation of the "real" through the prism of the non-fiction media. On what basis do we understand narrative and non-narrative fiction and nonfiction? How is our understanding of race, gender, politics and ideology mediated by these new genres? Topics include: subjunctive documentary, the mockumentary, scientific animation and simulation, the memoir-confessional, reality TV, docudrama. Three credits.

Media Arts 631 Global Documentary

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

The complex processes of globalization have occasioned a number of international co-productions of filmmakers intent on explaining those processes.

The course will also study the financing of these documentaries and will consider as well the alter-globalist movement which also works through this medium. The course will in addition consider "documentary-like" fiction films that use these techniques to tell personal stories with a global impact. The rich treasure trove of documentaries on this process includes: Argentina's "Social Genocide" and "The Take," China's "West of the Rails," and Jamaica's "Life and Debt." Three credits.

Media Arts 632 Topics in Visual Aesthetics
(Formerly MA 520)

Prerequisite: Media Arts 500, 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course deals with various topics in visual aesthetics, outlining the history of the style or aesthetic formation, explaining its technological, industrial and cultural development, and encompassing its use in the media of film, television and video. Topics include: The Long Take, Hollywood Narration, The Experimental Film. (This course may be taken more than once for credit.) Three credits.

Media Arts 633 Media Genres

Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

This course offers intense study in a single media genre. Genres include: Television Genres, the Post-Modern Musical, Road Movies. (This course may be taken more than once for credit.) Three credits.

Media Arts 634 Genre Theory: Film, Television, Music

(Formerly MA 504)
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

A reconstruction of theories of genre as proposed from literary sources followed by an examination of those theories as applied to the cinema and television as well as to the recently theorized field of popular recording. Students explore the transformations of genres and analyze those transformations through discussions, short written assignments, a long research paper and a group presentation. Three credits.

Media Arts 635 Global Cinema

(Formerly MA 531)

Prerequisite: Media Arts 500 and 501 or permission of the instructor*Special Fee:* \$45.00

Offered on occasion

This course explores world cinema as an alternative to Hollywood. The modes of production of three different cinemas are spotlighted with careful study of how each local cinema both defines its own aesthetic and interests and how it often defines those interests in relation and opposition to Hollywood. The modes include: Dogma, begun in Denmark but now a global phenomenon; Iran and its cinema which through its extended use of the long take counters current Hollywood editing strategies; and Africa, where cinema production calls attention to questions of a continuing colonialism and the problems of post-colonialism; Franco-Belgium Working Class Cinema; New Argentine Cinema; and Chinese Anti-Globalist Cinema. Three credits.

Media Arts 636 Alternative Media

(Formerly MA 530)

Prerequisite: Media Arts 500 or 501 or permission of the instructor*Special Fee:* \$45.00

Offered on occasion

An exploration of different forms of media which exist as an alternative to mainstream, corporate media systems. Topics include impact of new technology, access to the information highway, digital images and democracy, underground radio, guerilla video and independent cinema. Three credits.

Media Arts 637 Aesthetics of Rap and Music Video*Prerequisite:* Media Arts 500 or 501 or permission of the instructor*Special Fee:* \$45.00

Offered on occasion

The art of the short-form music-based film has become a crucial medium for the expression of contemporary social ideas and aspirations. This course examines music video as a vehicle for the expression of multiple subcultural experiences through the various musical genres of hip hop, punk, alt-rock, metal, art-rock. It will also consider the video work of the major innovators in the field, including: Michael Jackson, Public Enemy, Madonna, Missy Elliot. Three credits.

PRODUCTION**Screenwriting****Media Arts 550 Story**

(Formerly MA 600)

Prerequisite: Media Arts 500 or permission of instructor*Special Fee:* \$60.00

Offered every Fall

An introduction to the principles of story-telling. Students explore narrative, dramatic structure, character development, dialogue and plot through the analysis of television and film narratives. They complete a story treatment and short screen/teleplay as their final project. Three credits.

Media Arts 551 The Screenplay

(Formerly MA 601)

Prerequisite: Media Arts 550 or permission of instructor*Special Fee:* \$60.00

Offered every Spring

An intermediate course where students complete their own full-length screen/teleplay. Weekly writing groups provide feedback and evaluation. Workshops for directing actors/readers; guest speakers. (This course may be taken more than once for credit.) Three credits.

Media Arts 552 Playwriting Workshop

(Formerly MA 604/ENG 525)

Prerequisite: Media Arts 550 or permission of instructor*Special Fee:* \$60.00

Offered on occasion

This course begins with an introduction to the history and basics of dramatic writing, starting with Aristotle's Poetics and assessing sections of two different texts and approaches to writing for the theater: The Art of Dramatic Writing by Lejos Egri and David Ball's Backwards and Forwards. The second phase of the course focuses on scene and character development, through a series of written exercises and assignments, as each student begins drafting a one-act play. The final section of the course is devoted to workshopping each student play-in-progress. Three credits.

Media Arts 650 Writing Genre

(Formerly MA 602)

Prerequisite: Media Arts 550 or permission of instructor*Special Fee:* \$60.00

Offered every Fall

An advanced course in writing scripts for a variety of genres: Hollywood formula, independent film, situation comedy, mys-

tery/thriller/suspense, soap opera, television drama, animation, commercials. Students complete at least one script in a chosen genre. Genres include: The Women's Film/Melodrama; The Horror Film, The Serial Television Series, the Sit-Com; Crime/Thriller/Suspense. (This course may be taken more than once for credit.) Three credits.

Media Arts 651 From Page to Screen

(Formerly MA 660)

Prerequisite: Media Arts 550 or permission of instructor*Special Fee:* \$60.00

Offered on occasion

Students explore the work required to translate prose fiction to the screen, examining the differences and the similarities in the processes of writing an original screenplay and adapting a piece of fiction, discovering why some great books have never made great movies and why some mediocre books have made fantastic movies. We will look at what must be preserved for the screen, what must be left behind and what the screenwriter must create in order to build the bridge to screen. The students will adapt a short story into a screenplay for a short film.

Media Arts 652 Memory and Imagination

(Formerly MA 603)

Prerequisite: Media Arts 550 or permission of instructor*Special Fee:* \$60.00

Offered on occasion

The class will examine a number of films including Diner, Mean Streets, Platoon and Annie Hall to study the writer's use of personal experience to create story, dialogue and character. Attention will be paid to the transformational process used to lift the story from private memory to public work. Emphasis will also be placed on the development of theme in order to extract meaning from experience. Each student will be expected to write the screenplay for a short film (of at least 30 minutes) utilizing the exercises explored in the class. Both exercise work and scenes from the film scripts in progress will be read and discussed in class.

Photography**Media Arts 555 Photography**

(Formerly MA 605)

Prerequisite: Media Arts 500 or one year of black-and-white photography or permission of instructor*Special Fee:* \$60.00

Offered on occasion

A comprehensive study of advanced printing, composition and thematic

techniques using the black-and-white and color photographic processes. Students explore medium and large format cameras and lenses, advanced exposure control, alternative film and print processing, and advanced lighting techniques. Students are required to complete a portfolio exhibition of thematic origin that includes a personal artist statement. (This course may be taken more than once for credit.) Three credits.

Media Arts 556 Digital Photography
(Formerly MA 609)

Prerequisite: Media Arts 555 or permission of instructor
Special Fee: \$60.00
Offered every Fall

An intensive introductory workshop in photographic digital imaging and print output that provides students with advanced skills in digital fine art and archival print applications. The class incorporates alternatives to chemical processes brought about with enhanced new technologies and experimentation with digital printing on different substrates and surfaces. (This course may be taken more than once for credit.) Three credits.

Media Arts 557
Experimental Photography
(Formerly MA 607)

Prerequisite: Media Arts 555 or permission of instructor
Special Fee: \$60.00
Offered on occasion

An examination of the relationship between technique and creative vision in photography. Students experiment using processes designed to expand the creative approaches available to the photographic artist, including alternative chemical processes (cyanotype, vandyke brown, platinum, gum), nontraditional mediums (wood, glass, sculpture), and alternative image sources. Particular emphasis is placed on the relationship between process and image and how invention and artistic interpretation are entwined in the photographic context. (This course may be taken more than once for credit.) Three credits.

Media Arts 655 Photography Portfolio
(Formerly MA 670)

Prerequisite: Media Arts 555, 556 or permission of instructor
Special Fee: \$60.00
Offered on occasion

This is a studio class that enables the student to complete a semester's works on a

specialty area within the field. Three credits

Film, Television, Video Production

Media Arts 560 Digital Video Imaging I
(Formerly MA 612)

Prerequisite: Media Arts 500 or professional/undergraduate video production experience or permission of instructor
Special Fee: \$60.00
Offered every Fall

An exploration, using state-of-the-art digital cameras and nonlinear editing systems, of all aspects and stages of the video production process from pre to post. Working as individuals or in small production teams, students complete a video project of their own design. Three credits.

Media Arts 561
Multi-Camera Production I
(Formerly MA 614)

Prerequisite: Media Arts 560 or professional/undergraduate studio production experience or permission of instructor
Special Fee: \$60.00
Offered on occasion

An intensive exploration of the art and science of multi-camera production. Students work cooperatively at an accelerated pace on projects of their own design and examine various remote and studio technologies, directorial strategies, and production techniques. Three credits.

Media Arts 562 DV Intensive
(Formerly MA 650)

Prerequisite: Media Arts 500 or 501 or permission of the instructor.
Special Fee: \$60.00
Offered every Summer

Students join forces to complete a DV project in five days from inception to final end screen credits with original music. Students write, pre-produce, direct, shoot, edit, insert graphics, add music and turn in a final copy of a ten-to-fifteen minute narrative or mockumentary in a particular genre and film style. This course takes skills acquired in previous courses and applies them in a way that most emulates the conditions of actual production. Three credits

Media Arts 563
Digital Media for Teachers
(Formerly MA 649)

Prerequisite: Permission of instructor
Special Fee: \$60.00
Offered on occasion

A five-day intensive workshop designed to teach participants how to create, develop and plan effective, well-designed multi-media presentations for the class-

room and professional conferences and seminars. Three credits.

Media Arts 660 Digital Video Imaging II
(Formerly MA 613)

Prerequisite: Media Arts 560 or equivalent or permission of the instructor
Special Fee: \$60.00
Offered on occasion

Expanding on the knowledge and experience gained in Media Arts 612, students use state-of-the-art digital cameras and nonlinear editing systems to complete an advanced level video project of their own design. Three credits.

Media Arts 661 Film Production I
(Formerly MA 615)

Prerequisite: Media Arts 560 or professional/undergraduate film production experience or permission of instructor
Special Fee: \$60.00
Offered on occasion

An intermediate class in which students produce synch-sound 16mm film projects and explore advanced lighting, editing, audio field recording and cinematographic techniques. Convergence technologies, such as digital color correction, video assist and nonlinear postproduction, are also explored. Three credits.

Media Arts 662 Directing the Documentary
(Formerly MA 616)

Prerequisite: Media Arts 560 or professional/undergraduate documentary experience or permission of instructor
Special Fee: \$60.00
Offered on occasion

Working in small production teams, students direct and edit mini-documentaries of their own design and genre. Three credits.

On-Camera Acting/Directing

Media Arts 565
Directing the Screen Actor I
(Formerly MA 640)

Prerequisite: Media Arts 500 or 550 or professional/undergraduate directing experience or permission of instructor
Special Fee: \$60.00
Offered on occasion

An exploration of the experience of acting from the director's point of view and of the working relationship between actor, director, writer and script. Students participate in scene study, improvisation, directing and acting exercises. Three credits.

Media Arts 665 Directing the Screen Actor II

(Formerly MA 641)

Prerequisite: Media Arts 565 or permission of instructor*Special Fee:* \$60.00

Offered on occasion

This course builds on the techniques learned in Media Arts 640, expanding on script interpretation, camera interface, scene analysis and advanced directing skills. Three credits.

Audio Production**Media Arts 570 Digital Sound Design I**
(Formerly MA 618)*Prerequisites:* Media Arts 500 or 501 or permission of instructor*Special Fee:* \$60.00

Offered every Fall

A survey course that introduces students to the technologies behind current audio production for music and sound design throughout media arts. Topics include microphones, mixers, multitrack DAT recorders, MIDI samplers, computer-based sequencing, hard disk recording, digital mixing and processing (Digital Performer and Pro tools). Also examined are output and production considerations for CD, CD-ROM, DVD video, digital video, film 5-1 surround, Internet distribution, Web pages and motion graphics. Three credits.

Media Arts 670 Digital Sound Design II
(Formerly MA 619)*Prerequisites:* Media Arts 570 and permission of instructor*Special Fee:* \$60.00

Offered on occasion

An intermediate-level workshop that focuses on synthesizer fundamentals, multitrack MIDI sequencers, multitrack hard disk recording, digital audio editing, SMPTE lock sound for video and film, sound and music for CD-ROMs, and Digital Performer as a multitrack nonlinear audio editing and mixing environment. Three credits.

Media Arts 671 Digital Sound Design III
(Formerly MA 620)*Prerequisites:* Media Arts 670 and permission of instructor*Special Fee:* \$60.00

Offered on occasion

An advanced workshop that focuses on MIDI sequencers and hard disk recording and editing environments. Advanced

features of current versions of Digital Performer and Pro tools software are explored. Other topics include production values and sound design concepts in media, original sound creation for MIDI instruments, and outboard effects. Final projects include sound design or music (or both) for picture (computer animation, film or video), Internet (Web site), CD-ROM, DVD or CD audio. Three credits.

Media Arts 672 Digital Sound Design IV
(Formerly MA 621)*Prerequisites:* Media Arts 671 and permission of instructor*Special Fee:* \$60.00

Offered on occasion

An advanced workshop that focuses on the completion of sophisticated individual projects in digital sound design or digital audio composition and production. Emerging tools, formats and styles are explored. Three credits.

Media Arts 673 Digital Sound Portfolio*Prerequisite:* Three courses within the

Concentration or permission of instructor.

Special Fee: \$60.00

Offered on occasion

A studio class designed to enable the student to focus on and complete a portfolio of work on a specialty area within the field. Three credits

Computer Graphics Imaging**Media Arts 575 Digital Communications Design**
(Formerly MA 624)*Prerequisite:* Working knowledge of Adobe Photoshop, demonstrated through samples of work or proof of previous training, or permission of instructor*Special Fee:* \$60.00

Offered on occasion

An examination, using computers and digital media technologies, of emerging models for communications design. Students use the Internet and Lexus/Nexus for design research; digital media for image acquisition; graphics, imaging and publishing software for pre-visualization and design presentations, full computerized studio production, and digital output technologies. They also complete a communications design project. Three credits.

Media Arts 576 Motion Graphics Production
(Formerly MA 625)*Prerequisites:* Media Arts 575 and working knowledge of Adobe Photoshop,

demonstrated through samples of work or proof of previous training, or permission of instructor.

Special Fee: \$60.00

Offered on occasion

An exploration, using sophisticated 2D Motion Graphics software, of the design and creation of motion graphics for multimedia output such as DVD, CD-ROM, the World Wide Web and the Intranet/Extranets. Students learn to design and create full motion graphics projects for output to CD-ROM and the Web. Three credits.

Media Arts 577 3D Computer Graphics
(Formerly MA 626)*Prerequisite:* Media Arts 575, working knowledge of Adobe Photoshop, demonstrated through samples of work or proof of previous training, or permission of instructor*Special Fee:* \$60.00

Offered on occasion

An introductory level workshop in 3D modeling, surfacing, texturing, rendering, special effects and basic digital cinematography employing the latest 3D software and hardware technology. Students create 3D objects and scenes for output to print and screen. Three credits.

Media Arts 578 Interactive Media Production
(Formerly MA 627)*Prerequisite:* Media Arts 575, working knowledge of Adobe Photoshop, demonstrated through samples of work or proof of previous training, or permission of instructor*Special Fee:* \$60.00

Offered on occasion

An introductory level class in interactive multimedia production for the Web and other interactive media using Macromedia Director. Students learn and work with interactive design, content creation, authoring, scripting and publishing for the Web. Three credits.

Media Arts 675 Digital Sculpture
(Formerly MA 629)*Prerequisite:* MA 575, MA 577 or permission of instructor*Special Fee:* \$60.00

Offered on occasion

An advanced studio class in computer-based 3D modeling, designed to further explore the aesthetics and processes of sculptural forms for the screen and physical dimensional output. Students

will learn and work with high-end 3D software for the creation of complex geometric and organic objects. The class will cover the technical principals and creative processes of solid modeling, modeling for animation deformation, and modeling for high-resolution rendering. Three credits.

Media Arts 676 Computer Animation
(Formerly MA 630)

Prerequisite: Prior knowledge of 3D Modeling and Rendering
Special Fee: \$60.00
Offered on occasion

Introductory-level class in 3D computer animation for Video, Film and Interactive Media using high-end professional software, Newtek's Lightwave 3D. Students learn and work with basic Character Animation, Motion Graphics, Logo Animation, Special Effects, 3D Animation for Live Action and Visualization. Three credits.

**Media Arts 677
Computer Graphics
Imaging Portfolio**

(Formerly MA 673)
Prerequisite: Three courses within the Computer Graphics Concentration or permission of instructor.
Special Fee: \$60.00
Offered on occasion

A studio class designed to enable the student to focus on and complete a portfolio of work on a specialty area within the field. Three credits.

Media Management

**Media Arts 580
The Independent Producer**

(Formerly MA 617)
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

A hands-on approach to the production management tasks of the independent producer of film, video or multimedia. Topics include: script breakdown, scheduling, budgets, writing the business plan, marketing and distribution. Students will complete a production handbook and mock business plan as their final projects. Three credits.

**Media Arts 581 Business of
Digital Sound Design**

(Formerly MA 653)
Prerequisite: Media Arts 500 or 501 or permission of the instructor
Special Fee: \$45.00
Offered on occasion

An exploration of all aspects involved in digital sound production. The course follows this production from musical conception to arrangement to booking studio talent to the recording session and finally to the edit and final product. Throughout, the emphasis is on raising and discussing financial and aesthetic aspects of the process that are of use to the sound engineer, the musician, the studio manager and recording industry personnel. Three credits.

**Media Arts 582
Production Management**

(Formerly MA 654)
Prerequisite: permission of instructor
Special Fee: \$45.00
Offered on occasion

This course surveys the nuts and bolts of production management in photography, film, television, and contemporary digital media. Topics include: entertainment and copyright laws, programming, operations, scheduling, hiring, budgeting and media management. Students complete an entire Production Handbook as their semester long assignment. Three credits.

Media Arts 583 Art and Commerce

(Formerly MA 706)
Prerequisite: Media Arts 500 or 501 or permission of instructor
Special Fee: \$45.00
Offered on occasion

A focus on a wide range of contemporary art and design enterprises in the metropolitan area. By means of on-site visits, students explore the work of individual artists, photographers, designers, curators and art directors. Discussion topics include the interface between creativity and culture, art and commerce, artifact and economics. Students complete a production assignment or article-length paper as their final project. Three credits.

Media Arts 584 Netpreneurship

Prerequisite: Media Arts 500 or one year of black-and-white photography or permission of instructor
Special Fee: \$45.00
Offered on occasion

Students will master tools and concepts required for benefiting from the Internet – whether they are artists seeking an audience or people desiring a position with major media production firms. Topics include devising an integrated strategy and selecting appropriate Web technologies, understanding the significance of site architecture and user paths, designing an online storefront, building and maintaining an online community, infotainment (e.g., music download sites), podcasting (the audio blog) as well as communicating digital policies for the Internet economy. Students will learn to use digital technology for reaching and maintaining clients or customers through the WWW and to grasp the opportunities in the cutting-edge practice of creating, distributing and managing electronic publishing tools.



Media Arts 680 Financing Features
(Formerly MA 651)

Prerequisite: Media Arts 500 or 501 or permission of the instructor
Special Fee: \$45.00
Offered on occasion

This course, focusing on the marketing, distribution and management of independent and studio features, is a primer for filmmakers wishing to raise money for their personal projects. Students will learn how independent sales companies and major Hollywood distributors market their films. Attention is also paid to producing films in the digital domain and selling ideas to both broadcast and cable networks. The course seeks to demystify the role of the producer and focus directly on how to get started. Guest speakers include film professionals from the legal and distribution communities. Three credits.

Media Arts 681 Developing Documentaries and Shorts
(Formerly MA 652)

Special Fee: \$45.00
Prerequisite: Media Arts 500 or 501 or permission of the instructor.
Offered on occasion

This course gives students a working knowledge of independent film financing and how to develop a project from the idea stage to the lights-camera-action stage. Topics include: writing the treatment, grant proposals, researching foundations, loans, marketing and distribution and film festivals. Three credits.

Media Arts 682 High End Digital Production
(Formerly MA 655)

Special Fee: \$45.00
Prerequisite: Media Arts 500 or 501 or permission of the instructor.
Offered on occasion

This course that will introduce students to all the stages of developing, producing, and delivering product in this contemporary format. Through lectures and workshop exercises, students will learn about grant writing, development, selling, deal-making, budgets, pre-production, production, post-production, and marketing in this format. Three credits.

Media Arts 683 Producing the Television Series

Special Fee: \$45.00
Prerequisite: Media Arts 500 or 501 or permission of the instructor.
Offered on occasion

This is an intensive course that will introduce students to all the stages of

developing, producing and delivering a primetime network television series. Through lectures and workshop exercises, students will learn about development, selling, casting, deal-making, budgets, pre-production, production, post-production, and marketing. Students will also gain a full understanding of the collaborative imperative of the network television business. Three credits.

Media Arts 703 Independent Study I (Theory)

Media Arts 704 Independent Study II (Production)
Prerequisite: Permission of instructor
Special Fee: MA 703, \$45.00; MA 704, \$60.00
Offered every semester

This course allows the student to complete a research paper (703) or production (704), to be arranged in close association with the student adviser. Three credits per course.

Media Arts 705 Field Work Experience

Prerequisite: Completion of 18 credits of course work and permission of Advisor
Special Fee: \$60.00
Offered every semester

As an alternative to a production course, students may undertake advanced field work experience with a media organization or company. Under the guidance of the Media Arts Department Internship Coordinator, students integrate newly learned skills in a professional environment. A written critique is the final project. Three credits.

Media Arts 707, 708 Integrated Thesis Project I (Theory) and II (Production)

Prerequisites: Completion of 30 credits of course work and permission of Program Coordinator
Special Fee: MA 707 (Theory), \$45.00; MA 708 (Production), \$60.00
Offered every semester

The Integrated Thesis Project consists of two aspects – one conceptual and one practical – and is designed to enable students to create a culminating project combining the two. Ideally, students register for parts I and II together in one semester (or in two consecutive semesters).

Media Arts 707 is the writing of a traditional research paper, i.e., a significant piece of writing on a topic related to media theory. Students are guided on research resources and methods, thesis structure and writing organization. Three credits.

Media Arts 708 is the completion of a production in a chosen medium for exhibition or demonstration purposes. Students are guided on process, resources and technique. A juried exhibition of work will be accompanied by a formal critique session. Three credits

M.F.A. in New Media Art and Performance

Full-Time Faculty
Associate Professor Ninotchka Bannahum, Director, New Media Art Performance Studies; Dance History, Theory & Criticism; Choreography 718-780-4038; bannahum@liu.edu
Professor Stuart Fishelson, Moving Image, Photography, Digital Design sfishel@liu.edu
Associate Professor Larry Banks, Film/Video lbanks@liu.edu
Assistant Professor Ricardo Gutierrez, Streaming Video/Flash Photography Ricardo.Gutierrez@liu.edu
Professor Walter Glickman, Conceptual Art/Theater Walter.Glickman@liu.edu
Professor Marjan Moghaddam, Animation Marjan.Moghaddam@liu.edu
Japhy Weideman, Technical Director/Lighting Designer japhyw@mac.com

Guest Artist Faculty, 2005 - 2007
Kim Arrow, composer/choreographer, digital filmmaker
The Builders Association, New Media Performance Company
Barbara Browning, performance scholar
Maya Ciarocchi, digital environments
Edris Cooper, director
Blondell Cummings, independent filmmaker/choreographer
Karen Finley, performance artist
Sharon Friedler, African music and dance scholar/dancer
Wendell Harrington, projection/animation
Ralph Lemon, artist/scholar/activist
Carla Maxwell, artistic director, José Limon Dance Company
Meredith Monk/The House, composer/choreographer
Troika Ranch, New Media Performance Company
Paul Scolieri, performance scholar
Marlon Barrios Solano, new media performance artist
Hannah Tierney, installation artist

Program

This 60-credit interdisciplinary professional degree program provides training in multi-media collaborative design and in the history and theory of the camera, screen and stage. The program is geared for open-minded, well-versed directors, designers, choreographers and performance artists as well as for filmmakers, videographers, photographers and writers. Graduate students with strong backgrounds in various artistic media also are eligible for the program.

Program requirements include

Exploration of issues of cultural diversity from personal and aesthetic perspectives; Fieldwork through internships at local community institutions such as arts collectives, community centers and theaters; Semester projects that examine connections between community artists, new technology, culture and history; Year-round final project exploring connections between media and art, culture and history; Fulfillment of 54-credit core with six elective credits. (Each graduate course is worth 3 credits.)

The core consists of:

- Four Creative Studio courses in multi-media subject areas – 12 credits
 - Four Inter-Arts Seminars – 12 credits
 - Three Performance History/Theory courses – 9 credits
 - History of New Media Performance I Issues and Methods in New Media Performance
 - History of New Media Performance II Choreography for Digital Environment – 3 credits
 - Urban Artist Apprenticeship – 6 credits
 - Urban Artist Internship – 6 credits
 - Senior Thesis – 3 credits
 - New Media Production of Performance and Juried work – 3 credits
- Students can specialize in one or more of the following areas of specialty:
- Multi-Media Direction
 - Experimental Imaging and Digital Design
 - Choreographing Moving Images
 - Electronic and Live Composition
 - History and Critical Theory of World Performance
 - New Media Criticism

Courses

**New Media Performance 501
History of New Media Performance**
Special Fee: \$30.00
Offered every Fall

The History of New Media Performance I is required of M.F.A. students in their first

year. It surveys old and new media performance inventions, techniques, and genres, venues and aesthetic approaches to stage, screen and multi-site work. Offering a global approach to performance histories, this course asks students to read artists' and critics' statements and performance historians' analyses of the new language of performance as it evolves from stage to screen to street to cell phone. Students will be asked to draw theoretical connections between their own work and the history of performance. An end-of-semester research paper is required of each student. One to three credits.

New Media Performance 502 Issues and Methods in New Media Performance
Offered yearly

Essential to a graduate student's understanding of critical theories surrounding the field of new media performance and of global trends in performance theory, in this course students will survey seminal writers in the field and build weekly journals demonstrating fluency in the field. End-of-semester papers will engage with critical discourse rather than research primary work in a particular field. Three credits.

**New Media Performance 505
Urban Artist Apprenticeship**
Special Fee: \$45.00
Offered yearly

The NMP Urban Artist Apprenticeship is taken in the second and/or third year of graduate coursework. Students choose a well-known artist whose work in a discipline of new media is established and ask for a letter of invitation from the artist to serve as an apprentice. The artist and the student, together, draft a syllabus that is then given to the department for approval. This apprenticeship results in creative work that joins new media technology to the specific artistic medium of the master artist-teacher. At the end of the student's time with the artist-teacher, he/she writes a research paper and builds a new work of performance art, both of which are presented to faculty and students, resulting in the student's final grade decided upon by master artist and NMP faculty. Six credits.

**New Media Performance 506
Urban Artist Serving Community (Internship)**

UASC interns a graduate student to a community-based arts organization in any city or community in the United States. Undertaken in the second or third year of graduate coursework, this

internship asks the graduate student to teach the technology learned through Long Island University's Brooklyn Campus Department of NMP to an economically underprivileged group of students or adults whose work in various artistic disciplines can be reinforced with new media art and technology. Once the student chooses a particular community organization and is officially invited by the director(s) of the organization to come and teach, the student writes out a proposed teaching model to be approved by the NMP faculty. The student will be asked to make a video documentary of his/her time in that community. Further, the student will be given a reading list of history and theory that must be included in the student's final written assessment. At the end of the student's internship, he/she writes a written 20-page assessment of the work conducted and of the students' progress throughout his/her internship. Six credits.

**New Media Performance 515
Independent Study**
Offered yearly

Students choose a specific medium and master artist teacher who will guide them in a semester-long, individual course of study, specializing in their particular discipline. They write, in conjunction with an NMP faculty adviser, a syllabus that outlines what they will read, write, study and hand in to the NMP faculty at the end of their Independent Study. This course increases student's knowledge of a known or needed artistic discipline, to help that student gain fluency in that discipline. Three credits.

**New Media Performance 516
(See New Media Performance 515)**
Offered yearly

One credit.

**New Media Performance 601,606,
607, 608 Creative Studio I, II, III, IV**
Special Fee: \$45.00
Offered every semester

These are production courses in which students spend the semester building individual and collaborative work that results in an end-of-semester M.F.A. concert on the stage of the Kumble Theater. Each semester, the syllabus will be dedicated to an area of new media specialization: new media, sound design, choreography/design for space, digital imaging. Three credits each.

New Media Performance 605, 609, 610, 611 Inter-Arts Seminars
Special Fee: \$45.00
 Offered every semester

Inter-Arts seminar courses are intensive semester-long production-based courses in which graduate students build new work for each course to be critiqued by guest artists, professors and peers week-by-week. Students are encouraged to explore new subject areas in any area of new media and to construct work on their own. Three credits each.

New Media Performance 612 Directing/Designing and Choreographing Digital Environments
Special Fee: \$45.00
 Offered yearly

This intensive production course asks students to learn software programs to build digital environments – sound and visual – for the stage. Students will explore Projection, Motion Capture, and Motion Sensors using three software programs: Final Cut Pro, Isadora and MP3 Jitter. Final projects shown at the end of the semester will demonstrate proficiency in at least two of these software programs in the construction of a virtual environment for the stage. A production-based and theory-based course, host to a variety of visiting and digital artists from the new media, it also offers a history of the field. Students will be asked to recreate the experiments of the past, demonstrating historical and technological fluency, and build upon these performance tasks, developing new languages of their own. These assignments can be performed anywhere: cell phones, Internet, the experimental stage, site-specific/installation and outdoor spaces, and on the stage of a traditional theater. Three credits.

New Media Performance 701 New Media Performance History II
Special Fee: \$30.00
 Offered every other year

This is a semester-long, seminar-style course that examines the relationship between global cultural and ritual performance and technology in a study of critical theory and performance history. Issues relating to the African and Afro-Caribbean diaspora and the syncretic relationship of European and American colonial cultures as they interfaced with enslaved populations, resulting in vast new music, dance and spoken word cultures, will be studied. The global use of

technology in the creation of culture, identity, representation and artistic expression will be discussed, critiqued, and explored in end-of-term research papers. Three credits.

New Media Performance 705 Senior Thesis (Written and Performed: Individual Supervision)
 Offered yearly

Senior Thesis represents the creative and scholarly growth of a graduate student and is undertaken in the final semester of coursework. Working closely with a faculty mentor, the graduating student produces a substantial research project whose subject and bibliography are reflected in the performance or installation-based end-of-term presentation to faculty and students. Both written and performed theses share the same theme whose new media language will be reflected upon by the student as he/she exits the program. Three credits.

New Media Performance 706 New Media Production Performance and Juried Work (Capstone course)
 Offered yearly

This final creative project is juried by the New Media faculty and serves as capstone – final learning experience. All NMP faculty will work closely with a graduating student as he/she produces a mature work of new media art ready for the professional environment. Grades for this course are dependent upon the student's growth in all subject areas. Three credits.

POLITICAL SCIENCE

Professor Ehrenberg, Chair;
 (718) 488-1057

Professors McSherry, Stevens Haynes
 Professors Emeriti DiMaio, Werner
 Associate Professor Sanchez
 Assistant Professors Sayej
 Adjunct Faculty: 4

Candidates for the degree of Master of Arts with specialization in Political Science must complete either (1) a minimum of 30 course credits in Political Science plus six credits of thesis supervision (Political Science 707, 708), including the submission of a completed thesis; or (2) a minimum of 36 credits, of which six may be in a related field, and pass a comprehensive examination in two sub-

fields after the completion of 24 credits in Political Science. Social Science 511 is required.

In addition, a candidate for the M.A. in Political Science is required to complete the following four courses as early as possible:

Political Science 505 Foundations of Political Theory

Political Science 613 Comparative Politics

Political Science 630 The American Constitution and Political System

Political Science 638 International Relations

A candidate may be exempted from any of the required courses only if the Department is fully satisfied that the student has attained the equivalent level of proficiency in the subject.

Candidates should develop concentrations in at least two of the following sub-fields:

American Political Institutions and Practices: Political Science 520, 521, 522, 546, 575, 603, 604, 605, 606, 630, 631, 632, 635, 637, 674, 705, 706*

Comparative Politics and Political Theory: Political Science 505, 508, 509, 573, 613*, 614, 664, 665, 668, 670*

International Affairs: Political Science 547, 577, 578, 638, 640, 641, 642, 644*
Public Affairs, Criminal Justice and Policy Analysis: Political Science 510, 546, 571, 572, 603, 605, 672, 673, 705, 706

**Required of all M.A. candidates in Political Science.*

Courses

Political Science 505 Foundations of Political Theory
 Required of all candidates for the M.A. in Political Science
 Offered Spring 2007, 2009

A graduate-level survey of the threads of continuity and the sources of change in the development of political philosophy from Plato through Marx. Three credits.

Political Science 507 Contemporary Political Theory
 Offered on occasion

A consideration of selected topics in contemporary political theory, including Marxism, liberalism, fascism, postmodernism, postcolonialism, and feminism. Three credits.

Political Science 508
Seminar on Political Theory
Offered Fall 2007

A focus on central issues in political theory: power, justice, the state and the individual, obligation, and freedom. Three credits.

Political Science 509
Comparative Revolutions
Offered Spring 2008

An examination of theories of revolution. Revolution is studied for what it can reveal about the political process and the breakdown of that process; the role of the state; international/domestic factors; the function of ideology; and sociopolitical change. Case studies are used. Three credits.

Political Science 510
State Violence and Terrorism
(Same as Urban Studies 510)
Offered Fall 2008

An examination of individual terrorism – its origins and theories offered to explain it – and the forms of state coercion known as state terror, which is often prompted by perceived domestic or foreign threats to survival, authority or national interest. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course. Three credits.

Political Science 520 Entitlement Politics, the Constitution and the Law
(Same as Urban Studies 520)
Offered on occasion

An examination of the shifting politics of entitlement, poverty and constitutional rights law, with particular emphasis on the evolving interpretation of the Equal Protection and Due Process clauses and the changing responsibilities of the federal and state governments. Three credits.

Political Science 521
The Electoral Process: Parties, Interest Groups and Voter Behavior
Offered on occasion

A study of the continuity and changes in the American electoral system. Consideration is given to the structure and nature of parties, the impact of interest groups, and select issues affecting voter behavior, including modern technology. Three credits.

Political Science 522
Labor Law and Politics
(Same as Urban Studies 522)
Offered on occasion

A nontechnical examination of the common law of labor, ameliorative legislation (industrial safety, workers compensation, hours and wages, unemployment compensation, retirement), union organization, collective bargaining, collective action, arbitration, and racial and sexual discrimination in employment. Three credits.

Political Science 523 Urban Democracy in America
(Same as Urban Studies 523)
Offered on occasion

Is urban government the biggest failure of democracy in the United States? We will examine governance in three U.S. cities: Los Angeles, Washington and New York, focusing particularly on formal institutions, interest groups and countervailing movements. Three credits.

Political Science 545
Police in a Democratic Society
Offered Spring 2008

An examination of policies, programs and problems of police systems; changing roles and trends; and the impact of behavior and decisions on society. Three credits.

Political Science 546
Rights of the Defendant
Offered on occasion

A study of the constitutional, statutory and judicial rights to lawful arrest, fair trial and just sentence. Three credits.

Political Science 547
Human Rights in World Politics
Offered Fall 2008

An examination of the impact of human rights on state policies, theories of human rights, cross-cultural perspectives of human rights, and the question of universality. Also considered are the five categories of rights recognized by the international community, negative and positive rights, the three generations of rights and the evolution of international human rights and the legal instruments and covenants designed to protect them. Case studies of major human rights abuses and the efforts by the international community to deal with them – the role of the United Nations, particular states, non-

governmental organizations and individuals – are reviewed. Three credits.

Political Science 571 Public Administration and Public Policy
Offered on occasion

A study of administrative history, theories and practices; policy formation and programs; and budget and personnel issues. Case studies are reviewed. Three credits.

Political Science 572
Decision Making in the Public Service
(Same as Urban Studies 572)
Offered on occasion

An examination of theories and models in the public service arena and their relationship to communication, team-building, morale, human relations and leadership. Case studies are reviewed. Three credits.

Political Science 575 Concepts of the American Presidency: Executive Leadership and Power
Offered on occasion

An examination of the theories and practices of the American presidency, incorporating case studies comparing executive power in other countries. Consideration is given to constitutional factors, party politics, modes of executive leadership in light of new technology, and the evolving role of federalism and globalism. Three credits.

Political Science 577
Problems in American Foreign Policy
Offered Spring 2008

A consideration of selected topics in the analysis of the shaping, determination and conduct of American foreign policy since World War II, including domestic, institutional and global factors. Three credits.

Political Science 578 Problems of Military Strategy and World Security
Offered Fall 2008

A consideration of selected topics in the analysis of military doctrine, strategy and world security, including nuclear and conventional conflicts and the influence exerted by the military on national objectives, decision making and the economy. Three credits.

Political Science 601 Capital Cities and Politics: Comparative International Urbanization
(Same as Urban Studies 601)
Offered Fall 2008

An examination of the political, physical, economic, social and cultural aspects

of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. Three credits.

Political Science 603 Law and Society
(Same as PM 794)
Offered Summer 2008

An analysis of the ways laws evolve along with social change; the applicability of laws in relation to the criminal justice system and the structure of society; and the viability of laws in relation to changing moral standards. Three credits.

Political Science 604 Urban Government and Politics
(Same as Urban Studies 604 and PM 781)
Offered on occasion

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. Three credits.

Political Science 605 Conflict Resolution
Offered Spring 2008

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. Role-playing is used to illustrate theories and practice. Three credits.

Political Science 613 Comparative Politics
Required of all candidates for the M.A. in Political Science
Offered Spring 2008

A basic introduction to theoretical frameworks, concepts, approaches and methodologies in the field of comparative politics. Students examine major authors, key texts and central theories, including structural-functionalism, modernization, political culture, dependency, corporatism, democratic transition theory and rational choice. The course explores contending perspectives, foreign viewpoints and comparative case studies. The development of distinctive political systems in the industrialized world and the developing world and the utility of comparative theories to explain similarities and differences are considered. Three credits.

Political Science 630 The American Constitution and Political System
Required of all candidates for the M.A. in Political Science
Offered Fall 2008

A study of the U.S. Constitution – its

historical and political background and its relationship to major political institutions and practices. Three credits.

Political Science 631 Current Problems in Constitutional Law
Offered on occasion

An analysis, possible synthesis and ultimate evaluation of the United States Supreme Court's approaches to select twentieth century problems of constitutional law. Topics may include federalism and governmental powers, civil liberties issues, church-state relations and rights of privacy. Three credits.

Political Science 632 Freedom of Expression
Offered on occasion

A study of constitutional limitation on freedom of speech and press, including political dissent, particularly in time of war and national crisis. Demonstrations, symbolic speech and obscenity are considered. Three credits.

Political Science 635 The Supreme Court as a Political Institution
Offered on occasion

A study of the history and present status of the United States Supreme Court as a political instrument and how it affects political, social and economic changes in American society. Three credits.

Political Science 637 The Legislative System
(Same as Urban Studies 637)
Offered on occasion

An in-depth study of the legislative process at the local, state and national levels. Focus is on legislative analysis, including the study of legislative histories, lobbying, the role of unions, elected officials, the media and the general public. Three credits.

Political Science 638 International Relations
Required of all candidates for the M.A. in Political Science
Offered Fall 2007

An intensive survey of major theoretical perspectives and conceptual frameworks in international relations as well as a historical grounding in major recent and contemporary issues in world politics. The course explores contending perspectives, foreign viewpoints, and current and recent international case studies and controversies. Study of political economy

is woven throughout the course. Students develop critical skills and a solid foundation in theoretical approaches to international relations. Topics covered include realism, liberalism, Marxism and dependency, world systems theory, U.S. foreign policy, the role of the United Nations and international organization globalization. Three credits.

Political Science 639 International Political Economy
Offered Spring 2007, 2009

A comprehensive study of political economy in the global system: the complex interactions between politics and economics, power and wealth. Students examine key theories, specific contemporary problems and major issues in political economy, including Third World development, the economic restructuring of former Communist countries, foreign aid, regional cooperation, the role of transnational corporations and the International Monetary Fund, and the relationship between democracy and free markets. Three credits.

Political Science 640 Public International Law
Offered on occasion

Studies in the substantive rules of the law of nations pertaining to the relations among states in the family of nations and between states and international organizations. Also discussed is procedural law for the settlement of international disputes. Three credits.

Political Science 642 International Organization, The United Nations and its Affiliated Agencies
(Same as PM 767)
Offered on occasion

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. Three credits.

Political Science 664 Contemporary Latin American Politics
Offered on occasion

An examination of the history, politics and economics of Latin America and an analysis of theories offered to explain Latin American development (or underdevelopment). The region's uneven development and political turmoil are charted as the course traces the historical roots of the complexities of Latin

America: history of Spanish colonialism; U.S. hegemonic power; revolutions, both liberal and socialist; military coups and regimes; and recent transitions to democracy. The political-economic impact of the current embrace of free-market capitalism is considered. Case studies of major Latin American countries and regional processes and transformations are reviewed. Three credits.

Political Science 665
Contemporary Asian Politics
Offered Fall 2008

An examination of the government and politics of contemporary Asian countries. There is great political diversity: from the industrialized or semi-industrialized countries (Japan, South Korea and Singapore) to the lesser developed countries (Cambodia and Indonesia) and the communist countries (China and Vietnam). Focus will be on Japan, China, Vietnam, Thailand, looking at governments, cultural and political traditions, the historical relationships of these countries with the West and their incorporation into the global/political order, the role of democracy and political participation, government/business relations, social forces and current global influences. Three credits.

Political Science 668
Contemporary Nationalism
(Same as PM 768)
Offered Spring 2007, 2009

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order. Three credits.

Political Science 670 The Third World: Development and Politics
(Same as Urban Studies 670)
Offered on occasion

A study of politics, policies and goals of developing nations with regard to arms and disarmament, national sovereignty, colonialism, racism, and economic and regional development. The role of Third-World leaders, countries and groupings in international bodies is considered. Three credits.

Political Science 673
Policy/Program Evaluation
(Same as Urban Studies 673 and PM 704)
Offered on occasion

An attempt to define how the policy-maker or administrator can determine the effects of policies and actions. Examines the major approaches and developments in evaluating the impact of public policies and programs. Both quantitative and nonquantitative factors are discussed. Three credits.

Political Science 674
Community Politics
(Same as Urban Studies 674)
Offered on occasion

An examination of citizen policymaking and its impact on present systems. Charter reports on New York City are examined; trends are discussed. Three credits.

Political Science 700
Independent Study
Prerequisite: Approval of the Department

The development of selected topics in conjunction with a faculty adviser. Three credits.

Political Science 705, 706
Internship in Public Affairs and Policy Administration
Prerequisite: Approval of the Department (Same as Sociology 705, 706; Urban Studies 705, 706)
Political Science 705 offered every Fall
Political Science 706 offered every Spring

An internship designed to provide direct exposure to and experience in the operation of a public affairs/service organizations. The student is expected to engage in a supervised placement activity in a selected institution. Students will generally meet at least once every two weeks as a class with a faculty coordinator to focus on specific questions relating to their organizations. In addition, students are expected to keep logs of their field work experiences and to complete a seminar-length paper analyzing a specific problem of their particular agency or organization. Three credits per semester.

Political Science 707, 708
Research Methods/Thesis Seminar
Open only to matriculated students

In the first semester, advanced study of scientific method in the discipline of political science, together with the

preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Three credits per semester.

PSYCHOLOGY

Professor Ramirez, Chair; (718) 488-1068
Professor Papouchis, Director of Ph.D. Program; (718) 488-1174
Professor Kose, Director of M.A. Program; (718) 488-3360
Professors Allen, Duncan, Fudin, Hurvich, Magai, Mcguire, Penn, Ritzler, Schuman
Clinical Professors Aronson, Brown, Orfanos
Professor Emeritus Exner
Associate Professors Kudadjie-Gyamfi, Samstag, Wong
Assistant Professors Castro-Blanco, Christian
Adjunct Faculty: 9
The Psychology Department offers two programs of graduate study, one leading to the Doctor of Philosophy in Clinical Psychology, the other to the Master of Arts in Psychology.

Ph.D. in Clinical Psychology

The Doctor of Philosophy degree in Psychology is offered to a small and highly select group of full-time matriculated students. The Ph.D. program, fully accredited by the American Psychological Association, offers courses and supervised clinical work in a variety of selected practicum settings. Courses are offered in the daytime. Students are expected to maintain steady, full-time progress toward the degree by completing a minimum of 24 credits of course work per year during the first three years of residence, although students in the first year of the program are expected to take a minimum of 17 credits of coursework each semester.* Students in the fourth year are expected to work full time on their doctoral dissertations. The number of students in each entering class averages between 15 and 17.

A candidate for the Ph.D. may also elect to qualify for the Master of Arts degree by completing the requisite 36 credits of course work.

Candidates for any graduate degree in Psychology may be terminated at any time by reason of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

Program Philosophy and Goals

The philosophy of the Ph.D. program is that a clinical psychologist is a psychologist first, and subsequently a spe-

cialist. That philosophy is based on the assumption that all the skills and services a clinician may develop are founded upon, and critically evaluated from, the science of psychology. The training model followed might best be described as a scholar practitioner model.

The primary goal of such model is to prepare students to be clinical psychologists who are carefully grounded and competent in the scientific aspects of psychology. To achieve that goal, a variety of clinical courses, seminars and practicum experiences are available to students to develop their knowledge and skills in the areas of psychopathology, assessment and the fundamentals of a variety of intervention techniques.

At the same time, students are exposed to the experimental areas in general psychology and are trained in sophisticated statistical procedures, research design and methodology. Coursework in statistics and basic principles of research design are offered in the first year of training. Students are then expected to begin to develop independent research projects, the Second Year Research Project, under close faculty supervision in the Spring semester of the first year. The research projects should be completed no later than the beginning of the third year. Advanced courses in research design are part of the required curriculum in the second year of training. Students also have the opportunity to participate in other faculty research projects as part of the coursework in both the clinical and general/experimental areas.

**Ph.D. candidates in Psychology will be charged a flat tuition rate of \$16,143.00 per semester regardless of the number of credits taken during the first three years of residence.*

Theoretical Orientation

The theoretical orientation of the Ph.D. program is strongly influenced by the spectrum of the various psychodynamic approaches to therapy. Cognitive-behavioral approaches are also emphasized. Students are trained in intervention modalities such as individual, group and family therapy. There are also opportunities for students interested in child clinical/developmental issues to receive more specialized training in that area.

Clinical courses and practicum experiences over the first three years of training are designed to familiarize the student with a variety of approaches to conceptualizing and assessing psychopathology and therapeutic intervention techniques. Thus, graduates are well-prepared to function as practicing clinical psychologists and to meet the academic requirements for licensure in

psychology as set by the New York State Education Department.

Admission to the Ph.D. Program

All applicants should ordinarily have completed a minimum of 18 undergraduate credits in psychology, including courses in experimental psychology and statistics. Minimal requirements for consideration for admission to the Ph.D. program include an undergraduate grade point average of 3.2 and a grade point average in psychology of 3.4. All applicants are also required to submit scores on the Graduate Record Examination (including the Advanced Test in Psychology). Each applicant should ask at least three professors to submit letters of recommendation.

The deadline for all applicants is February 1. Students whose applications are favorably reviewed will be interviewed for the program at the end of February and the first week of March. Notification of the final decision of the Admissions Committee will be mailed no later than April 1. In accordance with APA standards, acceptance of an offer to the Ph.D. program must be made by April 15 and will be binding thereafter. There are no midyear admissions to the program. At the present time, no candidates are admitted with advanced standing, although students accepted from the Brooklyn Campus M.A. program will receive credit for selected doctoral courses with the approval of the Director of the doctoral program.

Applicants not accepted into the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

The Admissions Process and the Current Student Body

In recent years the Psychology Department has received approximately 200 completed applications each year. Evaluation of application materials by the Admissions Committee results in interviewing approximately 100 of the original pool of applicants.

Acceptances into the program are offered until an incoming class of 15 to 17 students has been filled. The admissions committee accepts applicants solely on the basis of qualifications. Among all doctoral students currently enrolled the age range covers the early 20s to the mid-40s; women account for 70% of the group; 15% of the students are members of minority groups; and 1% are handicapped.

Admission to Ph.D. Candidacy

Admission to Ph.D. candidacy is determined by the successful completion

and presentation of the second-year project and the submission of the clinical qualifying examination paper to the Director of the Ph.D. program.

Degree Requirements and Time Limits

Ordinarily, completion of the requirements for the Ph.D. degree in Clinical Psychology will entail a minimum of five years of full-time academic study. The first three years in residence usually involve full-time course work, while the fourth involves full-time work on the doctoral dissertation before the clinical internship. Full-time work on the dissertation often occupies the year after the internship as well. There is an eight-year time limit on the completion of all requirements. The average time for completing the program has been 6.3 years over the past six years. During this same time period, approximately one third of each class has completed the program within five years.

The degree requirements in Clinical Psychology include a minimum of 90 credits of graduate courses, completion of the second-year project, one full year of clinical internship at an approved installation, satisfactory performance on the clinical qualifying examination paper and oral exam, and the presentation and satisfactory defense of a doctoral dissertation that represents an original contribution to psychology.

Students who have completed 36 credits receive the M.A. degree in Psychology.

The internship for Clinical Psychology students ordinarily encompasses one full year of training at an installation approved by the Department.

Further regulations concerning maintenance of good standing in the programs will be found in the Graduate Student Handbook issued by the Psychology Department.

Academic Counseling

All faculty are willing and available to aid students encountering specific difficulties in their academic studies. In addition, the Director of Clinical Training meets with each class in residence on a once-a-month basis to discuss issues relevant to students' academic and clinical experience. Students are also assigned to a specific faculty member who serves as their faculty adviser during their time in the program. In courses such as Statistics and Psychological Assessment, advanced students with special skills hold teaching assistantships and work with students in laboratory sections. In courses such as Research Design, students have ample opportunity to work in a tutorial relationship with the professor, especially on

preparation of designs for research projects. In connection with clinical activities, the program ensures that all treatment and diagnostic activities are supervised.

Graduate Assistantships

Assistantships are available to students in the doctoral program during the first three years. Teaching Assistantships, usually reserved for second- and third-year students, carry a \$2,400 stipend and tuition remission. Research Assistantships within the Department carry half-tuition remission and a stipend and require eight to ten hours of work per week. Students may also receive assistantships available in other departments of the University through the office of the Graduate Dean. Information about such assistantships is available at the time of admission to the program. There are also full tuition-remission scholarships given to three minority students in each entering class, while qualified advanced students may receive paid Teaching Fellowships.

Housing

The best sources of housing information are current doctoral students, local real estate agents, and the real estate section of The New York Times, particularly the Sunday edition.

Psychological Counseling

The New York City metropolitan area is saturated with possibilities for low-cost counseling, psychotherapy and psychoanalysis, whether through neighborhood clinics or the clinical services attached to the various postdoctoral training institutes that abound in the city. Doctoral students are not required to be in psychotherapy, but such self-exploration is encouraged if it is at all possible.

Doctoral Curriculum

Fourteen specific courses are required for the Ph.D. program, plus three years of pre-internship clinical practicum experience. Required courses are listed below. Additional courses required for licensure by the New York State Department of Education are indicated by an asterisk in the list of elective courses in the yearly sequence of courses below. Students are expected to take these courses.

- Psychology 600, 700 Research Design I and II
- Psychology 603 Contemporary Psychological Theories
- Psychology 606, 706 Statistics I and II
- Psychology 607 Professional Ethics
- Psychology 620 Tests and Measurements
- Psychology 625, 676 Assessment I and II

- Psychology 655, 755 Psychopathology I and II
- Psychology 660 Intervention Techniques
- Psychology 671, 771 Dynamic Psychotherapy I and II

The three years of pre-internship practicum include Psychology 630-631 (Introduction to Clinical Practice I and II), Psychology 635-636 (Advanced Clinical Interviewing III and IV) and Psychology 691-692 (Clinical Practicum V and VI).

Required courses are offered every year and are supplemented by a variety of electives offered regularly and irregularly. In their selection of electives all clinical students are required to complete seminars in the area of general experimental psychology which meet the requirements for licensure in New York State.

The curriculum below contains the usual courses available to students in the Clinical Psychology program. Not all electives are available each semester, but most will be available during the student's three years of full-time study. This list does not include the required Clinical Internship (840-841) or the Dissertation Seminar (850).

Students are introduced to the guidelines set forth by the Office of the Professions, of the State Education Department, regarding mandated training related to child abuse in selected clinical courses. Students may also complete a two-hour seminar which meets the requirements for reporting child abuse in New York State.

First Year

- Fall required courses*
- 606 Statistics in Psychology I
 - 607 Professional Ethics and Standards
 - 620 Tests and Measurements
 - 630 Clinical Interviewing and Practice I
 - 655 Psychopathology I
 - 660 Intervention Techniques

- Fall electives*
- 602 Developmental Psychology *
 - 613 Social Psychology*

- Spring required courses*
- 600 Research Design I
 - 625 Psychological Assessment I
 - 706 Statistics II
 - 731 Clinical Interviewing and Practice II
 - 755 Psychopathology II

- Spring electives*
- 602 Developmental Psychology*
 - 615 Personality Theory*

Second Year

- Fall required courses*
- 635 Advanced Clinical Interviewing III
 - 671 Dynamic Psychotherapy I
 - 676 Psychological Assessment II
 - 710 Research in Psychotherapy**

- Fall electives*
- 602 Developmental Psychology*
 - 613 Social Psychology*
 - 656 Psychopathology and Psychotherapy of Adolescents
 - 678 Clinical Neuropsychology*
 - 679 Family Therapy
 - 750 Individual Research I

- Spring required courses*
- 603 Contemporary Theories
 - 614 Cross-Cultural Issues in Psychology***
 - 636 Advanced Clinical Interviewing IV
 - 700 Research Design II*

- Spring electives*
- 680 Neuropsychological Assessment
 - 702 Advanced Developmental Psychology
 - 704 Advanced Personality Theory
 - 707 Issues in Trauma Research
 - 761 Borderline and Narcissistic Psychology
 - 777, 778 Special Topics

Third Year

- Fall required courses*
- 691 Clinical Practice V
 - 771 Dynamic Psychotherapy II

- Fall electives*
- 602 Development Psychology*
 - 611 Cognitive and Affective Issues in Psychology*
 - 613 Social Psychology*
 - 657 Childhood Psychopathology
 - 678 Clinical Neuropsychology*
 - 679 Family Therapy
 - 750 Individual Research I
 - 761 Borderline and Narcissistic Psychology
 - 800 Research Methods in Clinical Psychology

- Spring required courses*
- 614 Cross Cultural Issues in Psychology***
 - 692 Clinical Practice VI

Spring electives

- 644 Group Techniques
- 658 Psychotherapy of Children
- 673 Conceptual and Empirical Issues in Psychotherapy
- 680 Neuropsychological Assessment
- 702 Advanced Developmental Psychology

707 Issues in Trauma Research
 751 Individual Research II
 765 Object Relations Theory
 777, 778 Special Topics
 800 Research Methods in Clinical
 Psychology

**Courses may be listed as electives in different years of the program. This means that the course may be taken in any of the years listed.*

***Research Design and Psychology 710 Research in Psychotherapy both satisfy the Research Design II requirement.*

****May be taken in the Spring semester in either the second or third year.*

M.A. Program

The M.A. program is a broad one, designed for students wishing to deepen their familiarity with psychology; students who, aware that the Master of Arts is not a terminal degree, wish to qualify for employment requiring psychological skills; and students intending eventual doctoral study who desire to present a stronger application by demonstrating graduate capability.

Admission to the M.A. Program

Applicants to the M.A. program must have completed at least 12 undergraduate credits of psychology, including statistics, with a grade-point average of at least 2.75. In addition, they must submit scores on the Aptitude Test and the Advanced Test in Psychology of the Graduate Record Examinations and letters of recommendation from two professors. While students may be admitted to the M.A. program without their Graduate Record Examination scores, they must take the exams at the first opportunity and submit those scores to remain in good standing in the M.A. program. Admission to the M.A. program in no way implies acceptance into the Ph.D. program. Nonetheless, outstanding master's degree candidates are admitted into doctoral courses with the permission of the directors of both programs, and some M.A. graduates are accepted into the Ph.D. program. Both graduate programs are committed to increasing the enrollment of aspiring minority students.

All applicants to the Ph.D. program who were not accepted for admission to the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

M.A. Degree Requirements and Time Limits

The M.A. program is ordinarily completed in one and one half to two years of intensive study. The time limit for the M.A. degree is five years. Candidates must have completed 33 credits, which includes an acceptable thesis (10 courses plus Psychology 709M, Master's Thesis Supervision), or 36 credits (12 courses) and pass a written comprehensive examination. These courses must be successfully completed before registration for the comprehensive examination. Credit for courses taken outside the Psychology Department must be approved by the Master's Program Director and will be limited to a maximum of six credits.

Curriculum for M.A. Degree

The typical curriculum for the M.A. degree consists of 600-level courses designated by the letter M, which are offered in weekday late afternoon, evening or weekend classes. Some Psychology courses are open to both M.A. and Ph.D. students without prerequisite. The following core courses are required for all M.A. degree candidates:

Psychology 616M, 617M Statistical and Research Methodology I, II
 Psychology 603M Contemporary Psychological Theories
 Psychology 665M Professional Issues and Ethics in Psychology

Doctoral Courses

Psychology 600 Research Design I

Prerequisite: Psychology 606
 Offered every Spring

An introduction to the basic theories, issues, concepts and constructs of what constitutes sound psychological research. Students are expected to develop the capacity to critically evaluate research, and to formulate research proposals on their own. Students complete a proposal for their second-year research project as part of the course requirement. Three credits.

Psychology 602 Developmental Psychology

Offered every year

A consideration of developmental issues from empirical research, interpersonal-psychoanalytic theory and cognitive theory. Major theorists discussed include Piaget, Bowlby, and Werner. The aim of the course is to look at developmental issues from differing points of view and

to examine points of convergence and divergence. Three credits.

Psychology 603 Contemporary Psychological Theories

Offered every Spring

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined with an emphasis on history and systems of current psychological theories. Three credits.

Psychology 604 Physiological Psychology

Offered on occasion

A physiological analysis of human behavior, with an emphasis on neurological and endocrine processes in motivated behavior and their implications for the theory of human behavior and psychosomatic medicine. Three credits.

Psychology 605 Psychobiology

Offered on occasion

A study of theories and research related to the biological basis of behavior viewed across a range of psychological phenomena. Three credits.

Psychology 606 Statistics in Psychology I

Prerequisite: Undergraduate course in psychological statistics
 Offered every year

A look at estimation and hypothesis testing and the power of a test and introduction to non-parametric statistics, multiple correlations and simple analysis of variance. Three hours lecture; one hour laboratory. Four credits.

Psychology 607 Professional Ethics and Standards

Offered every Fall

An examination of the broad spectrum of contemporary ethical issues encountered by psychologists as teachers, researchers and practitioners and a forum for increased ethical awareness and analysis. Issues related to the identification and reporting of child abuse and maltreatment are an important component of professional training for psychologists and will be addressed in this course. Pass/Fail only. Three credits.

Psychology 610 Social and Emotional Development of the Infant and Child
Offered on occasion

A survey of the theories of emotional development (analytic, cognitive/interactionist, ethological and discrete emotions theories) that treat major topical areas of research, including early nonverbal communication, the formation of affiliative bonds, and the socialization of emotion. Three credits.

Psychology 611 Cognitive and Affective Issues in Psychology
Offered every Fall

An examination of an array of topics, including consciousness, thinking, memory and imagination, theories of emotional development. Readings and discussions focus on the philosophical background to the topics as well as a critical evaluation of contemporary approaches and a review of recent research. Three credits.

Psychology 613 Social Psychology
Offered every Fall

An analysis of fundamental concepts in interpersonal and group relations, with consideration of the application of social psychology to contemporary human problems; for example, personality development and adjustment, ethnic attitudes and conflicts, social movements, and propaganda. Three credits.

Psychology 614 Cross-Cultural Issues in Psychology
Offered every year

An examination of key issues and concepts in cross-cultural psychology as a growing area within psychology. A major goal of the course is to have students gain an appreciation of the impact of cultural factors on attitudes and behavior of those who are recipient of services as well as the service provider. Emphasis is placed on clinical and community psychology constructs and applications. African-American and Latino groups get special attention. Three credits.

Psychology 615 Personality Theory
Offered every year

A systematic examination of a variety of theoretical views of personality. Empirical ramifications of such theories and their implications for the psychology of individual differences are considered. Three credits.

Psychology 616 Ecological Perspectives in Psychology
Offered on occasion

A focus on the relevance of understanding the ecological context in which behavior occurs. From such a perspective students examine the impact of ethnicity, social class and group identification on individual behavior. Three credits.

Psychology 617 Freudian Theory
Offered on occasion

A study of the basic principles and evolution of Freudian theory and empirical examinations of that theory. Three credits.

Psychology 620 Tests and Measurements
Offered every Fall

A consideration of the principles of psychometric theory. Issues of test construction, validity and reliability are discussed. Principles of administration, scoring and interpretation of the Stanford-Binet, the Wechsler series, and a survey of personality inventories, occupational tests and neurocognitive tests are covered. Three hours lecture; one hour laboratory. Cultural differences related to test biases and performances are covered. Four credits.

Psychology 625 Psychological Assessment I
Corequisite: Psychology 620 or its equivalent
Offered every Spring

A study of the basic principles of assessment, including interviewing and psychological testing, with an emphasis on individual differences. Introduction is made to the Rorschach and other projective tests, as well as continued work with neurocognitive tests. Three hours lecture; one hour laboratory. Cultural differences are covered. Four credits.

Psychology 630-631 Introduction to Clinical Interviewing and Practice I, II
Corequisite for Psychology 630: Psychology 660
Psychology 630 offered every Fall
Psychology 631 offered every Spring

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other stu-

dents clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only. Three credits per semester.

Psychology 635-636 Advanced Clinical Interviewing III, IV
Psychology 635 offered every Fall
Psychology 636 offered every Spring

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only. Three credits per semester.

Psychology 640 Differential Diagnostics in Psychological Assessment

A conceptual overview of differential diagnostics in assessment. Pass/Fail. One credit.

Psychology 644 Group Techniques
Prerequisites: Psychology 655 and permission of the instructor
Offered on occasion

The study of group therapy techniques in both inpatient and outpatient settings. Group psychotherapy is compared to related modalities of treatment, including family therapy. Three credits.

Psychology 646 Cognitive Behavior Modification I
Offered on occasion

An introduction to the theory and practice of behavior modification and cognitive-behavioral modification. Emphasis is placed on the assessment of maladaptive behavior from a cognitive-behavioral perspective and on developing and implementing behavioral and cognitive-behavioral intervention strategies with diverse populations. Three credits.

Psychology 647
Cognitive Behavior Modification II
Prerequisite: Psychology 646
 Offered on occasion

A continuation of Psychology 646.
 Three credits.

Psychology 649
Perspectives on Family Violence
 Offered on occasion

A review of current theories and empirical findings on family violence, with special emphasis on childhood maltreatment and spouse abuse. The course is designed to provide information regarding the prevalence and consequences of abuse and neglect, to review models of interdisciplinary management of family violence cases, and to assist mental health practitioners in the identification and reporting of child maltreatment. Three credits.

Psychology 650
Violence and Mental Health
 Offered on occasion

A focus on several aspects of violence and aggression. The first section of the course reviews the various theories behind violence and aggressive behavior, including psychological, biological and sociological theories (e.g., frustration-aggression, testosterone and aggressive behavior). The second phase reviews the relationship of personality and psychopathology to violent behavior (e.g., antisocial personality, psychosis, substance abuse). The final section of the course covers specific topics in mental health and violence such as the prediction and treatment of violence, juvenile violence and family violence. Three credits.

Psychology 651 Learning I
 Offered on occasion

A study of the basic phenomena and theories underlying learning processes and behavior modification. Three credits.

Psychology 652 Perception
 Offered on occasion

A presentation of leading theories of perception. Selected perceptual phenomena are discussed in light of current research. Three credits.

Psychology 654
Research in the Study of Anxiety
 Offered on occasion

A review of theories and research in the area of anxiety. Three credits.

Psychology 655 Psychopathology I
 Offered every Fall

A study of the symptomatology, etiology and dynamics of the major mental disorders. The classification of functional disorders is also discussed in the context of social and cultural factors. Three credits.

Psychology 656 Psychopathology and Psychotherapy of Adolescents
Prerequisite: Psychology 655
 Offered on occasion

An examination of adolescent psychopathology is viewed from an interpersonal-psychoanalytic, developmental perspective. Of particular interest is the special relationship between clinical symptomatology and the vicissitudes of the adolescent process; that is, the psychotherapy of adolescents has its own unique qualities tailored to the particular developmental issues of the adolescent patient. Issues related to the identification and reporting of child abuse and maltreatment are addressed. Three credits.

Psychology 657 Childhood Psychopathology
 (Formerly Psychology 741)
Prerequisite: Psychology 655
 Offered every Fall

A study of the essentials for understanding the diagnosis of childhood psychopathology and its assessment. The empirical literature of several diagnostic categories is reviewed as well as the impact of cultural factors. Issues related to the identification and reporting of child abuse and maltreatment are addressed as an important component of professional training for professional psychologists. Three credits.

Psychology 658
Psychotherapy of Children
 Offered every year

An in-depth study of the theory and practice of child psychotherapy. Emphasis is on psychodynamic approaches as well as some application of behavioral management and family systems theory. Issues related to the identification and reporting of child abuse and maltreatment are addressed as an important component of professional training for psychologists. Three credits.

Psychology 660
Intervention Techniques I
Corequisite: Psychology 655
 Offered every Fall

A survey of various approaches to the clinical process, emphasizing short-term

techniques. The course focuses on cognitive-behavioral methods, while introducing the student to the short-term dynamic psychotherapies and systems approaches. Issues related to the identification and reporting of child abuse and maltreatment are addressed as an important component of professional training for psychologists. Three credits per semester.

Psychology 671
Dynamic Psychotherapy I
Prerequisite: Psychology 655
Corequisite: Psychology 635
 Offered every Fall

A consideration of key issues in psychoanalytically oriented psychotherapy. Emphasis is on the beginning phase of treatment, transference, and resistance. The empirical literature on psychotherapy is also examined. Concurrent supervised experience (Clinical Practice III) is required. Three credits.

Psychology 673 Conceptual, Integrative and Empirical Issues in Psychotherapy
 Offered on occasion

An examination of a variety of empirical and theoretical problems related to major issues in psychotherapy, such as the definition of change, outcome research, the client-therapist relationship, issues of ethics in therapy, and integrative approaches to psychotherapy, using a range of therapeutic approaches. Three credits.

Psychology 674 Psychology of Women
 Offered on occasion

A consideration of current theories of women's development, including the relevant empirical research. Such theories are contrasted with earlier, more traditional perspectives on the psychology of women. Three credits.

Psychology 676 Psychological Assessment II
Prerequisite: Psychology 625
 Offered every Fall

A continuation of Psychology 625, with more intensive work with the administration and interpretation of psychological tests, particularly the Rorschach. Students are expected to administer and interpret a number of standard psychological test batteries and present their findings in written reports. Three hours lecture; one hour laboratory. The impact of cultural differences is discussed. Four credits.

Psychology 677 Forensic Assessment

Prerequisite: Psychology 676
Offered on occasion

An examination of the application of psychological assessment techniques to legal settings. The course involves a review and analysis of relevant laws and legal standards as well as psychological assessment techniques that are specific to forensic settings (e.g., the detection of malingering). In addition, students participate in an applied component of the course in which they participate in conducting actual evaluations of various forensic psychology issues. Particular emphasis is placed on criminal-legal issues such as evaluating competence to stand trial, criminal responsibility (the insanity defense), and potential for violent behavior. In addition, issues such as malingering, child custody, occupational disability and forensic neuropsychological evaluations are reviewed. Three credits.

**Psychology 678
Clinical Neuropsychology**

Offered every year

An introduction into the interrelation between human biology, physiology, neurology and human behavior. The literature and research concerned with the assessment of organicity or pathology, conceptions of the physiological basis of abnormal behaviors, and related topics are presented. Three credits.

Psychology 679 Family Therapy

Offered every year

A study of a variety of conceptual approaches to family therapy. These approaches include, but are not limited to, structural systems theory and object relations approaches to family therapy practice. The empirical literature evaluating such approaches is discussed as are ethnic and cultural differences. Three credits.

**Psychology 680
Neuropsychological Assessment**

Offered every year

An examination of the variety of assessment techniques designed to evaluate and interpret neuropsychological functions. It is recommended that this course follow Psychology 678. Three credits.

**Psychology 691-692
Clinical Practice V, VI**

Prerequisites: Psychology 625, 655

Corequisite: Psychology 771

Psychology 691 offered every Fall

Psychology 692 offered every Spring

An advanced intensive case seminar taken

in conjunction with a two-to-two and-one-half day per week practicum placement that uses student practicum experiences to focus on more complex clinical issues in psychodynamic psychotherapy, primarily through specific clinical case presentations. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only. Three credits per semester.

Psychology 700 Research Design II

Prerequisites: Psychology 600 and 706
Offered every semester

An extension of Psychology 600. Students are expected to perform small-scale experiments, one of which must culminate in a research proposal completed by the student. Such a proposal must include an extensive review of the literature in an area of special interest to the student and a research design, including appropriate methodology and statistical analysis, developed to study a problem in that area in an empirical manner. Each student is strongly encouraged to use his or her proposal as the basis for his or her doctoral dissertation. Three credits.

**Psychology 701 Seminar and Readings
in Contemporary Psychology**

Offered on occasion

The reading and criticism of significant books and articles on personality, perception, learning theory, theory construction, and application in such new fields as human engineering, clinical psychology and social psychiatry. Three credits.

**Psychology 702 Advanced
Developmental Psychology**

Offered on occasion

A review of selected topics in developmental psychology that attempts to integrate the theories of psychoanalytic, social and cognitive psychologists with the empirical work in this area. Three credits.

**Psychology 703 Current Issues in
Clinical Psychology and
Psychopharmacology**

Offered on occasion

A review of current readings in clinical psychology and psychopharmacology. One credit.

**Psychology 704 Advanced Personality
Theory**

Offered on occasion

A review of a variety of new empirical and theoretical developments in the psy-

chology of personality. Conceptual topics include neo-analytic, cognitive-developmental, and factorial models of personality organization. Study of research in those spheres of personality psychology is central to course work, including examination of the content and methodological issues that are unique to this area of psychology. Three credits.

**Psychology 705
Advanced Physiological Psychology**

Prerequisite: Psychology 604
Offered on occasion

Discussions and illustrations of recent advances in psychopharmacology, neuroendocrine research, and other psychophysiological aspects of normal behavior, behavior disorders and treatment. Three credits.

**Psychology 706
Statistics in Psychology II**

Prerequisite: Psychology 606
Offered every year

A study of correlation analysis, analysis of variance, analysis of covariance, advanced multiple regression, non-parametric methods and other selected techniques for treatment of data. Three hour lecture; one hour laboratory. Four credits.

**Psychology 707
Issues in Trauma Research
and Treatment**

Offered on occasion

A review of the theoretical and methodological approaches to the investigation and treatment of trauma. Ethical issues are discussed. Three credits.

**Psychology 710
Psychotherapy Research**

(Formerly Psychology 745)

Prerequisite: Psychology 600

Offered every Fall

An examination of the history of psychotherapy research that focuses on such major topics as therapeutic alliance, alliance ruptures and treatment failures, common versus specific factors, and differential treatment outcome. Significant psychotherapy research studies and programs (e.g., the NIMH depression study), and empirically validated treatments are reviewed. A number of psychotherapy research assessment instruments that measure different change mechanisms in therapy are demonstrated using vignettes of videotaped sessions. Students interested in pursuing psychotherapy research are thus provided some hands-on experi-

ence with a number of measures. This course is the equivalent of Research and Design II. Three credits.

Psychology 740 Depression
Offered on occasion

An examination of the biological and cognitive bases of depression. The psychopathology, development, display, and treatment of depression are presented from both a theoretical and an empirical perspective. Three credits.

**Psychology 750, 751
Individual Research I, II**

Prerequisites: Psychology 600 and 700
Psychology 750 offered every Fall
Psychology 751 offered every Spring

Individual research projects under supervision. Pass/Fail only. Three credits per semester. May be repeated for up to six credits.

Psychology 752 Learning II
Prerequisite: Psychology 651
Offered on occasion

A review of the literature on the applications of basic principles and theory. Three credits.

Psychology 755 Psychopathology II
Prerequisite: Psychology 655
Offered every Spring

A study of contemporary theory and research of psychopathology, with special emphasis on developmental etiological factors, symptom selection and maintenance and rationale for intervention. The interaction with cultural factors is emphasized. Three credits.

**Psychology 757
Experimental Psychopathology**
(Formerly Psychology 657)
Prerequisites: Psychology 600, 655
Offered on occasion

An attempt to understand psychopathology and its mental mechanisms from an empirical perspective. Topics may include the study of schizophrenia, anxiety disorders, and the understanding and management of stress. Experimental examination of induced states of psychopathology (e.g., hypnosis, pharmacology and biochemistry) may also be critically presented. Three credits.

**Psychology 758
Research and Assessment**
Offered on occasion

An examination of the contemporary research on understanding personality

and psychopathology through the tools of psychological assessment. The student becomes familiar with those tools and becomes capable of critically assessing the value of specific research. Three credits.

Psychology 760 Ego Functions
Offered on occasion

A focus on the definition of the major ego functions as described in psychoanalytic literature. Those functions include reality testing, impulse control, defensive functioning, object relations and synthesis. Emphasis is given to assessment, therapeutic implications and research findings. Three credits.

**Psychology 761 Borderline
and Narcissistic Psychology**
Offered on occasion

A review of the historical background of borderline and narcissistic syndromes. Key literature is discussed, and differential diagnostic and therapeutic issues are extensively considered. Three credits.

**Psychology 765
Object Relations Theory**
Offered on occasion

An in-depth study of the contributions of the major British object-relations theorists and the place of such theory in psychoanalytic thought. Three credits.

**Psychology 771
Dynamic Psychotherapy II**
Prerequisite: Psychology 671
Corequisite: Psychology 691
Offered every Fall

A study of the way in which principles of psychodynamic psychotherapy may be applied to severe psychopathology and to short-term therapies. The application of such principles to the psychoses, borderline conditions is discussed. The empirical literature related to such psychotherapeutic issues is discussed as are the interactions with cultural and ethnic factors. Concurrent supervised clinical practice is required. Three credits.

**Psychology 772 Research Methods in
the Study of the Emotions**
Offered on occasion

A focus on observational and experimental methods in assessing emotions and their development (infancy, childhood, adulthood, old age). The course combines the seminar format with hands-on research experience. Three credits.

**Psychology 773 Introduction to
Computers and Data Analysis**
Offered on occasion

An introduction to the use of computers in the social sciences (with particular emphasis on psychology). The course assumes little or no computer experience or literacy on the part of the student. Topics covered include word processing, telecommunications, the use of statistical macro-packages (e.g., SPSSX, SPSSX/ PCT, SYSTAT) and some statistical data analysis. Pass/Fail only. Three credits.

**Psychology 774, 775, 776, 777, 778,
779 Seminars in Special Topics**
Offered every semester

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester.

**Psychology 780
Proseminar in General Psychology**
Offered on occasion

Readings, lectures and discussions on some of the leading topics of current theory and research. Three credits.

**Psychology 800 Research Methods
in Clinical Psychology**
Prerequisite: Psychology 700
Offered on occasion

A consideration of appropriate methods for investigation of behavioral problems having a clinical orientation. Three credits.

**Psychology 840-841
Clinical Internship**
Special Registration Fee: \$80.00 each semester
Psychology 840 offered every Fall
Psychology 841 offered every Spring

Each candidate for the doctorate in clinical psychology must spend one year full time or two years half time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit.

**Psychology 842-843
Second-Year Internship**

Prerequisite: Psychology 840-841
Special Registration Fee: \$80.00 each semester
Psychology 842 offered every Fall
Psychology 843 offered every Spring

Available to those students who wish to pursue a second year of clinical internship. Not required for the doctorate. Pass/Fail only. No credit.

**Psychology 849A, 849B, 849C
Dissertation Topic Seminar**

Psychology 849A offered every Fall
Psychology 849B offered every Spring
Psychology 849C offered on occasion during the Summer

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Three credits in Fall and Spring semesters; one credit in Summer.

**Psychology 850-858
Doctoral Thesis Supervision**
Offered every semester

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Three credits per semester.

Master's Courses

Psychology 601M Human Sexuality
Offered on occasion

A survey of sexual behaviors (both normal and deviant), with emphasis on the dynamics of motivations. Developmental aspects; myths, fallacies and taboos associated with sex; and modern concepts based on research and clinical studies are all studied. Three credits.

**Psychology 603M
Contemporary Psychological Theories**
Required of all candidates for the M.A. in Psychology
Offered on occasion

A survey of the transformation of psy-

chological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined. Three credits.

**Psychology 604M
Physiological Psychology**
Offered on occasion

A physiological analysis of human behavior, with emphasis on neurological and endocrine processes in motivated behavior and their implications for behavior theory and psychosomatic medicine. Three credits.

**Psychology 605M
Family Dynamics**
Offered on occasion

An examination of the family: its structure and functions, its members and their interactions, the institutions of society that influence it, and how familial pathology is defined and treated. Three credits.

Psychology 609M Independent Study
Prerequisites: Completion of the 12-credit core, at least one required course in the area of specialization, and other courses as determined by the faculty supervisor

An opportunity for practicum experience or an independent project for the advanced student. The course and its specific requirements are under the supervision of a faculty member. Successful completion requires submission of a final paper documenting the process and outcome. May be repeated. Three credits.

**Psychology 611M
Psychological Aspects of Disabilities**
Offered on occasion

An analysis of the development and psychological adjustment problems of people with structural and functional disabilities. Education, rehabilitation and supportive services are considered. Three credits.

Psychology 613M Social Relations
Offered on occasion

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

**Psychology 614M
Introduction to Consultation and
Community Mental Health**
Offered on occasion

An introduction, from a systems perspective, to three of the major focuses within the field of community psychology: prevention, treatment and rehabilitation of the mentally ill. The course covers historical trends in community mental health, methods of building psychological health, social systems analysis and modification, support systems and coping mechanisms, skill training, the process of implementing community-based programs and community mobilization, community research, and the role of paraprofessionals and other community helpers. Required for specialization in Community-Industrial Psychology. Three credits.

Psychology 615M Personality
Offered on occasion

A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization. Required for specialization in Clinical Psychology. Three credits.

**Psychology 616M, 617M Statistical
and Research Methodology I, II**
Required of all candidates for the M.A. in Psychology
Prerequisite: 616M must be taken before 617M
616M offered every Fall
617M offered every Spring

A study of how to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures, as well as how to read and critique a problem, design and execute a small-sample experiment, and interpret and critique the outcome. Three credits per semester.

**Psychology 618M
Modalities of Therapeutic Intervention**
Offered on occasion

A discussion of various therapeutic strategies and tactical alternatives in a variety of settings. Three credits.

**Psychology 620M
Introduction to Clinical Assessment**
Offered on occasion

An introduction to the use of interviews, projective techniques and other semi-structured instruments in psychological research, assessment and occupational settings. Classroom demonstrations of techniques are included, and each stu-

dent is required to gain some practical experience with at least one assessment procedure. Three credits.

**Psychology 621M
Tests and Measurement**
Offered on occasion

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration and interpretation are illustrated for standardized tests commonly used in vocational counseling, employment practices and clinical assessment. Three credits.

**Psychology 625M
Educational Psychology**
Offered on occasion

An examination of such major theories of learning as constructivism, social learning, and behaviorism and of theories of cognitive science. Such theories are applied to setting objectives for education and designing the teaching-learning environment. Three credits.

Psychology 630M, 631M Practica
Offered on occasion

Supervised experience in an area that relates to students interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Three credits.

**Psychology 632M Introduction to
Industrial/Organizational Psychology**
Offered on occasion

An introduction to the various areas currently comprising industrial/organizational psychology: personnel studies; worker motivation; training concepts and programs; labor-industrial relations; testing and assessment for selection or placement; and theories of organizational structure, change, and relationships. Required for specialization in Community – Industrial Psychology. Three credits.

**Psychology 633M Organizational
Theory and Development**
Prerequisite: Psychology 632M
Offered on occasion

The study of interpersonal relations within the organization. The impact of various organizational structures and theories on such issues as leadership, communication, morale, motivation and change within the organization is examined. Three credits.

**Psychology 634M
Personnel Psychology**
Prerequisite: Psychology 632M
Offered on occasion

The study of individual differences in work-related performance and of methods to assess such differences. Practical applications of psychological research to such issues as selection, placement and retention; interviews and tests; and task analysis are included. Three credits.

**Psychology 635M Organizational
Consultation and Intervention**
Prerequisite: Psychology 632M
Offered on occasion

A study of the role of the psychologist within the organization: establishment of a working relationship with management, employees and other constituencies of the organization. Three credits.

**Psychology 644M Group
Processes and Techniques**
(Formerly Psychology 640M)
Offered on occasion

An examination of groups and of such group techniques that may be used for treatment, promotion of growth, or improvement of relationships in diverse settings. The format of the course may be both didactic and experiential. The empirical literature is considered. Three credits.

**Psychology 648M
Developmental Psychology I:
Childhood and Adolescence**
Offered on occasion

A consideration of issues that concern the development of the individual from conception to late adolescence. Theories of development are surveyed. Attention is given to the impact of biological and social factors that influence the course of development. Required for specialization in Developmental Psychology. Three credits.

**Psychology 649M Developmental
Psychology II: Adulthood and Aging**
Offered every Spring

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

Psychology 655M Psychopathology
Offered on occasion

A study of the genesis, course, conceptualization, diagnosis and treatment of mental illness. Required for specialization in Clinical Psychology. Three credits.

**Psychology 658M
Psychotherapy of Children**
Offered on occasion

An in-depth study of the theory and practice of child psychotherapy. Emphasis is on psychodynamic approaches as well as some application of behavioral management and family systems theory. Three credits.

**Psychology 665M Professional Issues
and Ethics in Psychology**
Required of all candidates for the M.A.
in Psychology
Offered every Spring

A seminar devoted to discussions and the evaluation of various theoretical and practical issues in psychology. Problems of ethics and the roles of the psychologist receive particular attention. Three credits.

**Psychology 668M Ethnic, Cultural,
and Minority Issues in Psychology**
Offered on occasion

An examination of the impact upon gender, racial, ethnic, religious and other minorities of stereotyping, discrimination, and efforts to ignore differences or compel uniformity. Three credits.

**Psychology 669M, 670M
Seminars in Special Topics**
Psy 669M offered on occasion

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format. Three credits per semester.

**Psychology 709M
Master's Thesis Supervision**

Master's degree candidates receive assistance in completing their theses. Pass/Fail only. Three credits.

SOCIAL SCIENCE

Professor Wilson (History), Director
(718) 488-1041
Professors Dorinson (History), Ehrenberg
(Political Science), Hendrickson

(Anthropology), Ramirez (Psychology), Rosenberg (Sociology), Sanchez (Urban Studies), Warmund (History), Zewail (Economics) Emeritus Professor Kostich (Interdisciplinary Studies) Associate Professors Jones (History), McSherry (Political Science)

The Master of Science degree in Social Science is designed for persons who want a multidisciplinary program that views society through the integrated perspective of several social sciences. Candidates for the degree may have concentrated in one of the social sciences in their undergraduate studies, or they may now, because of their professional experiences, need a stronger background in the social sciences. Degree candidates must complete either a minimum of 30 credits and submit an acceptable thesis prepared in Social Science 707, 708 or complete 36 credits and pass a comprehensive examination.

Other requirements are as follows:

1. Twelve credits in one social science (economics, history, political science, psychology, sociology, U.N. studies or urban studies, anthropology). This concentration may not be in a field in which the student already has a graduate degree.
2. Six credits in another social science.
3. Three credits in research methods or statistics.

Students concentrating in United Nations studies may opt for the M.S. degree in Social Science (see the specific section of this Bulletin for details).

Courses

Master's degree-level courses in Anthropology, Economics, History, Political Science, Psychology, Sociology, UN Studies, or Urban Studies are appropriate for the Social Science major. See departmental listings in this Bulletin.

Social Science 511 Theories, Ethics and Applications of Research Across Social Science Disciplines
(Same as Urban Studies 511)
Offered on occasion

A study of scientific method and research methodologies as applied to disciplines in the social sciences. Students design a research project and complete a sample chapter for a discipline-related research paper. For first-semester graduate students. Three credits.

Social Science 512 Readings in the Social Sciences
Offered on occasion

Intensive readings in themes in the social sciences. Focus is on such global issues as religion, race and racial attitudes, class, and social change. Three credits.

Social Science 553 World Social Development
(Same as Sociology 553, PM 769)
Offered on occasion

A consideration of the world social situation, including such subjects as health, food and nutrition, housing and urban planning, education, employment, and social development in developing areas. Three credits.

Social Science 611 Independent Study
Prerequisite: Approval of the Department
Offered every semester

Development of selected topics in conjunction with a faculty adviser. Three credits.

Social Science 707, 708 Thesis Supervision
Offered every semester

The selection, supervision and completion of the thesis topic. Pass/Fail only. Three credits per semester.

SOCIAL WORK

The Long Island University M.S.W. program offers a Master of Social Work degree with concentrations in Gerontology, Nonprofit Management and Alcohol and Substance Abuse. The Program is a collaboration between the University's Brooklyn Campus and C.W. Post Campus (Brookville), with courses offered at both locations. It is accredited by the Council of Social Work Education (CSWE), signifying that the program meets the highest standards of academic excellence.

Professor Ilene Nathanson, Program Director, C.W. Post
Associate Professor Samuel C. Jones Chair, Social Work Department, Brooklyn; Brooklyn Campus Site Coordinator, M.S.W. Program
Assistant Professor Elissa Giffords, C.W. Post
Assistant Professor Orly Calderon C.W. Post

Assistant Professor Amanda Speakes-Lewis, Brooklyn Campus
Adjunct Faculty (Brooklyn and C.W. Post)

The program is coherently integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk and promotion of social justice and values. The first year curriculum introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content and supports the integration of specialized knowledge and specialized technologies into a generalist perspective. The first year curriculum also introduces the student to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary fields of practice.

The second year curriculum builds on the first year by deepening the students understanding of psychosocial assessment, administrative theory and practice and diversity sensitive practice. Students select a specific area of concentration – not-for profit management, substance abuse, or gerontology – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes. The advanced curriculum provides the student with an integrative and interdisciplinary theoretical and practice framework for the combining of specialized and generalist components of practice.

Admission to the Degree Program

The admission criteria and procedures reflect the program's goals and objectives, and support the Long Island University philosophy of Access and Excellence. The program seeks students from diverse backgrounds who reflect the diversity of

the population its graduates will serve – encompassing both the suburban population of Nassau County and the multi-ethnic urban population of Brooklyn and Queens. Students who apply to this program should be interested in working with a population at risk, including the elderly; immigrants and refugees; the physically and mentally challenged; gay, lesbian, bisexual and transgender (GLBT) populations; the suburban and urban poor; and other populations economically at risk, through direct care or leadership roles in the field of social work.

The program seeks applicants who have a broad liberal arts education consisting of the humanities, social and behavioral sciences, the natural sciences including, biology, and courses reflective of a basic interest in human services. Additional requirements include:

- A bachelor of arts degree from a regionally accredited university
- A minimum overall grade point average of 2.8
- A B average in courses taken during the final four semesters of undergraduate study
- A minimum of three recommendations
- A personal narrative/autobiographical statement
- Undergraduate transcript
- Personal characteristics and qualifications essential for professional work with vulnerable individuals and populations-at-risk

An Interdisciplinary Approach

The MSW program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from Long Island University will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case and care management.

Degree Requirements

Long Island University M.S.W.
Degree Program

First Year Fall Semester

Course	Cr.
SWK 611 Practice I	3
SWK 601 Policy I	3

SWK 621 Human Behavior In the Social Environment I	3
SWK 798 Research I	3
SWK 701 Field Instruction I	3

First Year Spring Semester

Course	Cr.
SWK 612 Practice II	3
SWK 613 Practice III	3
SWK 602 Policy II	3
SWK 622 Human Behavior In the Social Environment II	3
SWK 702 Field Instruction II	3

Second Year Fall Semester

Course	Cr.
SWK 650 Psychopathology	3
SWK 623 Admin Behavior	3
SWK 703 Field Instruction III Concentration Course (I)	3
Concentration Course (II)	3

Second Year Spring

Course	Cr.
SWK 799 A,B, C* Research II (concentration specific)	3
Concentration Course (III)	3
Concentration Course (IV)	3
SWK 800 Field Instruction IV – with Capstone Paper	6

Concentrations

Gerontology

Students in the Gerontology concentration will learn to understand the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories in late-age functioning. Students who choose this concentration may focus on one of two areas: direct client service through Senior Community Service or leadership role in Long-Term Care Administration

The Senior Community Service track incorporates both clinical and administrative content areas. Students on this track will learn to plan and develop community services for older adults; perform intervention and treatment planning and understand and manage issues of death, bereavement and loss.

Those who take the Long-Term Care Administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health, and personal management. The Long-Term Care Administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

As an added benefit, graduates of either Gerontology track may also qualify for a

New York State Advanced Certificate by taking just one additional course, which is offered by Long Island University.

Nonprofit Management

The MSW concentration in Nonprofit Management provides students with the knowledge, values and skills to work effectively and administer programs in virtually any segment of the social service community, from child welfare to health and mental health, and in a variety of programs addressing a broad range of social issues from hunger and homelessness to women at risk. Upon completion of the MSW degree with a concentration in Nonprofit Management, graduates may also qualify for an Advanced Certificate in Nonprofit Management by taking just one additional course, which is offered by Long Island University.

Alcohol and Substance Abuse

The Alcohol and Substance Abuse concentration incorporates various methods and systems of practice to prepare students to work with individuals, families, groups, and the community at large. This concentration prepares graduates to work in settings ranging from school social work to community-based services, and from mental health clinics to the criminal justice system.

Graduates of this program will have the knowledge, skills and values to deliver alcohol and substance abuse counseling; to perform assessment, clinical evaluation, treatment planning, case management, and client, family and community education; and will become completely familiar with their professional and ethical responsibilities and the documentation process.

The Alcohol and Substance Abuse concentration has been designed in conjunction with New York State Department of Education's requirements for CASAC (Certificate in Alcohol and Substance Abuse Counseling). Students can complete the requirements for CASAC by fulfilling additional internship hours after completing the MSW degree.

M.S.W. Courses

Social Work 601 Policy I: History and Philosophy of Social Work, Social Welfare Policy and Services
Offered every Fall

This introductory policy class provides information about the development of social work as a profession; historical and contemporary social welfare policies, services and institutions; and examines how economic, political, and organizational

systems influence how services are created and provided. These themes are discussed within a context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations. Three credits.

Social Work 602 Policy II: Social Welfare Policies and Services: Social Provisions and a Framework for Policy Analysis

Prerequisite: Social Work Policy I
Offered every Spring

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal and national perspectives and learn about those factors which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also helps students to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse, and health care are also provided. Three credits.

Social Work 611 Social Work Practice I: Working with Individuals and Groups

Corequisite: Human Behavior and the Social Environment I
Offered every Fall

The first of four practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and

advanced practice skills with groups in specific settings. Three credits.

Social Work 612 Social Work Practice II: Working with Families
Offered every Spring

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. A primary focus of the course will be developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit. The life span will be a primary focus of the course. Another focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention. Three credits.

Social Work 613 Social Work Practice III: Social Work Practice with Organizations and Communities

Prerequisites: Practice I, Human Behavior and the Social Environment I, Policy I
Offered every Spring

This practice course focuses on macro social work practice within a systems perspective. The course clarifies the common elements of practice with systems of all sizes and identifies the application of micro and mezzo strategies of intervention within the organizational and community context, e.g. work with teams, coalitions, boards. The course provides an introduction to role theory and its application to collaboration and other forms of multi-disciplinary and interdisciplinary activity. The course begins with an analysis of the worker's role within the organization, starting with the historical antecedents of social work practice in this macro arena. Practice 3 demonstrates the relationship of the generalist intervention model (GIM) to work with organizations and the various tasks of the social worker at different phases of intervention. The second half of the course focuses on social work practice with communities. The curriculum includes a systems perspective for understanding communities with an emphasis on ecological and social systems, demographic development, social stratification, and political and economic systems. The course highlights the factors that define power in the community and the worker's role in promoting social and economic justice. The course includes an analysis of the application of the generalist intervention model (GIM) to the

change process in communities. The course includes material on value conflicts and value conflict resolution in social work practice with organizations and communities as well as strategies for evaluation of practice. Three credits.

Social Work 621 Human Behavior and the Social Environment I: Birth through Adolescence

Offered every Fall

This course, the first of two in this sequence, provides the theoretical and empirical support for several social work values, practice skills, and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. In addition to biological, psychological, and social development, the course covers moral development and the acquisition of skills necessary to lead a civil, moral, and fulfilling life. Three credits.

Social Work 622 Human Behavior in the Social Environment II: Young Adulthood through Late Adulthood

Prerequisite: Human Behavior and the Social Environment I
Offered every Spring

The second in the sequence of two HBSE courses, this course continues to provide theoretical and empirical support for social work values and ethics while providing the generalist practitioner with the knowledge necessary to work with individuals, groups, communities, and systems of all sizes. With the focus on early, middle, and late adulthood, the social work values that are emphasized in the course embrace larger systems such as family relationships, communities, organizations, and socioeconomic policies. Three credits.

Social Work 623 Human Service Organizations and Administrative Behavior: A Context for Social Work

Prerequisites: Social Work Policy I, Social Work Policy II
Offered every Fall

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structural theory. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which they influence administration and

service delivery. The course provides an overview of the responsibilities necessary to support effective and efficient quality services to clients including how to manage information, finances and people. Three credits.

Social Work 650 Psychopathology

Prerequisites: Human Behavior and the Social Environment I & II, Research I
Offered every Fall

This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 4th Ed. (DSM-IV) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions. The DSM-IV multi-axial system will serve as a backdrop and context in which these conditions will be presented and studied. The Competency Based- Assessment Model, which follows a process of reviewing and understanding an individual's past in order to distinguish and interpret present concerns, (Zide & Grey, 2001) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-IV diagnostic criteria and the empirical and epidemiological data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions. Three credits.

Social Work 701 Field Instruction I

Corequisites: Field Instruction I is taken concurrently with Practice I, Human Behavior and the Social Environment I, Research I, and Policy I
Offered every Fall

This is the first course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students (1) to function at a beginning level of competence in a social service delivery system (2) to develop generalist problem-solving and relationship-building skills and (3) to integrate and apply knowledge from Practice, Policy, Human Behavior and the Social Environment, and Research to work with clients. Three credits.

Social Work 702 Field Instruction II

Corequisites: Practice II, Human Behavior and the Social Environment II, Policy II
Offered every Spring

Field Instruction II is the second course in the field practicum sequence and represents the culmination of the Foundation year. Field Instruction II provides students with the opportunity to further integrate and build upon the knowledge, values and skills assimilated during the previous semester. Students further their proficiency in intervening with diverse problems and multiple sized systems, develop more intensive interactive helping skills, become better adept at writing process records and other agency records, assume more responsibility in supervision and inter-professional collaboration, and utilize research and the skills of policy practice to benefit clients. They are increasingly expected to apply a multi-layered understanding of generalist practice concepts and skills to their work with clients. Students gain greater awareness of their own value base and its compatibility to professional social work values, and can utilize more sophisticated expression of their dilemmas through the supervisory and self-evaluative process. They must also demonstrate greater professional responsibility by preparing supervisory agendas; monitor both learning and client goals by evaluating progress made toward both. Learning contracts are further refined, and tasks are operationalized and tethered to the mid-semester field evaluation. Again, students are required to participate in the self-evaluation process continually throughout the semester both in oral and written evaluation sessions, as well as evaluating their field experience and supervisor. Three credits.

Social Work 703

Field Instruction III: Specialization

Field Instruction III is taken concurrently with Practice III, Human Behavior and the Social Environment III, Administrative Behavior, Diversity and two courses in the concentration.
Offered every Fall

This is the third course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students (1) to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse (2) to function at an advanced level of competence in a social service delivery system (3) to continue to practice problem-solving and relationship-building skills, (4) and to continue to integrate and apply knowledge from Practice, Policy, Human Behavior and the Human Environment, and Research to work with client systems. Three credits.

Social Work 798 Research I: Introduction to Social Research

Offered every Fall

This course places significant emphasis on the adherence to social work values and ethical standards in research and in practice evaluation. It requires the students to ask themselves, "Why be ethical?" in an effort to help the student realize that a personal moral code is the best defense against unacceptable and unethical conduct. The student is encouraged to ponder the question of ethics with guidance from social work values and guiding principles, and the N.A.S.W. Code of Ethics. Students are presented with practical examples of ethical dilemmas and required to address the situation using critical thinking skills, technical training, and social work values. This course aims to improve students understanding of the place research plays and has played in social work practice. Using the Code of Ethics as a foundation for all research ventures, students will be taught the basic concepts of research question formation, psychometrics and use of measurement instruments. The course will introduce key components of research including research design, data collection, appropriate communication of research findings, and its relevance to the evaluation of practice, programs, and policies. Three credits.

Social Work 799

Social Work Research II: Advanced Research Methods for Practice

Offered every Spring

Social work values and ethics continue to guide the student's development of technical skills for generating social work knowledge and the evaluation of social work practice. With a greater emphasis on the sensitive development and use of technology with populations-at-risk, social work values and ethics continue to be the primary components in the content of this course. Accessing secondary data and the judicious and ethical use of the data coupled with cultural sensitivity will be woven into the fabric of the course and frequently discussed and practiced. This course aims to develop students ability to apply qualitative and quantitative research design to their area of concentration. By offering students an opportunity to design appropriate measurement instruments, identify appropriate sampling method and differences between group research design and case research design, students will gain knowledge needed to evaluate research and apply its tenets to social work. Moreover, this course gives students an opportunity to practice implementing research by familiarizing students with

various data collection methods, encouraging their use of secondary data, and teaching them basic psychometric and data analysis processes. Three credits.

Social Work 800 Field Instruction IV: Research II and three courses in the concentration.
Offered every Spring

Field Instruction IV is the second course in the Advanced Curriculum/ Specialization Year. It shares its 14 objectives with Field Instruction III. As mentioned above, applying social work knowledge, skills and values in the practicum is understood as a developmental process. Students make a solid beginning in the Foundation Year, continue to work towards these objectives in the Specialization Year and continue to grow and develop as master's level practitioners after earning their degree. In this spirit, in Field Instruction IV, students further their developing expertise in their specializations as described above and deepen their understanding of allied disciplines. Collaborations with professional colleagues across disciplinary lines have the opportunity to develop and mature over time. Three credits.

SOCIOLOGY

Associate Professor Hendrickson, Chair;
(718) 780-4077

Professors Hittman, Rosenberg
Professors Emeriti Carden, Gagliotti,
Parker, Sinder

Associate Professors Barton, Kim
Associate Professors Emeriti Gritzer,
Harwood

Assistant Professors Ali, Juwayeyi
Assistant Professor Emeritus Sherar

The Master of Arts degree in Sociology is not offered at this time, but graduate courses in Sociology are offered as part of other departments and programs including the United Nations Graduate Program, Urban Studies and the Master of Science degree in Social Science.

Courses

Sociology 500, 501 Preparatory Readings in Sociology or Anthropology
Offered as tutorial with departmental approval

Intensive readings in selected areas of general sociology or anthropology under

the supervision of a faculty member. This course is intended for students who lack sufficient undergraduate work in Sociology. Three credits per semester. (These credits cannot be applied toward the M.A. degree offered by the Department of Sociology.)

Sociology 502 Principles of Sociology
Offered as tutorial with departmental approval

An extensive survey of the general principles and concepts in Sociology with emphasis on contemporary American Sociology. This course is designed for those students who are not majoring in Sociology at the graduate level. Three credits.

Sociology 503 Sociological Theory
Offered on occasion

A comprehensive survey of the major contributions to sociological thought. Three credits.

Sociology 504 Social Organization
Offered on occasion

An intensive introduction to social organization through a consideration of the nature and forms of organized relationships. The course emphasizes authority roles and expectations and, in particular, deals with specific forms of organization, such as industry, education and government. Three credits.

Sociology 505 Applied Sociology
(Same as Anthropology 505)
Offered on occasion

A critical examination of the role social science plays in the formulation of public policy. This course considers the uses and abuses of policies derived from the social sciences for significant contemporary issues such as school desegregation, abortion, the family, crime, and affirmative action. It explores the ways in which social problems are defined as public issues, the kinds of solutions suggested, the methods for studying the issues and arriving at policy recommendations, and the means of evaluating those policies. Three credits.

Sociology 506 The Sociology of Sex Roles
Offered as tutorial

An examination of the sources of sexual inequality, culture and sexuality, sex role socialization, and the social conditions conducive to sex role liberation. Three credits.

Sociology 507 Quantitative Methods for the Social Sciences
(Same as Economics 507 and Urban Studies 507)
Offered on occasion

An introductory course in quantitative techniques commonly encountered in statistics, economics and other social sciences, with emphasis on practical applications of matrix algebra, input/output analysis, and linear, differential and integral calculus. Three credits.

Sociology 510 World Cultures
(Same as Anthropology 510)
Offered on occasion

This course allows graduate students in any degree program to acquire some basic knowledge about the comparative analysis of societies and cultures and to consider how such knowledge affects their discipline and/or professional work. Students will be introduced to some of the key analytical approaches to culture and society by reading classic and current writing in anthropology and sociology. They will be introduced to a set of conceptual tools for researching, analyzing and comparing cultures that they encounter in their professional life. They will be guided in carrying out small-scale cross-cultural fieldwork encounters that allow them to try out ethnographic methods themselves (for example, observing and participating in a ritual from a religion other than their own). Along with other writing assignments, they will complete a term paper exploring in-depth the ways that cultural difference affects their professional goals and activities, and they will develop a set of protocols for best addressing those realities. Three credits.

Sociology 526 Asian Cinema: Men, Women and Beyond
(Same as Media Arts 526)
Offered on occasion

This seminar focuses on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies. Three credits.

Sociology 553 World Social Development
(Same as Social Science 553, PM 769)
Offered every Spring

A consideration of the world social situa-

tion, including such subjects as health, food and nutrition, housing and urban planning, education, employment, and social development in developing areas. Three credits.

Sociology 564 Socialization

Offered on occasion

The study of personality as it is shaped by cultural milieu, socialization experience and social process. Three credits.

Sociology 600 Criminology

(Same as PM 793)

Offered on occasion

A systematic analysis of crime in modern society, including discussion of the major types of crime, the theories that help explain such crimes, and the procedures for dealing with offenders. Three credits.

Sociology 601 Readings in Sociology

Offered on occasion

Extensive and intensive individual readings in sociology under the supervision of a member of the faculty. Three credits.

Sociology 603 Sociology of the Family

Offered on occasion

A systematic analysis of the structure and function of the family; the interrelation of the family and other institutions undergoing social change; the different worlds of the family as influenced by class, ethnicity and race; and changing values and the future of the family. Three credits.

Sociology 606 Sociology of Population and Demography

Offered as tutorial with departmental approval

A comprehensive course that focuses on population theories and the national and international problems resulting from population growth. Three credits.

Sociology 607 Urban Sociology

(Same as Urban Studies 607)

Offered on occasion

A review of the development of cities and the specific life patterns and problems of urban life; urbanization as a process of major social change bringing about new forms of social organization, value systems, power structures and ideology. Trends in urban and suburban developments are considered. Three credits.

Sociology 609 Stratification

Offered on occasion

A study of the phenomenon of social ranking, social mobility and the distribution of opportunities, with particular attention to American society. The social-psychological dimensions of stratification. A survey of literature, assessment of contrasting theories, and trends are emphasized. Three credits.

Sociology 612 Deviant Behavior

Offered on occasion

A study of the theoretical and empirical interpretation of deviance as a category of social behavior. Included are the process of becoming deviant and the difficulties of researching non-normative behavior. Three credits.

Sociology 616 Social Change

(Same as Anthropology 616)

Offered as tutorial with departmental approval

An examination of the broad social forces and processes operating in all societies – modern and modernizing – today. Cross-cultural analysis of changing social institutions and their effect on all areas of social life is conducted, and the relationships of those institutional changes to personality, ideas and consciousness are considered. Three credits.

Sociology 620

The Sociology of Education

Offered as tutorial with departmental approval

An analysis of educational systems and their relation to other social systems. Emphasis is placed on the role of education in society, its interrelationships with other occupations, and the special problems of education in urban society. Three credits.

Sociology 630 Political Sociology

Offered on occasion

A study of social factors that give rise to the establishment of political institutions and determine their character and purpose in various cultures. Three credits.

Sociology 631 Work in Modern Industrial Settings and Society

Offered on occasion

A consideration of the sociological impact of work on individuals, groups and societies. The consequences for the worker and work organization of industrial and postindustrial technologies are examined. Three credits.

Sociology 651 Urban Economics

(Same as Economics 651, Urban Studies 651 and PM 788)

Offered on occasion

An analysis of economic problems arising in the modern urban areas of America. Discussion centers around the causes of such problems and possible solutions. Relationships among city and state governments and the federal government receive due consideration. Three credits.

Sociology 654 Methods of Social Research

Offered on occasion

An examination of the range of research methods employed in social science. Topics include selection of research designs, sampling and data collection, quantitative and qualitative approaches, and the ethics of social research. Students are expected to apply such research strategies throughout the semester. Three credits.

Sociology 666 Race Relations and Intergroup Tensions

(Same as Urban Studies 666 and PM 795)

Offered on occasion

An examination of race relations as a major source of intergroup tensions. Three credits.

Sociology 688 Theories and Problems of Modernization in Underdeveloped Nations

(Same as Anthropology 688 and Urban Studies 688)

Offered on occasion

A discussion of major theories of modernization and the resulting social problems in light of the increasing contact between developed and underdeveloped nations. Three credits.

Sociology 701 Advanced Seminar: Sociological Theory

Offered as tutorial with departmental approval

An analysis of dominant lines of theoretical development in contemporary sociology. Specific course content to be determined by instructor. May be repeated. Three credits.

Sociology 705, 706 Internship in Public Affairs and Policy Administration

(Same as Political Science 705, 706; Urban Studies 705, 706)

Departmental approval required

Sociology 705 offered every Fall
Sociology 706 offered every Spring

For course description, see Political Science 705, 706. Three credits per semester.

Sociology 707, 708 Research Methods and Thesis Seminar
Open only to matriculated students

In the first semester, advanced study of scientific method in the discipline, together with the preparation of a master's thesis proposal; in the second semester, the actual writing of the thesis. Pass/Fail only. Three credits per semester.

Sociology 745C Prevention: Child Abuse and Neglect
(Same as Teaching and Learning 745C)
Offered on occasion

A course designed to enable students to enhance their skills and expand their knowledge of comprehensive identification; prevention, referral and treatment services for victims of child abuse and neglect syndrome in the United States. Three credits.

SPEECH- LANGUAGE PATHOLOGY

(See Communication Sciences and Disorders, p. 33).

UNITED NATIONS GRADUATE PROGRAM

Professor Lester Wilson (History),
Director (718) 488-1041
Professor Emeritus Kostich
(Interdisciplinary Studies)
Adjunct Professors Henry Akintunde
(Economics), Rainer Braun (United Nations Studies), Yasmine Sherif
(United Nations Studies), Jacques Fomerand (Head, UN University Office in North America, Ret.), Timothy Houlihan (Associate Academic Dean, St. Francis College), Akira Kusukawa (Director, European Council, U.N. Fund for Population Activities, Ret.); Phyllis Lee (Chief, Advocacy and External Relations Section, U.N. Office for the

Coordination of Humanitarian Affairs, James Sutterlin (Executive Director, Office of the Secretary General of the United Nations, Ret.)

The Institute for the Study of International Organizations

The Institute for the Study of International Organizations builds on the unique instructional methodology and specialized research conducted in the United Nations Advanced Certificate Program and its related master's degree opportunities and provides for further development of advanced studies and research in international organizations. The Institute coordinates research projects dealing with the United Nations system and nongovernmental organizations, with regional organizations, and with other international groupings.

United Nations Graduate Certificate Program

The United Nations Graduate Certificate Program provides students with extensive background instruction on international organizations in advanced departmental course sequences. Certification in United Nations Studies requires 24 credits. These credits may also be applied toward the 36-credit requirement for the Master of Science in Social Science degree or the Master of Arts in Political Science degree, and the 48-credit requirement for the Master of Public Administration degree. A prerequisite for admission to the program is a bachelor's degree from a university in the United States or the equivalent from a university abroad. Graduate credits earned in the United Nations Program may apply toward the M.S. degree in Social Science, the M.A. degree in Political Science, or the Master of Public Administration (M.P.A.) degree.

Required Courses (12 credits)

United Nations 710 Research Methods
United Nations 711 Research Seminar
History 632 The World Since 1945
Political Science 642 International Organization, the United Nations and its Affiliated Agencies

Elective Courses (12 credits)

Economics 624 International Economics
Economics 626 Problems of Economic Development

Economics 661 International Economic Relations
Political Science 547 International Human Rights
Political Science 605 Conflict Resolution
Political Science 638 International Relations
Political Science 640 Public International Law
Political Science 644 International Information, Education and Cultural Exchange
Political Science 670 Third World Politics
Public Administration 763 Public Administration in Developing Countries
Sociology 553 World Social Development
Sociology 606 Sociology of Population and Demography
UN 691 Global Issues and Independence
UN 692 Modern Diplomacy
UN 693 Future World Orders
UN 694 Management of International Organizations
UN 700 Independent Study
UN 704 Issues in International Labor, 1919 to the Present
UN 705 Internship in International Organizations
UN 706 International Humanitarian Assistance
UN 707 Population Displacement and Migration
UN 708 Nongovernmental Organizations
UN 709 Issues in International Ethics
UN 712 Advanced Seminar

Courses

**United Nations 691
Global Issues and Interdependence**
Offered on occasion

An examination of international organizations and their role in the resolution of major global concerns. Three credits.

**United Nations 692
Modern Diplomacy**
Offered on occasion

A comprehensive overview of contemporary international diplomacy considered as art, science, craft, practice, institution and process. Topics of discussion include the nature and development of diplomacy; diplomatic practice, methods, and techniques; types of diplomacy (with special emphasis on multilateral diplomacy); diplomatic privileges and immunities; the role and function of diplomats; the diplomat as a foreign affairs professional; and the contribution

of diplomacy toward maintaining world order. Three credits.

**United Nations 693
Future World Orders**
Offered on occasion

A seminar that adopts a normative and prescriptive approach to go beyond traditional state-centric analysis of international relations to discuss the challenges facing international society in fashioning a new international order. Students assess the merits and deficiencies of the current international system and consider alternative scenarios for the future political organization of the planet. Three credits.

**United Nations 694 Management of
International Organizations**
(Same as PM 761)
Offered on occasion

A focus on structural and managerial issues within international organizations and an examination of the tools needed to function within such an environment. Three credits.

United Nations 700 Independent Study
Prerequisite: Approval of the Department

Development of selected topics, in conjunction with faculty adviser. Three credits.

**United Nations 704 Issues in
International Labor, 1919-Present**
Offered on occasion

An exploration of the broad outlines of the history of the working classes since World War I. A discussion of the International Labor Organization (ILO) and the ILO Declaration on Fundamental Principles and Rights at Work, and other major issues shaping working class experience in the century. Three credits.

**United Nations 705 Internship in
International Organizations**
Offered every semester

A course designed to provide direct exposure to and experience in the work of a UN department or UN-related agency or department. The student engages in a supervised placement activity and is expected to meet at least once every two weeks with a faculty coordinator. The student is also expected to keep a log of all field work experience and complete a seminar-length paper analyzing a specific problem of the agency or department. Three credits.

**United Nations 706 International
Humanitarian Assistance**
Offered on occasion

A review of the evolution of the concept and practice of humanitarian assistance. The course covers the interface between humanitarian assistance and peacekeeping operations, the continuum between emergency assistance and economic/ social development, the role of humanitarian assistance in peace building, the role of nongovernmental organizations in the provision of humanitarian assistance, and the evolving international legal concepts of dealing with the right to humanitarian assistance. The course focuses on case studies of actual emergency assistance operations. Three credits.

**United Nations 707 Population
Displacement and Migration**
Offered on occasion

A review of accelerated internal as well as external migration (voluntary or involuntary), resulting in the displacement of populations. Policy implications are discussed. Three credits.

**United Nations 708 United Nations
Nongovernmental Organizations**
Offered on occasion

A study of the premises and functions of private voluntary organizations in the UN nongovernmental organizations (NGO) structure. Student-initiated research in the functions of selected groups of NGOs is conducted. Multidisciplinary and analytical discussions of research progress reports on NGO activities and interactions with international organizations are held. Three credits.

**United Nations 709
Issues in International Ethics**
Offered on occasion

A review of concepts in the development of governmental and nongovernmental action on global issues. Three credits.

United Nations 710 Research Methods
Offered every semester

An introduction to research techniques in the social sciences. Students are required to research a major function or principal concern within the UN system. Based on their research, students make formal presentations and defend policy proposals drawn from their research. Three credits.

United Nations 711 Research Seminar
Offered every semester

Cornerstone of the United Nations program, a research seminar that provides training in policy making and requires preparation of a major study on a specific area of UN operations. Students write a research paper on a major function or principal concern within the UN system. Three credits.

United Nations 712 Advanced Seminar
Offered on occasion

An exploration of selected United Nations issues through intensive study in a seminar format. Three credits.

URBAN STUDIES

Associate Professor Sanchez
(Political Science), Chair;
(718) 488-1057;
e-mail: Jose.Sanchez@liu.edu
Professors Dorinson (History), Wilson
(History)
Associate Professors Kim, Rosenberg
(Sociology), Zewail (Economics)
Adjunct Faculty: 4

The Urban Studies program is mostly an evening program and is designed for working professionals as well as part-time and full-time students. It offers a multidisciplinary graduate course of study leading to a Master of Arts degree in Urban Studies. Courses at the 500 level are available to qualified undergraduates in their junior and senior years.

The program provides a general and technical understanding of the metropolis, surrounding regions, and world urbanization for persons interested in such areas as administration, economics, government, history, housing, management, planning and sociology.

Faculty for the Urban Studies program are drawn from Urban Studies, Economics, History, Political Science and Sociology. They include adjunct faculty selected for their knowledge and experience in professional practice in such matters as administration, management and planning. Guest lecturers from public and private agencies also contribute to courses that deal with specialized subjects.

The Urban Studies program will interest persons who have varied interests and experiences: those seeking new career orientations in such fields as administration, management, planning and public history; those working in a metropolitan

agency but without previous concentrated academic education in the field; those seeking an intermediate degree as a stepping-stone to further academic or professional goals; and those interested in a graduate degree in Urban Studies with elective courses in various aspects of the metropolis such as Brooklyn studies, city planning, community planning and New York City history.

In addition, there are a large number of related graduate courses that may be of interest to students in Urban Studies within such departments and programs as Community Health, Economics, Education, Finance, History, Human Development and Leadership, Political Science, Public Administration, Sociology and United Nations Studies.

Admission to Degree Program

To undertake a program leading to the Master of Arts degree in Urban Studies, a student is required to have a bachelor's degree or its equivalent and is expected to have taken at least 24 semester hours of advanced undergraduate work in the social sciences (economics, history, political science, psychology, sociology and anthropology) or the equivalent. Students who were not undergraduate social science majors must have at least a B- undergraduate average in such required social science courses as have been taken and may be required to take up to 12 credits of undergraduate courses, which will not be credited toward the degree, in order to compensate for any deficiencies in preparation. Admission to specialized advanced courses must be approved by the Chair or the instructor (or both).

Degree Requirements

To qualify for a Master of Arts degree in Urban Studies, students have two options. In both options six courses totaling 18 credits are required. These courses are as follows:

1. Urban Studies 504 Development of the American Metropolis or Urban Studies 583 History of the City of New York
2. Urban Studies 601 Capital Cities or Urban Studies 604 Urban Government and Politics
3. Urban Studies 608 The Role of Ethnicity in the Metropolis or Urban Studies 666 Race Relations and

- Intergroup Tensions
4. Urban Studies 614 Principles and Practices of City Planning or Urban Studies 629 Community Planning and Metropolitan Economic Development
 5. Urban Studies 605 Computer Technology, Application to Metropolitan Affairs or Urban Studies 507 Quantitative Methods for the Social Sciences or Departmentally approved graduate-level course in social science research methodology, including Urban Studies 707.1 or Social Science 511, or equivalent course from affiliated social science department
 6. Urban Studies 707.2 Metropolitan Areas Research Seminar or Urban Studies 707.3 Research Seminar in Planning in Developing Nations or Urban Studies 708 Thesis Seminar

Option A (Thesis): Under the thesis option, students must complete a total of 36 credits, including Urban Studies 708, and submit an acceptable research thesis, completed as part of Urban Studies 708. Students may elect, with the approval of the Department Chair, up to three credits of appropriate graduate work in a related discipline.

Option B (Project): Under the project option, students must complete a total of 36 credits, including six courses from the above listing of required courses. Students may elect, with the approval of the Department Chair, up to 12 credits of appropriate graduate work in related disciplines. In addition, each student must complete, as part of Urban Studies 707.2, Metropolitan Areas Research Seminar, a satisfactory terminal semester project.

Courses

Urban Studies 500
Introduction to Urban Theory
Offered on occasion

An introductory course that centers on readings in urban history and political economy in order to give graduate students a grasp of the language and literature of urban studies. Three credits.

Urban Studies 502 Public Services in Metropolitan Areas
Offered on occasion

A study and analysis of services affecting the quality of life in metropolitan areas, such as education, health, recreation and transportation. Course includes guest lecturers on specialized topics. Three credits.

Urban Studies 503
Brooklyn's Community Tradition
Offered on occasion

A focus on the growth of Brooklyn in terms of such specific communities as Brooklyn Heights, Brownsville, Flatbush, Fort Greene and Park Slope. Special emphasis is given to noted architectural and environmental features of those communities. Course is supplemented by guided walking tours of related neighborhoods. Three credits.

Urban Studies 504 The Development of the American Metropolis
(Same as History 504)
Offered on occasion

A study of the development of the American metropolis from the period of settlement to today. Special emphasis is placed on the relationship of physical development to the various factors that affect urban growth and change. Three credits.

Urban Studies 505
Historic Landmarks of Brooklyn
Offered on occasion

A concentration on significant institutions reflecting Brooklyn's urban development, such as the Brooklyn Academy of Music, the Botanic Gardens, the Brooklyn Museum, Coney Island, Eastern Parkway, Fort Greene Park, Long Island University, Prospect Park, and St. Joseph's College. Course includes lectures, readings, and guided tours of selected sites. Three credits.

Urban Studies 506
The Geography of New York City
Offered on occasion

A field-based course that explores the relationships between the physical, economic and social geography of urban development. Three credits.

Urban Studies 507 Quantitative Methods for the Social Sciences
(Same as Economics 507 and Sociology 507)
Offered on occasion

An introductory course in quantitative techniques commonly encountered in statistics, economics and other social sciences, with emphasis on practical applications of matrix algebra, input/output analysis, and linear, differential, and integral calculus. Three credits.

Urban Studies 509 Career Orientation in the Public and Private Sectors
Offered on occasion

A discussion of such matters as self-evaluation of skills, researching the world of

work, and résumé writing. Guest lecturers from both the public and private sectors. Reading of current literature is required; opportunity for internship experience exists. Three credits.

Urban Studies 510
State Violence and Terrorism
(Same as Political Science 510)
Offered on occasion

An examination of individual terrorism, its origins, the theories offered to explain it and the forms of state coercion known as state terror, which is often prompted by perceived domestic or foreign threats to survival, authority or national interest. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course. Three credits.

Urban Studies 511 Theories, Ethics and Applications of Research Across Social Science Disciplines
(Same as Social Science 511)
Offered on occasion

A study of scientific method and research methodologies as applied to disciplines in the social sciences. Students design a research project and complete a sample chapter for a discipline-related research paper. For first-year graduate students. Three credits.

Urban Studies 520 Entitlement Politics, the Constitution and the Law
(Same as Political Science 520)
Offered on occasion

An examination of the shifting politics of entitlement, poverty and constitutional rights law, with particular emphasis on the evolving interpretation of the Equal Protection and Due Process clauses and the changing responsibilities of the federal, state, and local governments. Three credits.

Urban Studies 522
Labor Law and Politics
(Same as Political Science 522)
Offered on occasion

An examination of the common law of labor, ameliorative legislation (industrial safety, workers compensation, hours and wages, unemployment compensation, retirement), union organization, collective bargaining, collective action, arbitration, and racial and sexual discrimination in employment. Three credits.

Urban Studies 523
Urban Democracy in America
(Same as Political Science 523)
Offered on occasion

Is urban government the biggest failure of democracy in the United States? This course examines governance in three U.S. cities: Los Angeles, Washington and New York, focusing particularly on formal institutions, interest groups and countervailing movements. Three credits.

Urban Studies 550
The Ghetto from Venice to Harlem
Offered on occasion

An intensive examination of the primary and secondary literature on a modern institution: the ghetto. The course is intended to give students a broad understanding of the physical uses and processes of ghettoization on an international scale. The course also examines the racial, religious and cultural ideologies that govern ghettos. Three credits.

Urban Studies 555 Women, Children and Institutions in Urban Society
Offered on occasion

An examination of the dynamic relationship between urban institutions for women and children and their clients. Readings cover both general works dealing with matters of social policy and local studies of institutions serving women and children. Three credits.

Urban Studies 560
The City through Film
Offered on occasion

An examination of how film has shaped the public's view of the city as well as the role the city has played in film. Particular films are screened and analyzed. Three credits.

Urban Studies 572
Decision Making in the Public Service
(Same as Political Science 572)
Offered on occasion

An examination of theories and models in the public service arena and their relationship to communication, team-building, morale, human relations and leadership. Case studies. Three credits.

Urban Studies 580 History of Labor
(Same as History 580)
Offered on occasion

A survey of work, workers and unions in the United States since the nineteenth century. Topics include the reorganization

of the workplace and the rise of unions; the politics of labor; gender issues in the workplace; and working-class community life. Special emphasis is placed on the urban aspects of labor. Three credits.

Urban Studies 583
The History of the City of New York
(Same as History 583)
Offered on occasion

A chronological and topical survey of the political and social development of New York City from Dutch settlement to the present. Emphasis is placed on the development of the city as a great financial, intellectual and cultural center. Three credits.

Urban Studies 601 Capital Cities and Politics: Comparative International Urbanization
(Same as Political Science 601)
Offered Fall 2008

An examination of the political, physical, economic, social and cultural aspects of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. Three credits.

Urban Studies 603 Urban Ministry
Offered on occasion

An historical and sociological course on the special role of religious institutions in cities. A broad range of literature exposes students to the religious ideologies and movements that have responded to and defined urban problems. Three credits.

Urban Studies 604
Urban Government and Politics
(Same as Political Science 604 and PM 781)
Offered on occasion

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. Three credits.

Urban Studies 605
Computer Technology, Application to Metropolitan Affairs
(Same as PM 780)
Offered each Spring

The use of computer technology in metropolitan matters. An overview of general applications with specific attention to graphic formation systems. Three credits.

**Urban Studies 606
Urban Program Management**
Offered on occasion

A study of concepts, tools and techniques of modern management and their application to the administration of programs related to urban institutions. Principles and use of such disciplines as management and organization, decision making, management information systems, operations research, and human relations are included. Three credits.

Urban Studies 607 Urban Sociology
(Same as Sociology 607 and PM 785)
Offered on occasion

A review of the development of cities and the specific life patterns and problems of urban life and of urbanization as a process of major social change bringing about new forms of social organization, value systems, power structures and ideology. Trends in urban and suburban developments are discussed. Three credits.

**Urban Studies 608 The Role
of Ethnicity in the Metropolis**
(Same as PM 787)
Offered Fall 2007

A consideration of the roles played by some of New York City's ethnic, cultural and national groups in the development of urban neighborhoods. Three credits.

**Urban Studies 614 Principles
and Practices of City Planning**
(Same as PM 783)
Offered on occasion

An introduction to the city planning process. Topics include planning theory; quantitative techniques; the comprehensive plan; zoning; budgeting; federal, state and local interrelationships; citizen participation; and emerging trends. Three credits.

**Urban Studies 619
Planning in Developing Nations**
Offered on occasion

An exploration of the social, environmental and cultural elements of the comprehensive planning process at various levels of government in developing nations. Three credits.

**Urban Studies 623,
624 Independent Research**

Selection and completion, under supervision, of a research project. Three credits per semester.

**Urban Studies 626 Problems
of Economic Development**
(Same as Economics 626 and PM 771)
Offered alternate semesters

A study of the theories of economic growth and their application in underdeveloped countries of Asia, Africa and Latin America. Special attention is paid to the techniques of capital accumulation, economic planning and governmental policies. The roles of the World Bank and its affiliates and foreign aid of industrial countries are emphasized. Three credits.

**Urban Studies 627 Minority
Community Development, Land Use
and Environmental Protection Issues**
Offered on occasion

A review and analysis of contemporary issues of minority community development in the city. Focus is on the impact of land use and environmental policies on minority communities, with particular emphasis on selected minority communities in the metropolitan New York City area. Three credits.

**Urban Studies 629 Community
Planning and Metropolitan Economic
Development**
Offered Fall 2008

A study of the principles and systems of community planning as methods of sustaining and promoting economic growth. Course includes selected topics such as community boards, government and private agencies and departments, zoning, special legislation, and programs pertaining to economic incentives. Three credits.

**Urban Studies 637
The Legislative System**
(Same as Political Science 637)
Offered on occasion

An in-depth study of the legislative process at the local, state and national levels. Focus is on legislative analysis, including the study of legislative histories, lobbying, and the role of unions, elected officials, the media, and the general public. Three credits.

Urban Studies 651 Urban Economics
(Same as Economics 651, Sociology 651 and PM 788)
Offered on occasion

An analysis of economic problems arising in modern urban areas of the United States. Discussion centers around the causes of such problems and possible solutions. Relationships among city and state

governments and the federal government receive due consideration. Three credits.

**Urban Studies 666 Race Relations and
Intergroup Tensions**
(Same as Sociology 666)
Offered on occasion

An examination of race relations as a major source of intergroup tensions. Three credits.

Urban Studies 670 Third World Politics
(Same as Political Science 670)
Offered on occasion

Politics, policies and goals of the developing nations on arms and disarmament, national sovereignty, colonialism, racism and economic and regional development. Consideration of the role of third-world leaders, countries and groupings in international bodies. Three credits.

**Urban Studies 672 Non-Profit
Organizations in the Urban Milieu**
Offered on occasion

This course introduces students to the politics and problems of community and service organizations in the city, especially to the many models of non-profit organizations. Using actual documents from New York City social organizations, students will examine the structure and real effectiveness of successful and failed programs. Three credits.

**Urban Studies 673 Policy/Program
Evaluation**
(Same as Political Science 673)
Offered on occasion

How does and can the policy maker and/or administrator determine the effects of policies and actions? This course will attempt to answer this question by examining the major approaches and developments in evaluating the impact of public policies and programs. Both quantitative and non-quantitative factors will be discussed. Three credits.

**Urban Studies 674 Community Control
and Neighborhood Government**
(Same as Political Science 674)
Offered on occasion

Citizen policy making. Impact on present systems. Charter reports on New York City will be examined. Trends. Three credits.

**Urban Studies 680 Educational Issues
for Inner-City Families**
Offered on occasion

This course explores the ability of New York City to adapt its educational policy

to the growing economic and cultural diversity of its student population. The course's literature and assignments allow for an in-depth exploration of social and educational issues facing inner-city families. Three credits.

Urban Studies 688 Theories and Problems of Modernization in Underdeveloped Nations

(Same as Anthropology 688 and Sociology 688)

Offered on occasion

In the increasing contact between developed and underdeveloped nations, problems of modernization among underdeveloped nations become acute. This course will attempt to discuss major theories of modernization and the social problems resulting from rapid urbanization. Three credits.

Urban Studies 705, 706 Internship in Public Affairs and Policy Administration

(Equivalent to Political Science 705, 706; Sociology 705, 706)

Department approval required

Urban Studies 705 offered every Fall

Urban Studies 706 offered every Spring

This internship course is designed to provide direct exposure to and experience in the operation of a public affairs/service organization. The student is expected to engage in a supervised placement activity in a select institution. Students will generally meet at least once every two weeks as a class with a faculty coordinator to focus on specific questions relating to their organizations. In addition, students are expected to keep logs of their field work experiences and to complete a seminar-length paper analyzing a specific problem of their particular agency or organization. Three credits per semester.

Urban Studies 707.1 Metropolitan Areas Research Methods Seminar

Prerequisite: Departmental permission

Offered every semester

Deals with such methods of studying, analyzing and describing metropolitan areas as bibliographical research, use of demographic data, construction of questionnaires, conducting interviews, and use of written and visual documentation. Three credits.

Urban Studies 707.2 Metropolitan Areas Research Seminar

Offered every semester

Course deals with the selection and completion of an acceptable terminal research project. Three credits.

Urban Studies 707.3 Research Seminar in Planning in Developing Nations

Offered on occasion

Course deals with the selection and completion of an acceptable terminal research project. Three credits.

Urban Studies 708 Thesis Seminar

Prerequisite: Departmental permission

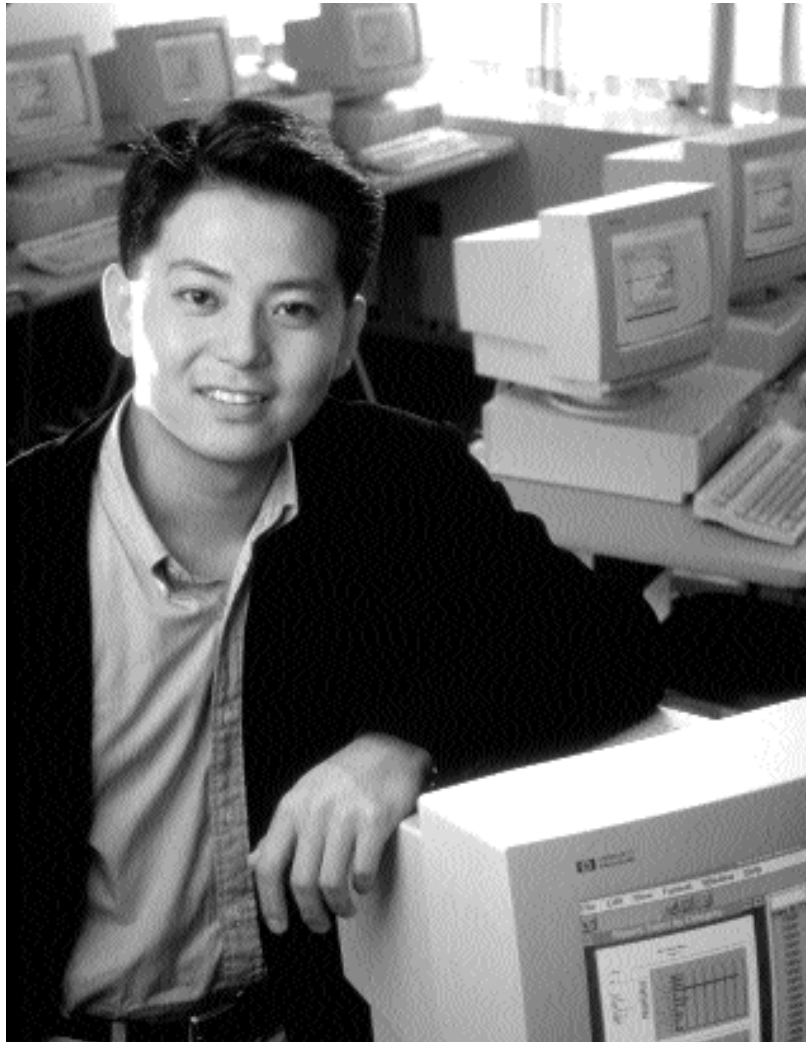
Open only to matriculated students

Offered every semester

Selection of a master's thesis topic, preparation of proposal and writing of the thesis. Pass/Fail only. Three credits.

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at the Brooklyn Campus offers the Master of Business Administration (M.B.A.) degree; the Master of Public Administration (M.P.A.) degree in Public Administration and in Health Administration; the Master of Science (M.S.) degree in Accounting, Computer Science, Human Resources Management and Taxation; the B.S./M.S. degree in Accounting; an Advanced Certificate in Gerontology Administration; and an Advanced Certificate in Not-for-Profit Management.



The School of Business, Public Administration, and Information Sciences prepares students for successful careers in government, business, accounting, technology, and public and health care administration. Comprised of four distinctive fields of study – Business, Accountancy, Computer Science and Public Administration – the School prepares students to achieve professional and ethical competency in the public and private sectors. The School is a valuable resource for the Brooklyn community through its sponsorship of public events aimed at the financial education of the public and the development of marketing strategies for small businesses.

Students can earn a Bachelor of Science in Business Administration with majors in Finance, Management and Marketing or a Bachelor of Science in Accounting, Computer Science or Information Systems. The School also offers the Master of Business Administration (M.B.A.) degree with concentrations in accountancy, finance, information systems, management and marketing. In addition, the School offers a five-year, accelerated B.S./M.S. degree in Accountancy, and a 36-credit master's degree in Human Resources, the master's degree in Accountancy, the master's degree in Taxation and the master's degree in Computer Science. The Public Administration Program places an emphasis on both public policy and health care administration. The Program offers the master's degree in Public Administration and the master's degree in Health Administration. Our M.P.A. in Public Administration is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

School of Business, Public Administration and Information Sciences Mission Statement

The mission of the School of Business, Public Administration and Information Sciences is to support the mission of Long Island University in Brooklyn by academically preparing undergraduate and graduate students for successful lives in a global society and for meaningful careers in business, commerce and public service.

The goal of undergraduate education is to provide a systems approach to academic

preparation in fields related to the conduct of business, for example, accounting, management, marketing, finance, banking, information sciences, and computer sciences. At the graduate level, the goal is advanced knowledge preparation for the global economy and research tools needed for positions of management and professional responsibility in private, public and non-government organization sectors of the world economy.

To support the mission, the School of Business, Public Administration and Information Sciences believes that the environment requires the globalization of both undergraduate and graduate curricula such that graduates are prepared for local, international and global opportunities.

We also believe that student endeavor must be integrated with appropriate technologies such that students master the ability to use computer software applications, on-line services and the Internet to facilitate knowledge acquisition, communication, research and analysis relevant to business, government and professional pursuits.

Academic Policies

Transfer Credits

A maximum of 6 credits, earned at an accredited college or university graduate program, may be transferred to the master programs. A maximum of 12 credits may be transferred to the Master of Public Administration program. Grades earned for transfer credits are not included in calculation of the cumulative grade point average. In all instances, transfer credits will not be granted where the grade is less than 3.00. Transfer credit will be accepted only for courses taken within the last five years preceding enrollment in a School of Business, Public Administration, and Information Sciences graduate degree program. Courses taken at another university after admission to the Brooklyn Campus may not be used for transfer credit unless prior written permission is obtained from the Dean.

Time Limits

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

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 3.00 cumulative grade point average in any of the graduate degree programs of the School. Students who do

not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the Dean concerning the student's potential to successfully complete the program. The Dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties up to and including failure in the course and expulsion from the University.

Application for Degree

A candidate for graduation is expected to file a degree application well in advance of Commencement and to notify the Registrar of his or her expected date of graduation by the deadline specified in the Academic Calendar.

Academic Advisement

The School of Business, Public Administration, and Information Sciences provides professional academic advisement to assist all students in academic planning for various programs of the School. The advisers are available on the Brooklyn Campus and can be contacted by calling (718) 488-1121, by e-mail at business@brooklyn.liu.edu. They are located in the Humanities Building 700.

BUSINESS ADMINISTRATION

Associate Professor John Evans, Chair
(718) 488-1158
Professor Stucke
Associate Professors Kaplan, Minowa,
Chung
Assistant Professors Chiang, Dinur,
Lyttle, Muresan, Uzun, Vaast, Zhu
Adjunct Faculty: 15

M.B.A. Program

Professor Harry Stucke, M.B.A. Program
Director
(718) 488-1143

The M.B.A. program is designed for the evening part-time student although a

full-time evening program is possible. Classes are offered in fall, spring and summer and normally meet once a week on Monday through Thursday evenings from 6:10 p.m. to 8:00 p.m. and from 8:10 p.m. to 10:00 p.m. Some Saturday classes are offered, but not required. Consult the two-year schedule available in the School's offices, Humanities Building 700, or on the School's Web site. The M.B.A. requires completion of from 36 to 60 credit hours, depending upon a student's undergraduate courses. The M.B.A. is designed around a General Business Core of eight courses followed by an Advanced Business Core of six courses. The student then selects one concentration field of study in either accounting, finance, international business, management, management information systems or marketing. The student takes four courses in the concentration and then completes the program by taking the six-credit Capstone Courses.

Admission Requirements

I. Full Matriculant Status

The standards for admission as a full matriculant student into the M.B.A. program are as follows:

1. Adherence to the admissions standards in this Bulletin;
2. A completed application;
3. A minimum 3.0 undergraduate grade point average from an accredited institution;
4. Results of the Graduate Management Admission Test unless applicant already holds a master's or J.D. degree from an accredited institution or a Certified Public Accountant license;
5. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation);
6. Official score report of the TOEFL examination for all applicants with degrees from foreign colleges and universities; and
7. A written statement outlining the applicant's objectives for seeking admission and a current résumé;
8. Two letters of recommendation.

II. Limited Matriculant Status

A student admitted with technical or academic deficiencies is classified as a limited matriculant student. A limited

matriculant student may enroll for a maximum of 12 credits before applying for full matriculation.

If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program. Admissions standards for a limited matriculant are as follows:

1. Points 1, 2, 5, 6, 7 and 8 as stated for fully matriculated students and
2. A minimum 2.5 undergraduate grade point average.

III. Reclassification from Limited to Full Matriculant Status

A student admitted as a limited matriculant student may achieve full matriculant status by doing the following:

1. Maintaining a 3.00 cumulative grade point average in 12 credits of graduate level courses and
2. Submitting all pending required application materials.

Degree Requirements

I. General Business Core Courses

The general business core courses are designed for students who have not had undergraduate work in business studies. A student who studied business administration as an undergraduate may be exempt from some or all of the general business core courses, reducing the total requirements of the program. Further information about waivers is found below.

The general business core courses not only provide a basis for advanced studies, but also offer an opportunity to explore the various fields of business before selecting an area of concentration. It is mandatory, therefore, that the student complete these courses before starting upon the advanced portion of the program. The general business core courses are as follows:

Course	Cr.
GBA 510 Financial Accounting	3
GBA 511 Corporate Financial Management	3
GBA 512 Principles of Management and Leadership	3
GBA 513 Marketing Management	3
GBA 514 Money, Banking and Capital Markets	3
GBA 515 Managerial Communications	3
GBA 516 Business Statistics	3
GBA 517 Fundamentals of Management Information Systems	3
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Waivers: Students with undergraduate or graduate business administration work may have courses waived in the general business core. Students must have received grades of at least 3.0 (B) in two undergraduate courses or one graduate course with the same academic content for each general business core course to be waived. Students must submit transcripts at the time of application to be considered for waiver. Catalog descriptions may be requested.

II. Advanced Business Core

Beyond the 24 credits of general business core courses, the M.B.A. program requires a minimum of 36 credits, which includes 18 credits in the advanced core, 12 credits of electives, and 6 credits of Capstone course work. The Advanced Business Core must be completed before the student starts the Concentration classes.

The advanced business core consists of 18 credits of the following six three-credit courses:

Course	Cr.
MBA 610 Financial Services and the New Financial World	3
MBA 611 Global Economic Environment of Business	3
MBA 612 Marketing Strategy	3
MBA 613 Organizational Behavior	3
MBA 614 Operations Management	3
MBA 615 Management in a Global Society	3
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III. Concentrations

Students are required to take 12 credits of advanced work beyond the Advanced Business Core. Such courses give students the opportunity to acquire advanced skills in such areas as Accounting, Finance, International Business, Management, Management Information Systems or Marketing.

Accounting

The Accounting concentration is designed to expand the knowledge of students preparing to work in the fields of financial management, controllerships, and cost analysis. In the advanced core, students may substitute Accounting 770 for MBA 615 and must take Accounting 741, Accounting 742 and Taxation 716.

Finance

The concentration in Finance develops technical and managerial skills for global financial careers. Courses cover global financial instruments and markets while developing analytical and strategic decision-making abilities. The approach

considers macroeconomics as well as financial aspects of individual business organizations. A background in accounting or finance (or both) is preferable. GBA 511, Corporate Financial Management, and GBA 514, Money, Banking and Capital Markets, or their equivalents are prerequisites to all advanced finance courses.

International Business

The International Business concentration focuses on decision making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the sociocultural, political, legal and labor forces that affect global corporations. The International Business concentration evaluates, both theoretically and practically, the opportunities and risks of doing business in an increasingly complex and interdependent world.

Management

The Management concentration focuses on the interrelated functions of business enterprises, large and small, that determine their viability in the global marketplace of the twenty-first century. Goal setting, organizational structures, management philosophies and cultures, ethics, production and measurement processes, problem analysis, and decision-making techniques are all explored within a range of internal and external environments.

Management Information Systems

A Management Information System concentration provides the necessary information for managing an organization. Moreover, an effective management information system provides decision-oriented information to assist managers in planning, organizing and controlling the organization. The Management Information Systems curriculum teaches information system concepts within organization functions, as well as management knowledge and technical information systems knowledge. The graduate can work within the environment of a modern organization and can interact with both organizational functions and computer technology. Required courses are CS 601, 633, 645 and 649.

Marketing

The Marketing concentration provides the student with an understanding of the operational and policy aspects of the marketing function in both industrial and consumer markets. In the marketing

courses, the student experiences the multiple dimensions of the decision-making process in a marketing setting and applies the analytical tools of economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives.

Human Resource Management

The Human Resource Management concentration provides students with the necessary foundations and advanced skills for a career in this growing field. The concentration is suitable for individuals in various careers who want to pursue a managerial position in the area of human resources.

IV. The Capstone Courses

All students must take six credits of Capstone Courses during their final year. Details appear in the course descriptions.

M.S. Program Human Resources Management

Associate Professor Jordan Kaplan,
Program Director
(718) 488-1148

The M.S. in Human Resources Management provides an opportunity for students to learn the necessary foundations and the advanced skills for a career in this fast growing field. Through a curriculum grounded in theory and research, students are exposed to the principles and concepts of Human Resources Management and acquire valuable expertise in applying these advanced techniques. The program is designed to prepare students to enter the profession at the generalist level by providing a broad overview of the functional areas of HRM. The program stresses the integration of HRM within the context of managerial planning and organization for strategic success.

Admission Requirements

The standards for admission into the M.S. program in Human Resources Management are outlined on page 86 of this Bulletin under the section heading M.B.A. programs, Admission Requirements.

Degree Requirements

The Master of Science degree in Human Resources Management requires 36 credits: 15 in Foundation Core courses, 6 in Advanced Core courses, and 12 in electives, plus the 3-credit Capstone Seminar.

Foundation Core (15 credits) – required
GBA 512 Principles of Management and Leadership

or
MBA 613 Organizational Behavior
GBA 515 Managerial Communications
GBA 517 Fundamentals of Management Information Systems
MBA 615 Management in a Global Society
MBA 726 Legal and Regulatory Environment in Human Resource Management

Advanced Core (6 credits) – required
Management 721 Industrial Relations
Management 722 Human Resource Management

Electives (12 credits)
Management 702 Theories of the Organization
Management 703 Project Analysis and Program Management
Management 723 Behavior Concepts Applied to Management
Management 724 Organizational Development
Management 725 Work, People and Productivity
Taxation 780 Fundamentals of Qualified Employer Benefit Plans
Taxation 787 Employee Benefit Programs
Human Resources Management 798 Special Topics in Human Resources Management
Human Resources Management 799 Advanced Topics in Human Resources Management

Capstone (3 credits)
Management 750 Management Seminar

Business Courses

All courses are offered as evening or Saturday courses. Consult the published schedule of classes for the School of Business, Public Administration and Information Sciences for all course offerings.

GENERAL BUSINESS CORE

GBA 510 Financial Accounting

(Same as Accounting 501)

Offered every semester

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis, the measurement of income and capital, accounting for fixed assets, inventory costing and price-level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting. Three credits.

GBA 511 Corporate Financial Management

Prerequisite: GBA 510

Offered every semester

A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows. Three credits.

GBA 512 Principles of Management and Leadership

Offered every semester

An analysis of current management theory and practice that includes a discussion of its historical foundations and an investigation of various approaches to the management discipline. Primary emphasis is on the administrative functions of planning, decision making, organizing, staffing and controlling. Three credits.

GBA 513 Marketing Management

Offered every semester

A survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination and adaptation of marketing operations to opportunities in profit and nonprofit organizations. Focus is placed on the principal decision-making components of national and international marketing, including product development, promotion, pricing and distribution. Three credits.

GBA 514 Money, Banking and Capital Markets

Prerequisite: GBA 511

Offered every semester

An effort to analyze and understand the principal forces that are shaping U.S.

world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice, and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of those changes on the flow of funds and monetary policy. Three credits.

GBA 515 Managerial Communications

(Same as PM 713)

Offered every semester

An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climate, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications. Three credits.

GBA 516 Business Statistics

Offered every semester

An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing). Three credits.

GBA 517 Fundamentals of Management Information Systems

(Same as PM 703)

Offered every semester

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of

information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems. Three credits.

ADVANCED BUSINESS CORE

MBA 610 Financial Services and The New Financial World

Prerequisites: GBA 510, 511

Offered every semester

A survey of investments, real estate finance, international finance, and new corporate financing techniques and their relation to global macroeconomic activity and financial markets. Techniques of investment, speculation, arbitrage and financial leverage are examined. Consistent with the mission and the objective of offering a broad-based introduction to the financial world, this course examines a major part of the global business environment. Three credits.

MBA 611 Global Economic Environment of Business

Prerequisite: GBA 511

Offered every semester

An analysis of the global economy in which business operates today. Attention centers on the key policy issues and major economic forces that affect business activity and on the tools necessary to evaluate those issues and forces. The former include unemployment, inflation, fiscal policy and the true nature of budget deficits, monetary policy and the changing financial environment, the role of the U.S. dollar, productivity, and international trade. The tools of analysis include the portfolio approach, post-Keynesian and modern monetarist approaches, rational expectations, and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment. Three credits.

MBA 612 Marketing Strategy

Prerequisite: GBA 513

Offered every semester

A focus on marketing planning processes, concepts, methods and strategies with global orientation at the product level as well as the corporate level. The course emphasizes the relationship

between marketing and other functions and draws on perspectives from industrial economics, corporate finance and strategic management literature. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies. Three credits.

MBA 613 Organizational Behavior

Prerequisite: GBA 512
Offered every semester

An analysis of both the formal and informal aspects of the administration process. Topics include human behavior in an organizational environment, individual behavior patterns, superior/subordinate relationships, group dynamics, leadership, communication, motivation and decision making, and the impact of innovation and change on the organization. Three credits.

MBA 614 Operations Management

Prerequisites: GBA 512, 516
Offered every year

An analysis and synthesis of important problems encountered in the management operations of a business organization. Analytical methods employed in solving problems such as inventory, queuing, network models, linear programming and PERT are explored. Emphasis is on problem solving and decision making in such areas as investment in operations, production planning, scheduling and control, reliability, and maintenance. Three credits.

MBA 615 Management in a Global Society

Prerequisite: GBA 512
Offered every semester

An exploration of the environment in which business is conducted, with emphasis on legal, social and political dimensions. The demands for ethical responsibility in business are also explored and evaluated. Three credits.

MBA 726 Legal and Regulatory Environment in Human Resource Management

Offered on occasion

An examination, discussion, and exploration of laws, regulations, and judicial

decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed. Three credits.

CAPSTONE COURSES

Students must file an application for the required capstone courses with the Business advisement office by May 1 for the Fall semester and by November 1 for the Spring semester. Applicants for the capstone courses must have completed all general business and advanced core courses. The capstone courses should be the final ones taken in the MBA degree program.

Capstone Course/MBA 800-801 Business Policy I, II

Offered every Fall and Spring

An examination of the fields of policy making and administration that build upon and integrate the work covered in the graduate curriculum. The viewpoint is that of senior general managers who set company-wide objectives and coordinate departmental policies and activities. As an integrating experience, students are expected to bring their overall acquired business knowledge to bear on the intricacies of managerial decision making. Through text, case analysis and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing and management variables in a competitive situation. Selected guest lecturers and assignment of a major written project round out the learning experience by providing each student with a pragmatic discussion forum, as well as research and writing experience with the dynamics of a changing business world. Three credits each semester.

FINANCE

GBA 511 and 514 or their equivalents are prerequisites for all Finance courses.

Finance 702A Money and Capital Market Applications

Offered on occasion

The study of financial markets as allocators of funds and distributors of risk. Emphasis is given to the roles and functions of financial intermediaries. Theories of financial asset pricing are considered for their role in determining risk and return in competitive markets. Three credits.

Finance 702B Financial Market Institutions, Regulation and Innovation

Offered on occasion

An analysis of asset and liability management by important financial market institutions: commercial banks, insurance companies, mutual funds, and other financial intermediaries. The course emphasizes the impact of such policies on money and capital markets. Case studies and aggregate economic and financial market data contained in Citibase (accessed with MicroTSP) are used. Three credits.

Finance 703 Corporate Financial Policy

Offered on occasion

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; leasing; mergers, acquisitions and consolidations; and the applications of the capital pricing model, the arbitrage pricing model and the options theory to corporate financial decisions. Three credits.

Finance 704 Financial Reports Analysis

Offered on occasion

A survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms. Required of all Finance concentration students. Three credits.

Finance 705 Securities Analysis

Prerequisite: Finance 704
Offered on occasion

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk, including duration and convexity, are examined. An introduction to derivative securities and international investments is included. Three credits.

Finance 706 Advanced Securities Analysis and Speculative Markets

Prerequisite: Finance 705
Offered on occasion

A study of advanced valuation techniques and individual security and capital market forecasting techniques and models. Alternative models are analyzed and compared. In addition, the course focuses on speculative markets. Price determination of futures, forward contracts and options are considered. Topics include market structure; uses and price effects of hedging, speculation and arbitrage; the relationship between contingent claims and underlying cash markets; and foreign securities. Three credits.

Finance 707 Portfolio Management

Prerequisite: Finance 704, 705
Offered on occasion

A consideration of the most effective methods of meeting investment objectives for individual and institutional portfolios (specifically, pension funds, endowment funds and mutual funds). Focus begins with dedicated equity and fixed income portfolios and then progresses to asset allocation and management strategies for mixed portfolios. Alternative techniques for managing risk, including derivative securities, are explored. Portfolio management, implementation and performance measurement are analyzed and appraised in terms of economic shifts, yield curve changes, and tax and legal considerations. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, are examined. Three credits.

Finance 708 Financial Engineering/Derivatives

Prerequisite: Finance 705
or options trading experience
Offered on every Fall

A study of the creation of derivative securities to meet financing needs, as well as an exploration of the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intrafirm factors. Chiefly as a solution to risk management, financial engineering is explored from both the corporate treasurer's perspective (modeling a firm's risk exposure and productizing solutions) and from the investor's and speculator's perspectives. Recent debt, debt-related, equity, and equity-related and derivative

innovations are examined closely. Advanced trading strategies and models are developed. Tactical trading systems are developed and analyzed using probability and gambling theories. Legal protections and current issues are explored. The course makes extensive use of computer programs and Lotus spreadsheets. Three credits.

Finance 709 Quantitative Analysis and Forecasting for the Corporate Financial Environment

Prerequisite: GBA 516
Offered on occasion

An investigation of the relationships between corporate financial flows and financial markets, industry, and aggregate economic data (national income and product accounts and flow of funds). Methods of analysis include econometric methods, time-series analysis and smoothing techniques. Use of leading indicators as a forecasting tool is emphasized. Econometric model building and forecasting are performed using MicroTSP and the associated Citibase Macroeconomic Data Bank. Three credits.

Finance 710 Corporate Mergers and Acquisitions

Offered on occasion

A study of business enterprise growth through merger and acquisition. Reviewed and discussed are premerger planning and fact-finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, and postmerger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed. Three credits.

Finance 712 Capital Budgeting

Prerequisites: GBA 516, Accounting 501 or equivalent
Offered on occasion

An exploration of the theory of capital budgeting and risk management of long-term funds. Topics include measurement of cash flows, criteria of investment desirability, effects of taxes and inflation, risk analysis, cost of capital and capital structure, lease analysis, capital rationing, multicriteria capital budgeting, and linear programming. Three credits.

Finance 715 International Trade

(Same as International Business 703, Marketing 716)
Offered every Fall

A review of the principles of international trade – its magnitude, direction,

and industrial classification – as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance. Three credits.

Finance 716 International Financial Markets

(Same as International Business 702)
Offered on occasion

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets. Three credits.

Finance 726 International Corporate Finance

(Same as International Business 708)
Prerequisite: Finance 716
Offered on occasion

An analysis of the financial opportunities, risks and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed. Three credits.

Finance 750 Financial Problems Seminar

Prerequisite: Finance 710
Offered on occasion

An analysis of selected current foreign and domestic financial and economic developments. Emphasis is on integrating acquired financial knowledge with the problems under study. Three credits.

HUMAN RESOURCES MANAGEMENT

Human Resource Management 797
Case Studies in
Human Resource Management
Offered on every Spring

Human Resources Management 798
Special Topics
in **Human Resources Management**
Offered on occasion

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

Human Resources Management 799
Advanced Topics
in **Human Resources Management**
Offered on occasion

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

INTERNATIONAL BUSINESS
GBA 512 and MBA 611 are prerequisites for all International Business courses.

International Business 701
International Business
(Same as Management 780)
Prerequisite: GBA 511, 514
Offered every Fall and Spring

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations. Three credits.

International Business 702
International Financial Markets
(Same as Finance 716)
Prerequisites: GBA 511, 514
Offered on occasion

An analysis of financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and

speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets. Three credits.

International Business 703
International Trade
(Same as Finance 715, Marketing 716)
Prerequisites: GBA 511, 513, 514
Offered every Fall

A review of the principles of international trade – its magnitude, direction, and industrial classification – as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance. Three credits.

International Business 704
Management of International Business
Prerequisite: MBA 613
Offered on occasion

A focus on the management of direct international investment, commonly known as multinational corporation, that examines the nature, growth and new directions of direct investment and how those elements are related to changing economic, social and monetary conditions. The course highlights the interplay of business and government in international management. Three credits.

International Business 705
International Marketing
(Same as Marketing 717)
Prerequisite: MBA 513
Offered every Spring

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances. Three credits.

International Business 706
Comparative International Management
Prerequisite: MBA 613
Offered on occasion

Comparisons among national managerial systems. The functional interrelation-

ships between managers and their international environments and the problems of cross-national cooperation are highlighted. Three credits.

International Business 707
Multinational Business in Developing Nations
Prerequisite: International Business 701
Offered on occasion

An analysis of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, and similar concepts relevant to operating in developing nations. Three credits.

International Business 708
International Corporation Finance
(Same as Finance 726)
Prerequisites: GBA 511, 514; Finance 716
Offered on occasion

An analysis of the financial opportunities, risks and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed. Three credits.

International Business 745
International Taxation
(Same as Taxation 745)
Prerequisites: Accounting 501; Taxation 716, 723 or the equivalent
Offered on occasion

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. Three credits.

International Business 750
International Business Seminar
Offered on occasion

An analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business. Three credits.

International Business 770
International Accounting
(Same as Accounting 770)
Prerequisite: Accounting 501
Offered on occasion

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization. Accounting principles, SEC regulations and other government regulations are discussed for their relevance to international accounting. Three credits.

MANAGEMENT
GBA 512 and MBA 613 are prerequisites for all Management courses.

Management 702
Theories of the Organization
Offered every Fall

A survey of organizational theories with particular emphasis on goal setting, assessing, achievement and displacement. Topics include the relationship of authority, role responsibility, organizational structure, design and culture. Students diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals. Three credits.

Management 703 Project Analysis and Program Management
Offered every Spring

A survey of managerial criteria for effective project planning and management. Topics include establishing objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution and options in allocation of resources. Three credits.

Management 704 Managerial Planning and Control Systems
Offered on occasion

A study of the formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of measuring performance and handling information. Three credits.

Management 705
Management Decision Theory
Offered on occasion

A survey of the decision-making processes and methods for examining, defining, analyzing and solving complex problems. Emphasis is on defining objectives, value systems, and methods for

identifying and assessing alternative courses of action. Three credits.

Management 707 Small Business and New Venture Management
Prerequisite: GBA 511
Offered on occasion

An examination of the role of a small business in a dynamic, free enterprise economy, designed to stimulate a creative approach (by entrepreneurs) to the problems of a small firm. The course emphasizes establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions. Three credits.

Management 708 Management of Technology and Product Innovation
Prerequisite: GBA 517
Offered every Fall

A survey of new technologies in society and business. Topics include opportunities and threats, technological forecasting, evaluation of new products and services, the management of new research and development, stimulating creativity, economic evaluation of research products, organizational characteristics, and estimating and controlling research and development costs. Three credits.

Management 709 Government and the Management of Technology
Prerequisite: GBA 517
Offered on occasion

An examination of the changing role of government in shaping and directing the management of technology in the civilian sector of the economy. Principal themes include the rationales, processes and mechanisms of government involvement; promotion and regulation of technological development and use by government; industrial policy in the United States and other countries; and the impact of government on product innovation and on the national economy. Three credits.

Management 721 Industrial Relations
Offered on occasion

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined. Three credits.

Management 722 Human Resource Management
Offered every Spring

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm. Three credits.

Management 723 Behavior Concepts Applied to Management
Offered on occasion

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance. Three credits.

Management 724
Organizational Development
(Same as PM 711)
Offered on occasion

A survey of contemporary training and development problems, with emphasis on the relationship between development and the organization's personnel decisions. Techniques of personnel training are examined. Three credits.

Management 725
Work, People and Productivity
(Same as PM 712)
Offered on occasion

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity. Three credits.

Management 750
Management Seminar
Offered every Fall

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers. Three credits.

Management 780**International Business**

(Same as International Business 701)

Prerequisite: MBA 611

Offered every Fall and Spring

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations. Three credits.

MARKETING

GBA 513 is a prerequisite for all Marketing courses.

Marketing 701 Marketing**Communication and Advertising**

Offered on occasion

A study of the role of mass and personal communication and sales promotion in marketing management and their social and economic implications. Research findings in communication theory, behavioral sciences, and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information. Three credits.

Marketing 702 Marketing Research

Offered on occasion

An examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, questionnaire construction, decision models, data analysis techniques and data interpretation. Three credits.

Marketing 703**Sales Management and Forecasting**

Offered on occasion

A focus on the management of selling activities and the outside sales force as critical elements of marketing operations. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales

force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potentials, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are used to stress practical applications. Three credits.

Marketing 705 Consumer Behavior

Offered on occasion

A multidisciplinary approach to understanding consumer behavior in the marketplace that integrates the contributions of cultural anthropology, psychology, sociology and economics. The course reviews in marketing in such areas as determination of market segments, product choice, brand loyalty and switching shopping behavior. Topics include learning theory, motivation, diffusion of innovation, reference group theory, role playing, perception and attitude formation. Managerial implications are examined using case studies. Three credits.

Marketing 706**Product Planning and Marketing**

Offered on occasion

The use of the case study method to develop skills of analysis and decision making as they relate to product planning, management and portfolio analysis. The effects of product design, pricing, promotion, advertising, research, distribution channels, sales efforts and legislation are examined in an effort to understand their interrelationships as they affect both volume and profit. The product management organizational structure is also examined. Outside lecturers from industry visit, as available. Three credits.

Marketing 707**Marketing Distribution Systems**

Offered on occasion

An analysis of the competitive struggle for channel command and the utilization of economic and analytical tools and behavioral models. The growth of, and innovation in, vertical systems are examined with regard to social, economic and legal constraints. The course also surveys the objectives and decision-making processes of individual members at various channel levels. Cases are used to stress practical applications. Three credits.

Marketing 708 Industrial Marketing

Offered on occasion

An analysis of current marketing practices for manufacturers and suppliers of

services to industrial and government markets. Emphasis is placed on the strategy of market selection, product planning, pricing, distribution and buyer/seller relations pertaining to industrial products. Three credits.

Marketing 709**New Product Development**

Offered on occasion

A study of the management of the product mix. The course presents an analytical approach to new-product decisions. Topics include product policy considerations, new-product search, development, economic analysis, and the factors leading to the decision to commercialize, test market or discontinue a product. Three credits.

Marketing 710**Management of Marketing Operations**

Offered on occasion

An analysis of the marketing process, including formulation of policies, and the planning, organizing, directing and coordinating of activities of marketing functions. The relation of marketing research and consumer motivation studies as they relate to marketing mix elements is also examined. Three credits.

Marketing 712 Direct Marketing

Offered on occasion

A detailed study of direct response techniques, an increasingly important component of the marketing efforts of companies of all sizes. Direct marketers have developed a sophisticated awareness of the exact relationship of their marketing effort to sales and profits; this course familiarizes students with the entire range of direct marketing, media and fulfillment strategies, with special emphasis on scientific database management. Three credits.

Marketing 716 International Trade

(Same as Finance 715, International Business 703)

Offered every Fall

A review of the principles of international trade – its magnitude, direction and industrial classification – as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds

to finance foreign trade, and government assistance. Three credits.

Marketing 717 International Marketing
(Same as International Business 705)

Prerequisites: GBA 512; MBA 513, 611

Offered every Spring

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances. Three credits.

Marketing 750 Marketing Seminar

Offered on occasion

An analysis of the processes that shape marketing policy to maintain profitable operations. Emphasis is on the use of planning theory, game theory and input-output analysis in devising market plans and decision making. Application of such techniques is illustrated by cases and actual marketing problems of companies. Three credits.

ACCOUNTING, TAXATION AND LAW

Professor Fischman, Chair; (718) 488-4062
Professors Emeriti Lee, Rochlin, Wolitzer
Associate Professors Davis, Scerbinski
Assistant Professor Owsen
Adjunct Faculty: 14

B.S./M.S. in Accounting

This program is designed to prepare CPA candidates for current and future requirements for licensure. The program meets the 150 hours licensing requirements necessary before candidates may sit for the CPA examination. The program is registered and recognized by the New York State Education Department and meets the educational requirements of New York State as well as those of other states.

M.S. Program in Accounting/M.S. Program in Taxation

Admission Requirements

The standards for admission into the M.S. program in Accounting or Taxation are outlined on page 86 of this Bulletin under the section headed M.B.A. Program, Admission Requirements. In addition, the following requirements must be met:

Accounting: A bachelor's degree with a major in Accounting or its equivalent; a CPA license or a J.D.

Taxation: A bachelor's degree; Accounting 501 and Taxation 716 or equivalent; or CPA license or J.D.

Degree Requirements

The Master of Science degree in Accounting or Taxation requires 36 credits of advanced course work, of which a minimum of 18 credits must be taken in the area of specialization. (Nine credits in Taxation and Employee Benefits creates a specialization.)

The individual specializations are designed to provide an intensive approach to the field of accounting or taxation and will be particularly useful to the professional already practicing.

Students graduating from an approved undergraduate program in accounting or business administration and aspiring to become CPAs may reduce their professional experience requirements from two years to one year if the graduate M.S. degree taken includes one course each in Economics, Quantitative Measurements, Finance, Taxation, Advanced Auditing, and Accounting and Reporting I. In consultation with an adviser, the program can be made to fulfill the above requirements. For those individuals who wish to sit for the New York State CPA licensing exam, and do not hold undergraduate degrees in Accounting, consult with the Department Chair or your adviser.

M.S. in Accounting

Accounting Specialization (18 credits)
Accounting 712 Accounting
Information Systems

Accounting 720 Not-for-Profit/
Governmental Accounting
Accounting 735 Internal Auditing
Accounting 737 Advanced Cost/
Managerial Accounting
Accounting 741 Budgeting and
Controllership
Accounting 742 Financial Statement
Analysis
Accounting 752 Advanced Auditing
Accounting 760 Fiduciary Accounting
Accounting 765 Accounting and
Reporting I
Accounting 766 Accounting and
Reporting II
Accounting 770 International
Accounting

*Advanced Accounting or Taxation Courses
(6 credits)*

Taxation 716 Federal Income Tax
Principles
Taxation 722 Corporate Taxation
Taxation 723 Tax Planning and
Administration

Advanced Business Electives (12 Credits)*

**Electives, for a total of 12 credits, may be taken from any of the advanced courses included in the graduate offerings of the School of Business.*

M.S. in Taxation

Taxation Specialization (18 Credits)
Taxation 716 Federal Income Tax
Principles
Taxation 722 Corporate Taxation
Taxation 723 Tax Planning and
Administration
Taxation 724 Partnerships, Corporations,
and Limited Liability Entities
Taxation 725 Federal Estate and
Gift Taxation
Taxation 726 Business Tax Decision
Taxation 729 State and Local Taxation
Taxation 730 Corporate Reorganizations
Taxation 745 International Taxation
Taxation 750 Current Developments in
Taxation
Taxation 760 Tax Practice and Procedure
Taxation 761 Tax Practice from the IRS
Perspective
Taxation 780 Fundamentals of Qualified
Employee Benefit Plans
Taxation 781 Advanced Problems in
Qualified Employee Benefit Plans
Taxation 783 Plan Benefit Concepts and
Funding Requirements
Taxation 785 Disclosure Requirements of
Employee Benefit Plans
Taxation 787 Employee Benefit Programs

Advanced Taxation or Accounting Courses
(6 Credits)

Accounting 712 Accounting Information Systems

Accounting 742 Financial Statement Analysis

Accounting 752 Advanced Auditing
Accounting 760 Fiduciary Accounting
Accounting 765 Accounting and Reporting I

Advanced Business Electives (12 Credits)*

*Electives: Electives for a total of 12 credits for both of the above areas of specialization may be taken from any of the above advanced courses included in the advanced graduate offerings of the School as recommended by an advisor.

The M.S. in Accounting and Taxation program is registered with the National Association of State Boards of



Accountancy (NASBA), as a sponsor of continuing professional education on the National Registry of CPE

Sponsors. All 700-level

Accounting and Taxation courses at Long Island University's Brooklyn Campus earn CPE credits. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit.

Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Suite 700, Nashville, TN, 37219-2417. Web site: www.nasba.org

The programs are recognized and registered with the New York State Education Department. For students interested in becoming certified public accountants, please consult the chair of the department.

Accounting, Law, and Taxation Courses

ACCOUNTING

Accounting 501 or its equivalent is a prerequisite for all Accounting courses.

Accounting 501 Financial Accounting
(Same as GBA 510)
Offered every semester

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis, the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes,

measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting. Three credits.

Accounting 712
Accounting Information Systems
Offered on occasion

An examination of accounting systems from the point of view of their objectives: effective internal control and integration with the total information system. Includes a review of computer-based information systems and their applications to new or revised systems of accounting. Three credits. (45 CPE credits)

Accounting 720 Not-for-Profit/Governmental Accounting
(Same as PM 723)
Offered on occasion

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. Three credits. (45 CPE credits)

Accounting 735 Internal Auditing
(Same as PM 726)
Offered on occasion

An examination of the principles of internal auditing as they apply to large corporate enterprise. Three credits. (45 CPE credits)

Accounting 737
Advanced Cost/Managerial Accounting
(Same as PM 722)
Prerequisite: Accounting 131 or 501
Offered on occasion

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. Three credits. (45 CPE credits)

Accounting 741
Budgeting and Controllership
(Same as PM 724)
Offered on occasion

An examination of the practice of controllership in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of oper-

ating goals with subsequent study of actual results. Three credits. (45 CPE credits)

Accounting 742
Financial Statement Analysis
(Same as PM 727)
Offered every Fall

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. Three credits. (45 CPE credits)

Accounting 752 Advanced Auditing
Prerequisite: Accounting 142 or the equivalent or permission of the Department chair
Offered on occasion

A study of auditing concepts and methods embodying standard auditing procedures as well as departures. Audit evidence, sampling, diagnostic analysis, internal control evaluation and its effect on test of transactions, and problems encountered in statement preparation are reviewed and discussed. Three credits. (45 CPE credits)

Accounting 760 Fiduciary Accounting
Offered on occasion

A study of the laws and procedures of estates and trusts as seen from the accountant's perspective. The case method of instruction is used. Three credits. (45 CPE credits)

Accounting 765
Accounting and Reporting I
Prerequisite: Accounting 742 or permission of the Department chair
Offered on occasion

A review and exploration of the concepts and developments relating to financial accounting and reporting for business enterprises. SFAS's and other recent pronouncements are analyzed in depth; problem-solving is stressed. Three credits. (45 CPE credits)

Accounting 766
Accounting and Reporting II
Prerequisite: Accounting 737 or permission of the Department chair
Offered on occasion

An in-depth study of advanced subject matter, including recent professional qualifying examinations. Topical material focuses

on income taxes, not-for-profit accounting, managerial accounting and cost concepts. Individual research is encouraged. Three credits. (45 CPE credits)

Accounting 770

International Accounting

(Same as International Business 770)

Offered on occasion

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

LAW

Law 606 Business Law

Offered on occasion

A survey of the American legal system as it affects American business. Areas studied include constitutional law, contract law, agency, negotiable instruments, property, partnerships and corporations, labor, antitrust and securities laws, and problems of managerial and directorial liability. Three credits.

Law 790 Commercial Law I

Offered on occasion

A study of the subjects required to pass the law portion of the CPA examination. Introduction is made to the law and the legal system, torts, contracts, agency, personal property, real property, partnerships and corporations. This is the first of two required law courses for CPA students, and it is recommended for all graduate business students as an elective. Three credits.

Law 791 Commercial Law II

Prerequisite: Law 790 or the equivalent

Offered on occasion

A consideration of the study of legal topics covered in the CPA examination. The course covers sales, secured transactions, commercial paper, estates and trusts, antitrust law, securities regulation, employment law, accountants' professional responsibilities, bankruptcy, suretyship and insurance. Three credits.

TAXATION

Accounting 501 or GBA 510 and Taxation 716 or equivalent are prerequisites for all graduate Taxation courses.

Taxation 716

Federal Income Tax Principles

Offered every semester

A study of the determination of income, deductions and exemptions in computing taxable income and tax liability of

individuals, including the general rules applicable to all tax entities. Ordinary income, capital assets, gains and losses, involuntary conversions and tax-free exchanges, depreciation methods, passive activities, portfolio income, and alternative minimum tax are all examined. Three credits. (45 CPE credits)

Taxation 722 Corporate Taxation

Offered every semester

A study of the following: choice of entity for conducting business; taxation of corporations, partnerships, and S corporations; tax accounting methods and taxable years; tax credits; alternative minimum tax, and reconciliation of book and taxable income; and corporate redemptions and liquidations. An overview of corporate reorganizations is included. Three credits. (45 CPE credits)

Taxation 723

Tax Planning and Administration

Prerequisite: Taxation 722 or permission of the Professor

Offered every Fall

An advanced course in current tax practices and planning methods, with emphasis on planning, formation, operation and liquidation of corporate entities. Some topics considered are the effects of tax-free incorporation, personal holding companies, professional corporations, accumulated-earnings tax and collapsible corporations. Three credits. (45 CPE credits)

Taxation 724

Partnerships, Corporations and Limited Liability Entities

Prerequisite: Taxation 722

Offered every Spring

An advanced course in the provisions governing the taxation of partnerships, corporations, limited liability entities and their partners/shareholders. Tax compliance and tax reporting for such pass-through entities are covered. The tax advantages, the opportunities inherent in the choice of such entities, and the detriments and traps for the unwary are reviewed. Three credits. (45 CPE credits)

Taxation 725

Federal Estate and Gift Taxation

Prerequisite: Taxation 722

Offered once a year

A study of tax-related factors that enter into the planning of estates for various types of taxpayers, such as those with closely-held businesses, investors,

professional persons and corporate executives. Included are studies of federal estate and gift taxes and their effects on estate planning; the role of trusts in estate planning; and estate planning methods available to reduce tax liabilities. Three credits. (45 CPE credits)

Taxation 726 Business Tax Decision

Offered on occasion

An examination of federal income tax and other business taxes that influence management decisions. Consideration is given to the major types of business transactions affected, including financing of a corporation, acquisitions and dispositions, and the purchase, leasing and maintenance of plant equipment. Three credits. (45 CPE credits)

Taxation 729 State and Local Taxation

Offered on occasion

An analysis of state and local taxes affecting individuals and businesses in the tristate area (New York, New Jersey and Connecticut). Included is a study of issues involving residency and non-residency, domicile, and sources of income taxed in each jurisdiction. New York State income, sales and general business taxes, rent taxes, and franchise taxes are covered. Three credits. (45 CPE credits)

Taxation 730 Corporate Reorganizations

Prerequisite: Taxation 722 or the equivalent

Offered on occasion

A study of reorganizations, recapitalizations, stock redemptions, acquisition and disposal of assets, mergers, divisive reorganizations, and corporate liquidations. Three credits. (45 CPE credits)

Taxation 745 International Taxation
(Same as International Business 745)

Prerequisite: Taxation 723 or the equivalent

Offered on occasion

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. Three credits. (45 CPE credits)

Taxation 750

Current Developments in Taxation

Prerequisite: Taxation 723 or the equivalent

Offered on occasion

An analysis of current trends in federal taxation. Tax cases, rulings and new developments are examined for their

significance to the tax practitioner. Three credits. (45 CPE credits)

Taxation 760

Tax Practice and Procedure

Offered on occasion

A review of the organization of the Internal Revenue Service. Selection of returns for audit, protests and conference rights, tax fraud, statute of limitations, and claims for refund are studied. In addition, research techniques such as the use of tax services, court decisions and rulings are emphasized. Three credits. (45 CPE credits)

Taxation 761 Tax Practice from the IRS Perspective

Offered on occasion

An insight into IRS examination practices and an opportunity to exchange views with IRS personnel, who will serve as participating faculty. The course includes topics such as auditing through the corporate balance sheet, coordinated examination programs, computer audit techniques, bankruptcy, and IRS authority to obtain information and documents. Three credits. (45 CPE credits)

Taxation 780 Fundamentals of Qualified Employee Benefit Plans

Offered on occasion

An introduction to employee benefit plans that covers the analysis of types of plans that can be established by the employer; reviews tax rules involving participation, vesting, deduction limitations, benefit limitations and other requirements for plan qualification; and considers group insurance, flexible benefit plans, IRAs and simplified employee pensions (SEPs). Three credits. (45 CPE credits)

Taxation 781 Advanced Problems in Qualified Employee Benefit Plans

Prerequisite: Taxation 780 or the equivalent
Offered every three semesters

A study of the taxation of distributions from qualified plans, including alternate methods of payment of plan benefits; loans from plans and constructive receipt problems; advantages and disadvantages of lump-sum distribution from plans; the interrelationship between plan death benefit distributions and estate taxation; IRS audits of qualified plans; plan disqualification and its impact on the employer and the employee; plan termination rules and government regulation of plan termination; and IRS rulings and

tax cases involving plan distributions and plan disqualification. Three credits. (45 CPE credits)

Taxation 783 Plan Benefit Concepts and Funding Requirements

Prerequisite: Taxation 780

Offered on occasion

This course covers: design of plan benefit formulas including actual case studies; Social Security integration of pension and profit sharing plans; plan funding requirements, funding deficiencies, funding penalties and hardship waivers, role of the enrolled actuary and actuarial concepts and terminology; actual preparation of IRS pension returns and an overview of financial accounting for pension costs. Three credits. (45 CPE credits)

Taxation 785 Disclosure Requirements of Employee Benefit Plans

Prerequisite: Taxation 780

Offered on occasion

This course covers: plans governed by the reporting and disclosure requirements under the Employee Retirement Act of 1974 (ERISA); Summary Plan Descriptions, Summary Material Modifications and Updated Summary Plan Descriptions; annual reports and Summary annual reports and triennial reporting, accountants' reports and Summary Annual Reports; disclosure information available to plan participants; fiduciary responsibility and liability; claims procedure and participant-rights prohibited transactions; exemptions and fiduciary insurance. Three credits. (45 CPE credits)

Taxation 787 Employee Benefit Programs

Prerequisite: Taxation 780

Offered on occasion

This course covers: non-qualified deferred compensation arrangements; life insurance, medical and dental plans, pre-paid legal plans, stock options, thrift plans, stock purchase plans, ESOPs, 401k plans, cafeteria plans, VEBAs, Educational Benefit Trusts and other employee fringe-benefit programs. Three credits. (45 CPE credits)

COMPUTER SCIENCE

Assistant Professor P. Chung, Chair
(718) 488-1073
Professor Rodriguez

Professor Emeriti Edelson, Vasilaky
Associate Professor Ghriga (Dean)
Assistant Professors Ait-Hellal, P. Chung,
DePaula, Devi, League
Computer Coordinator, Washington,
Adjunct Associate Professor
Adjunct Faculty: 9

The Master of Science program in Computer Science gives students a solid foundation in the field, with an emphasis on the design and development of large software systems and applications. Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) as the core of graduate Computer Science. The inclusion of small implementation projects or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle. In addition, each student enrolls in a six-credit thesis sequence, or completes a three-credit software development project.

Successful candidates for admission will have the bachelor's degree from an accredited institution with an undergraduate grade point average of at least 3.0. Candidates meeting the admission requirements will be placed into one of the following two tracks depending upon the candidate's undergraduate degree and background in fundamentals of computer science and programming.

Track 1 – *Candidates admitted into Track 1 will have a bachelor's degree in computer science or management information systems and will begin their program with the required core courses.*

Track 2 – *Candidates without a bachelor's degree in computer science or management information systems will be admitted into Track 2 and required to demonstrate proficiency in computer programming and foundations by passing the competency waiver exam or completing two preparation courses: Computer Science 601 and 605 or their equivalents.*

Computer Science Background Requirements

A candidate with no background in computer programming must take Computer Science 601 and 605.

A candidate who is not proficient in the C programming language must take CS 601 (no credits toward Computer Science master's degree).

A candidate who does not have sufficient background in computer science foundations (i.e., operating systems, computer architecture, data structures, programming) must take CS 605.

Candidates who successfully complete both CS 605 and CS 601 will get three elective credits for CS 605.

Transfer Credits

Students are permitted to transfer a maximum of six graduate Computer Science credits from other institutions with the approval of the Department chair.

Competency Equivalencies

Students who can demonstrate competency in core courses may request that the course(s) be waived. The student will substitute an elective course, with the approval of the Department chair.

Degree Requirements

The 36-credit curriculum offers two options. All students take 21 credits of core courses. Students may choose a thesis option (6 credits) plus 9 credits of electives, or a software development project option (3 credits) plus 12 credits of electives.

Core Requirements

(21 credits)

- Computer Science 631 Algorithms and Data Structures
- Computer Science 633 Structured Systems Analysis and Design
- Computer Science 641 Computer Architecture
- Computer Science 643 Operating Systems
- Computer Science 645 Computer Communications and Networking
- Computer Science 649 Database Management Systems
- Computer Science 666 Artificial Intelligence

Option I (Thesis)

Thesis (Computer Science 698-699)
6 credits

Option II (Software Project)

Software Development Project
(CS 690 or 691) 3 credits

Electives

- Computer Science 655 Object-Oriented Software Methodology – C++
- Computer Science 664 Compiler Theory and Design
- Computer Science 668 Advanced Topics in Database Technology
- Computer Science 669 Expert and Knowledge Base Systems
- Computer Science 670 Neural Networks

- Computer Science 673 Internet Programming with JAVA
- Computer Science 674 Distributed Systems
- Computer Science 675 Parallel Programming
- Computer Science 676 UNIX Programming
- Computer Science 678 Data Security
- Computer Science 679 Local Area Networks
- Computer Science 695, 696, 697 Special Topics in Computer Science
- Computer Science 690, 691 Software Development Project

Courses

Computer Science 601 Principles of Computer Science and Structured Programming C

Special Fee: \$60.00
Offered Fall and Spring

A study of the fundamentals of structured program design using a block-structured language such as C, functions and file organization, and processing. Students are required to design and run multiple programs for problem solving on a computer. Three hours lecture, one hour laboratory. Not credited to M.S. in Computer Science. Three credits.

Computer Science 605 Fundamentals of Computer Science and Systems Programming

Special Fee: \$60.00
Offered every semester

A study of the fundamental concepts of machine architecture and operating systems, including assembly language programming, data structures and algorithms used in advanced C programming. Students are required to design and run computer programs. Three hours lecture, one hour laboratory. Not credited to M.S. in Computer Science. Three credits

Computer Science 631 Algorithms and Data Structures

Prerequisite: Computer Science 601 or equivalent.
Special Fee: \$60.00
Offered every Spring

An intensive treatment of the application of data structures and algorithms in Computer Science. Topics include recursion; sequential, linked and dynamic allocation of storage stacks; queues; trees; graphs; hash tables; and internal and external sorting and searching. Emphasis is placed on the design, implementation

and evaluation of algorithms. Three hours lecture, one hour laboratory. Three credits.

Computer Science 633 Structured System Analysis and Design

Prerequisite: Computer Science 631
Special Fee: \$60.00
Offered every Fall

A layered technology approach to systems analysis and design: process, methods and tools. Management process models are examined. Enterprise modeling – information strategic planning, business area analysis, business function and process modeling are studied. Design concepts, principles and methodologies are studied. Advanced concepts of analysis and design using the Booch and OMT methods and tools are examined. Three hours lecture, one hour laboratory. Three credits.

Computer Science 641 Computer Architecture

Prerequisite: Computer Science 601 or equivalent and Computer Science 605 or equivalent.
Special Fee: \$60.00
Offered every Fall

A study of computer architecture and organization, with emphasis on quantitative analysis. Boolean algebra is introduced to teach digital devices. Students are required to design and implement on paper a simple microprocessor by the end of the semester. Microprogramming and conventional machine level are taught. Programming is expected in an assembly programming language. Three hours lecture, one hour laboratory. Three credits.

Computer Science 643 Operating Systems

Special Fee: \$60.00
Offered every Spring

An introduction to the algorithms and data structures of operating systems and their performance in various environments. Topics include CPU scheduling, memory management, virtual memory, mutual exclusion and deadlock concurrent processes, and protection and security. Three hours lecture, one hour laboratory. Three credits.

Computer Science 645 Computer Communications and Networking

Special Fee: \$60.00
Offered Spring

An introductory course in computer networks, with emphasis on the physical and logical design of computer networks using the OSI and TCP/IP layered models as

conceptual frameworks. The physical, data link, network, and transport layers are discussed in detail. Examples are provided from existing network architectures. The TCP/IP protocol suite is studied in the contexts of the network and transport layers. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 649
Database Management Systems**
Special Fee: \$60.00
Offered every Fall and Summer

An examination of the concepts and practical aspects of database management systems and how data resources can be designed and managed to support information systems in organizations. Topics include data models and data and storage structures and their relation to data access; use and management of database systems, data independence; and data sharing, availability, security, integrity and consistency. Students are required to design and implement a database using a relational database management system, such as SQL. Three hours lecture, one hour laboratory. Three credits.

Computer Science 655 Object-Oriented Software Methodology – C++
Prerequisite: Computer Science 601 or knowledge of the C language
Special Fee: \$60.00
Offered on occasion

A study of object-oriented analysis and design techniques. Several case studies with C++ are used to implement the object-oriented design techniques. Topics include design of classes, class interfaces, overloading (functions and operators), inheritance, polymorphism, dynamic binding, reusability and aspects of software quality modularity. Students are required to complete projects with C++. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 664
Compiler Theory and Design**
Special Fee: \$60.00
Offered on occasion

A study of the following: compiler organization – symbol table, lexical analysis, syntactic analysis, semantic analysis, object code generation and code optimization techniques; polish notation, triples, trees; the translation of arithmetic expressions and programming constructs; the impact of various language designs on the compilation process; compilation of ambiguous and non-deterministic languages; formal languages, parse techniques; and optimization techniques.

Three hours lecture, one hour laboratory. Three credits.

**Computer Science 666
Artificial Intelligence**
Prerequisite: Computer Science 631
Special Fee: \$60.00
Offered every Fall

An examination of the concepts and methodologies used in constructing intelligent computer programs. Areas covered are state space representation, knowledge representation and reasoning techniques, and search strategies, including heuristic search and genetic algorithms. Application areas are selected from game playing, expert-systems, natural language processing and machine learning. Full treatment of an AI programming language such as Prolog is included. Students are required to implement an AI project. Three hours lecture, one hour laboratory. Three credits.

Computer Science 668 Advanced Topics in Data Base Technology
Prerequisite: Computer Science 649
Special Fee: \$60.00
Offered every Spring

A study of the following: business and industrial application development; graphical user interfaces with client/server computing distributed data bases; interface of relational data bases with software packages. Three hours lecture, one hour laboratory. Three credits.

Computer Science 669 Expert and Knowledge Base Systems
Prerequisite: Computer Science 666
Special Fee: \$60.00
Offered on occasion

A study of the methodologies for designing and implementing expert and knowledge-based systems. Topics are expert and knowledge-based problem solving, knowledge acquisition, explanation generation, and expert system development tools. Comprehensive treatment of an expert system design and development tool such as ECLIPSE is conducted. Students are required to implement an expert system project. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 670
Neural Networks**
Prerequisite: Permission of the instructor or Computer Science 666
Special Fee: \$60.00
Offered on occasion

A study of the fundamental concepts and various applications of artificial neural net-

works as a biologically inspired, alternative AI paradigm for performing a wide class of intelligent and pattern-recognition tasks. An explanation of the principles of several popular neural net topologies and related learning algorithms is offered. Experimental applications of simulated networks in financial and scientific areas are presented. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 673
Internet Programming with JAVA**
Prerequisites: Computer Science 601, 645
Corequisite: Computer Science 631
Special Fee: \$60.00
Offered on occasion

A look at programming for the Internet and concepts that relate to Internet technologies. Topics include JAVA, object-related programming, CGI and Dynamic HTML. JAVA topics include classes, interface classes, exceptions, libraries, threads, network programming and database access. Writing CGI code for Web servers and JDBC for database connectivity is also covered. Students are required to complete projects with JAVA. Three hours lecture, one hour laboratory. Three credits.

**Computer Science 674
Distributed Systems**
Offered on occasion

A detailed treatment of distributed systems in applications such as databases, computer networks and communication, architecture, and operating systems. Guiding theory, design principles, and tools for analyzing and performing system trade-offs are presented. Case histories of distributed systems are reviewed. Three credits.

**Computer Science 675
Parallel Programming**
Prerequisites: Computer Science 631 and 641 or permission of instructor
Special Fee: \$60.00
Offered on occasion

A study of parallel random access machine (PRAM) model, as well as processor organizations and parallel architectures. Design, analysis and implementation of parallel algorithms are studied. Case studies of parallel algorithms in various problem domains are examined. An introduction is made to fault tolerant computing. Students are required to do assignments using a parallel extension of the C language such as C*, nCUBE C or C-LINDA. Three hours lecture, one hour laboratory. Three credits.

Computer Science 676 UNIX Programming

Prerequisite: Computer Science 601 or knowledge of the C language
Special Fee: \$60.00
 Offered every Fall

An in-depth study of the UNIX system called interface which allows programmers to write applications that take advantage of the services provided by the UNIX kernel. Topics include file system, processes and threads, and signals. Interprocess communication: pipes, message queues, shared memory, semaphores are studied. An introduction is made to network programming using the socket interface and RPC. Three hours lecture, one hour laboratory. Three credits.

Computer Science 678 Data Security

Prerequisite: Computer Science 631
Special Fee: \$60.00
 Offered on occasion

A consideration of security problems in computing, with emphasis on legal issues. Topics include cryptography fundamentals and data security; NP-completeness and security of cryptosystems; DES; IDEA; hashes and message digests; RSA; authentication of people and systems; signature schemes; access controls, information flow controls, and inference controls; and e-mail security. Three hours lecture, one hour laboratory. Three credits.

Computer Science 679 Local Area Networks

Special Fee: \$60.00
 Offered on occasion

A study of local area network (LAN) technology, including topologies, communications media, communication protocol, interfacing equipment, and hardware and software. Students work on problems of planning, designing, installing and maintaining a LAN. Three hours lecture, one hour laboratory. Three credits.

Computer Science 690, 691 Software Development Project

Prerequisite: Completion of core requirements or permission of instructor
Special Fee: \$60.00 each semester
 Computer Science 690 offered every Fall
 Computer Science 691 offered every Spring

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. Three hours lecture, one hour laboratory. Three credits.

Computer Science 695, 696, 697 Special Topics in Computer Science

Prerequisite: Permission of the Chair
 Offered every semester

A consideration of a current topic in computer science not offered in any other course. Three credits per semester.

Computer Science 698-699 Computer Science Thesis

Offered every semester

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee. Three credits per semester.

PUBLIC ADMINISTRATION

Associate Professor Kirchoff, Director; (718) 488-1156
 Professor Lyons
 Associate Professor Emeritus Afriyie
 Assistant Professors Pepper, Ransom, Shick, Zemrani
 Adjunct Faculty: 5

M.P.A. Program

The Master of Public Administration (M.P.A.) program prepares students for public service responsibilities by blending management theory with practical applications in government, health and not-for-profit organizations.

Students from diverse backgrounds and varying levels of expertise join academically current and experienced faculty in a common commitment to learning.

Admission Requirements

Admission to the M.P.A. program is based on proof of a baccalaureate degree from an accredited institution of higher education, two letters of recommendation, current résumé, a two-to-three page typewritten statement of purpose, and test scores if available. Standardized test scores are encouraged. Full matriculation admission requires an official transcript showing an undergraduate grade point average of at least 3.0 on a 4.0 scale. Limited matriculation may be available

to applicants not meeting full matriculation requirements. Such limited matriculation may require additional evidence of competence. Limited matriculation students may register for a maximum of six credits per semester for the first 12 credits. Limited matriculation becomes full matriculation upon completion of 12 graduate credits with a 3.0 average or better. Transfer students are welcome; transfer credits will be evaluated by the Program Director.

Degree Requirements

The M.P.A. degree consists of 48 credits separated into four parts. An introductory sequence provides 18 credits of public service sector foundations and skills. This is followed by 12 credits of focused management topics: human resources, budgeting and financial management, law, and accountability. Students take 12 credits in an area of specialization and a required six-credit integrative capstone experience culminating in a project and formal presentation. Students may petition for up to 12 transfer credits.

Foundation Course – Required (18 credits)

<i>Course</i>	<i>Cr.</i>
MPA 501 Principles of Administration	3
MPA 502 Organizational Theory and Behavior	3
MPA 503 Government and the Economy	3
MPA 504 Computer Applications	3
MPA 505 Analytic Methods	3
MPA 507 Public Policy Processes	3

Advanced Topics – Required (12 credits)

<i>Course</i>	<i>Cr.</i>
MPA 602 Human Resources Management	3
MPA 603 Fundamentals of Public Budgeting and Financial Management (Public Administration students)	
or	
MPA 613 Health Systems Finance (Health Administration students)	3
MPA 604 Administrative Responsibility and Accountability	3
MPA 606 Law for Managers	3

Capstone Courses – Required (6 credits)

Capstone courses may not be taken before foundation courses are completed and should be taken in the last semester

of study. The courses are taught together in a single semester.

Course	Cr.
MPA 798 Capstone Seminar	3
MPA 799 Capstone Project	3

Specialization Courses (12 credits)

Specialization courses provide students with an opportunity to examine a specific management function or area of application in more depth. Students select either PAD (public administration) or HAD (health administration) as their specialization and within that framework may select four relevant courses (12 credits) from those with the prefix PM (public management). Some specialization courses are cross-listed with other departments. (See course description.) Frequently selected areas of specialization and their relevant courses are shown below. Others can be developed in consultation with the director or faculty adviser.

Courses for Any Specialization

The courses listed below may be used in any specialization. Internships are encouraged for pre-career and sector switching students. A maximum of 6 internship credits is permitted. Independent studies must be requested in writing accompanied by a description of the proposed study. A maximum of 3 independent study credits is permitted with permission of the director.

MPA 787 Independent Study
MPA 788 Fall Internship
MPA 789 Spring Internship
MPA 790 Summer Internship

Public Administration Specializations

Government Sector Management

(Select four courses)

PM 700 Modern Management Issues*
PM 702 Managerial Communications
PM 703 Fundamentals of Management Information Systems
PM 706 Comparative Administration
PM 708 Labor Relations
PM 709 Administrative Law
PM 710 Issues in Administration*
PM 714 Policy Analysis and Program Evaluation
PM 715 Privatization and Contracting Out of Public Services
PM 716 Public Administration and Citizen Participation
PM 742 Grant/Proposal Preparation
**If the topic is relevant*

Financial Management

(Students must have undergraduate accounting or Accounting 501 as a prerequisite.)

PM 720 Public Finance/Fiscal Policy
PM 722 Advanced Cost/Managerial Accounting
PM 723 Non-Profit/Government Accounting
PM 724 Budgeting and Controllarship
PM 726 Internal Auditing
PM 727 Financial Statement Analysis

Human Resources Management

PM 700 Modern Management Issues*
PM 702 Managerial Communications
PM 703 Fundamentals of Management Information Systems
PM 708 Labor Relations
PM 709 Administrative Law
PM 710 Issues in Administration*
PM 711 Human Resource Development
PM 712 Work, People, Productivity
PM 714 Policy Analysis and Program Evaluation
**If the topic is relevant*

International Public Management (PAD)

PM 706 Comparative Administration
PM 761 Management of International Organizations
PM 767 International Organization, the United Nations and Affiliated Agencies
PM 768 Politics of New Nation-States
PM 769 World Social Development
PM 771 Problems of Economic Development
PM 772 International Economic Relations
PM 773 Comparative Economic Systems

Law and Management

PM 700 Modern Management Issues*
PM 706 Comparative Administration
PM 708 Labor Relations
PM 709 Administrative Law
PM 734 Legal Aspects of Health
PM 793 Criminology
PM 794 Law and Society
**If the topic is relevant*

Not-for-Profit Management

PM 700 Modern Management Issues*
PM 702 Managerial Communications
PM 703 Fundamentals of Management Information Systems
PM 705 U.S. Social Policy
PM 710 Issues in Administration*
PM 714 Policy Analysis and Program Evaluation
PM 715 Privatization and Contracting Out of Public Services
PM 716 Public Administration and Citizen Participation
PM 736 Quality Performance Management
PM 737 Mission-Based Marketing
PM 740 Not-for-Profit Management

PM 741 Fund-raising
PM 742 Grant/Proposal Preparation
**If the topic is relevant*

Urban Government Management

PM 700 Modern Management Issues*
PM 702 Managerial Communications
PM 703 Fundamentals of Management Information Systems
PM 705 U.S. Social Policy
PM 706 Comparative Administration
PM 708 Labor Relations
PM 710 Issues in Administration*
PM 714 Policy Analysis and Program Evaluation
PM 715 Privatization and Contracting Out of Public Services
PM 716 Public Administration and Citizen Participation
PM 736 Quality Performance Management
PM 780 Computer Technology in Metropolitan Affairs
PM 781 Urban Government and Politics
PM 783 Principles/Practices, City Planning
PM 787 Ethnicity in the Metropolis
PM 788 Urban Economics
** If the topic is relevant*

Health Administration Specializations

Health Care Management

PM 700 Modern Management Issues*
PM 702 Managerial Communications
PM 703 Fundamentals of Management Information Systems
PM 708 Labor Relations
PM 710 Issues in Administration*
PM 714 Policy Analysis and Program Evaluation
PM 730 Health, Disease and Medical Care (should be taken by anyone specializing in health administration without a health background)
PM 731 Managed Health-Care Systems
PM 732 Public Health and Regulation
PM 733 Health Economics
PM 734 Legal Aspects of Health
PM 736 Quality Performance Management
PM 737 Health-Care Marketing
PM 742 Grant/Proposal Preparation
**If the topic is relevant*

Health Policy

PM 705 U.S. Social Policy
PM 710 Issues in Administration*
PM 714 Policy Analysis and Program Evaluation
PM 730 Health, Disease, and Medical Care
PM 731 Managed Health Care Systems
PM 732 Public Health and Regulation
PM 733 Health Economics
**If the topic is relevant*

Long-Term Care Administration

(Those wishing to take the New York State Nursing Home Administrators Licensing Exam should take the courses listed below for their specialization. There are no exceptions. See Also Advanced Certificate in Gerontology Administration)
 PM 734 Legal Aspects of Health
 PM 738 Gerontology
 PM 739 Long Term Care Administration
 PM 743 Aging Policy in the Community

United Nations Certificate/MPA Degree

Students pursuing the UN Certificate/MPA Degree option are admitted to the UN Certificate Program and take the specific set of courses developed for the joint program. Students switch to the MPA Program when the UN Certificate is nearing completion. Interested applicants should consult with Professor Lester Wilson of the UN Certificate Program in the Conolly College of Arts and Sciences.

Advanced Certificate in Gerontology Administration

The 15-credit advanced certificate in Gerontology Administration is designed to provide working professionals in agencies and organizations serving aging populations with the knowledge and skills needed to ensure effective service delivery to these populations. Students in the MPA Program taking the advanced certificate courses as their specialization may be graduated with both the MPA degree and the Advanced Certificate. Courses in the certificate marked with * are required to sit for the New York State Nursing Home Administrator's Licensing Examination. Students may apply certificate courses to the MPA degree by taking the courses for graduate credit.

Required Foundation Course: (3 credits)
 *PM 738 – Gerontology, Process of Aging

Management Functions and Issues: (12 credits)
 *MPA 602 – Human Resources Management
 *MPA 613 – Health Systems Finance

*PM 734 – Legal Aspects of Health
 *PM 739 – Long Term Care Administration
 PM 743 – Aging Policy in the Community

Advanced Certificate in Not-for-Profit Management

The 15 credit advanced certificate in Not-for-Profit Management is designed to provide professionals in not-for-profit organizations of all kinds with essential elements of not-for-profit organization and management. Students in the MPA Program taking the advanced certificate courses as their specialization may be graduated with both the MPA degree and the Advanced Certificate. The certificate consists of an overview of the not-for-profit sector, the organizations that carry out these important missions and management challenges of these organizations. Certificate courses also address key management functions of human resources, finance and decision making contexts. Students select an applied elective focused on a key competency, revenue generation. Students may apply certificate courses to the MPA degree by taking the courses for graduate credit.

Required Foundation Course: (Three credits)
 PM 740 – Not-for-Profit Management

Required Management Functions Courses: (Nine credits)
 MPA 602 – Human Resources Management
 MPA 603 – Fundamentals of Finance and Budgeting
 MPA 604 – Administrative Responsibility and Accountability

Select one elective: (Three credits)
 PM 741 – Fundraising
 PM 742 – Grant Writing and Administration

Courses

Course descriptions for required courses (MPA series 500, 600 and 798 and 799) and special courses (MPA 787, 788, 789, 790) appear first, followed by specialization courses in Public, Health and Not-for-Profit organizations (PM series 700). For specific scheduling, see the two year schedule available on the MPA Program website or from the School office.

MPA 501 Principles of Administration
 Offered every Fall, Spring, alternate Summers

An introduction to public and not-for-profit sector administration, including organization and management administration concepts and political processes in the context of public policy, intergovernmental relations, and policy impacts on the economy and society. Three credits.

MPA 502 Organizational Theory and Behavior
 Offered every Fall, Spring, and alternate Summers

An examination of theories of organization, administrative processes, and formal and informal relationships in organizations. Includes the environment, leadership, structure, networks, outputs and outcomes of organized action. Three credits.

MPA 503 Government and the Economy
 Offered every Fall and alternate Summers

Examines the role of the public sector in economic decision making. The nature of public goods as they relate to allocation, stabilization, and distribution functions of economic systems is studied, as are the roles of private investment, relations between government and private sectors, privatization and contracting out of public services, and the use of national income accounts. An analysis of fiscal federalism, and the fiscal crises of the state are included. Three credits.

MPA 504 Computer Applications
Special Fee: \$60.00
 Offered every Fall, Spring, and Summer

A review of computer applications to provide students with knowledge, hands-on experience, and understanding of how computers and data provide support for management decisions and organization performance. Students learn spreadsheets, database management, query, and statistical skills. Students demonstrating proficiency may waive the course and select an additional elective. Three credits.

MPA 505 Analytic Methods
 Offered every Fall, Spring, and alternate Summers

An introduction to the methods, tools and uses of research as it applies to policy and administrative problems. Includes a review and application of research design, data gathering and analytical concepts and techniques. Three credits.

MPA 507 Public Policy Processes

Offered every Spring and alternate Summers

An examination of the political system and the political, administrative and delivery processes that yield public decisions and services, including agenda development, the role of special interests, policy formation, analysis, implementation, and evaluation. Three credits.

MPA 602 Human Resources Management

Offered every Spring and alternate Summers

An exploration of theories and practices of human resources management as they apply to the public, health, and not-for-profit sectors. Includes a review of recruitment, civil service, training, performance evaluation, job development, compensation systems, teamwork, empowerment, unionism, equal employment opportunity, employee rights, privacy and occupational health and safety. Three credits.

MPA 603 Fundamentals of Public Budgeting and Financial Management

Offered every Fall and alternate Summers

An examination of public sector revenue generation, budgeting, accounting, and auditing and their effects on managerial decisions. The course includes a review of budget systems, processes and politics, and the preparation and justification of financial information and reports. Three credits.

MPA 604 Administrative Responsibility and Accountability

Offered every Fall and alternate Summers

A review of legal and ethical issues facing administrators as they seek to balance professionalism and responsiveness with the competing demands of diverse constituencies and the realities of their task environments. Three credits.

MPA 606 Law for Managers

Offered every Spring and alternate Summers

An introduction to the legal environments of public, private, not-for-profit, and quasi-public sectors. The objective of the course is student understanding of the legal obligations, responsibilities and liabilities facing managers in the three sectors. Important topics include basic

provisions of the United States Constitution, the exercise of delegation and discretionary authority, rule-making and regulatory processes and their economic impacts, contract, tort, employment, duties and liabilities of managers and professionals, environmental law and privacy. Three credits.

MPA 613 Foundations of Health Systems Finance

Offered every Spring and alternate Summers

An examination of health-care finance topics, including government (Medicare and Medicaid) and private health care coverage, payment systems and their impacts on revenues, budgeting, and financial reports. The course includes a review of financial strategies and characteristics of various health care organizations. Three credits.

MPA 787 Independent Study

With permission of director and dean

Students taking independent study are expected to research an aspect or phase of a problem under the supervision of a faculty adviser. The product of study is an evaluative report containing a thorough literature review and student assessment of the significance and impact of the substantive issue. Three credits.

MPA 788, 789, 790**Graduate Internship**

Offered every Fall, Spring or Summer

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations. Three credits per semester for maximum of two semesters.

MPA 798 Capstone Seminar

Offered every Fall and Spring

The course is an integrative seminar using a team approach. Students develop a framework and design for systematic analysis of a problem or issue in their area of concentration. The framework includes problem background and environmental analysis, and a project design and action plan for data collection and analysis. MPA 798 and MPA 799 are scheduled concurrently, and the work of the two courses is carried out simultaneously. Three credits.

MPA 799 Capstone Project

Offered every Fall and Spring

Students carry out the plan proposed in MPA 798 using a combination of data collection methods and analytic techniques. Teams prepare and present a report of their analysis and results. MPA 798 and MPA 799 are scheduled concurrently, and the work of the two courses is carried out simultaneously. Three credits.

PM 700 Modern Management Issues

Offered Spring 2008

An examination of current management strategies in the context of their genesis, antecedents, strengths and weaknesses, applications in public, health and not-for-profit settings, and comparisons with other management strategies. Three credits.

PM 703 Fundamentals of Management Information Systems

(Same as GBA 517)

Offered every semester

A survey and analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems. Three credits.

PM 705 U.S. Social Policy

Offered Fall 2007

The course examines government health and welfare policies affecting an individual's income level and life opportunities and includes analysis of policy formation, implementation, and impact on social problems. Three credits.

PM 706 Comparative Administration

Offered Fall 2007

The course is designed to provide an introduction to the field of comparative public administration. The class will

examine the varying approaches to bureaucracy, administrative structure, policy formulation and implementation in the light of variations in social, cultural, and political contexts. This will include an overview of basic theories of bureaucracy and how they function and theoretical approaches to comparative analyses of performance based on changing variables. The course will also touch upon understanding variations in efforts for administrative reform. The impact of government structure on diverse constituencies will be examined to better understand the effectiveness of varying approaches to public management and organizational development. Three credits.

PM 708 Labor Relations
Offered Fall 2007

A study of the interaction of the labor movement and management in the public and not-for-profit sectors. Collective bargaining impacts on policy and budget are examined. Strategies and public opinion are considered. Three credits.

PM 709 Administrative Law
Offered Fall 2007

Examination of public law concepts that affect public and not-for-profit sector managers: legislative delegation of power, administrative investigation, rulemaking, the relationship between citizens and the states, adjudication, judicial review of administrative action. Three credits.

PM 710 Issues in Administration
Offered Fall 2006, Spring 2008

An examination of selected themes, current developments and emerging issues in the study of administration. Topics vary. Three credits.

PM 711 Organizational Development
(Same as Management 724)
Offered on occasion

A survey of contemporary training and development problems, with emphasis on the relationship between development and the organization's personnel decisions. Techniques of personnel training are examined. Three credits.

**PM 712
Work, People, and Productivity**
(Same as Management 725)
Offered on occasion

An analysis of the problems of the working environment in small and large

enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include survey of new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity. Three credits.

PM 713 Managerial Communication
(Same as GBA 515)
Offered every semester

An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climates, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications. Three credits.

PM 714 Policy Analysis and Program Evaluation
Offered Fall 2008

Policy analysis and program evaluation are more steps in a process than separate endeavors. Policies are chosen on the basis of forecasts of needs and expected results, then selected policies are implemented. Implementation then is evaluated to determine actual effects, and these results are used to adjust policy goals and implementation (processes ranging from regulations to programs) to better achieve desired results and ensure accountability. Policy processes are iterative and interactive. This course provides students with basic understanding of needs assessment, policy analysis and program evaluation, as well as practice in applying tools used in each type of analysis, or applicable to all of them. Through use of text material, cases and both quantitative and qualitative assignments, students will hone their knowledge of policy processes and limitations, and develop assessment skills. Three credits.

PM 715 Privatization and the Contracting-Out of Public Services
Offered Spring 2008

Governments, through elected officials, make decisions concerning which services should be provided by the public and the private sectors. This course provides students with both the economic

and social basis for making judgments about the potential effectiveness of privatizing services in different policy areas, such as education and health care. The course provides general guidelines as to the nature of the services that are most appropriately provided by the private sector. When the public sector is determined to be the appropriate provider of a service, then government must determine whether to provide these services itself or contract-out for the service. The course also examines the principles and practices in the government contracting-out process – the decision whether to contract-out a government service, the preparation of the Request For Proposals, the evaluation of the submitted proposals for the selection of the contractor, the preparation of the contract document and the monitoring of the selected contractors. Understanding the issues of privatization and the contracting-out of public services enables students to be more effective managers and responsive to citizens. Three credits.

PM 716 Public Administration and Citizen Participation
Offered Fall 2007

This course will explore public participation in association with public administration processes in a time of concurrent criticism, pressure, and apathy directed towards existing institutions. The engagement of citizens in public administration will be examined as a potential challenge and as a potential support for public management. Different forms and degrees of participation will be looked at in case studies included in our texts. Students will be encouraged to relate course topics to everyday life and work experience. Three credits.

PM 720 Public Finance and Fiscal Policy
(Same as Economics 636)
Offered alternate semesters

A study of the theory and practice of government taxation, expenditure and debt and their relationships within the framework of fiscal policy. Three credits.

PM 722 Advanced Cost/Managerial Accounting
(Same as Accounting 737)
Prerequisite: Accounting 131 or Accounting 501
Offered on occasion

A discussion, using selected cases and problems, of current cost concepts and their applications and limitations. The aim is to develop the student's ability to analyze business problems and to make

decisions concerning the appropriateness of cost-accounting methods in specific situations. Three credits.

PM 723 Not-for-Profit/Governmental Accounting

(Same as Accounting 720)

Prerequisite: Accounting 501 or equivalent
Offered every three semesters

A study of budgetary and fund accounting systems; preparation of significant reports for not-for-profit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. Three credits.

PM 724 Budgeting and Controllership
(Same as Accounting 741)

Prerequisite: Accounting 501 or equivalent
Offered on occasion

An examination of the practice of controllership in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control and the advance planning of operating goals with subsequent study of actual results are considered. Three credits.

PM 726 Internal Auditing
(Same as Accounting 735)

Prerequisite: Accounting 501 or equivalent
Offered on occasion

An examination of the principles of internal auditing as they apply to large corporate enterprise. Three credits.

PM 727 Financial Statement Analysis
(Same as Accounting 742)

Prerequisite: Accounting 501 or equivalent
Offered every Fall

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. Three credits.

PM 730 Health, Disease and Medical Care
Offered Fall 2007, Summer 2008

An overview of the political, economic, social and epidemiological characteristics of health and medical care. The forms of health services financing, organization and delivery systems in the United States and other industrialized nations, processes of health and disease in indi-

viduals and societies, and the moral and ethical issues facing health-care decision makers are examined. Three credits.

PM 731 Managed Health-Care Systems
Offered Spring 2008

An examination of the various forms of managed health-care plans and organizations that addresses the financing, organization and delivery aspects of each form from a management perspective. The purpose is to provide students with a knowledge base from which to develop and implement effective management processes for managed care services. Among the topics covered are the legal and regulatory environment, public opinion, product development and marketing, pricing and delivery strategies, reimbursement methods, utilization review, quality assurance and control, management information systems, Medicare and Medicaid, and trends. Three credits.

PM 732 Public Health and Regulation
Offered Summer 2008

An analysis of the role of government in the health field, including concepts and practices in health policy and regulation, especially the implementation of regulatory policy as it affects health providers. Three credits.

PM 733 Economics of Health
Offered Summer 2007

An examination of health-care delivery as an economic activity. Focus is on determination of demand for health care and supply of services available. Consideration of various methods for achieving equilibrium in health care and government's role via licensure, regulation, financing, and planning. Three credits.

PM 734 Legal Aspects of Health
Offered every Fall

An examination of legal issues in health care delivery, including mission and organization governance, patient rights, admission and discharge, malpractice and negligence, health professions scope of practice, licensing. Also covered are managerial responsibilities and liabilities, medical records management, moral and ethical issues including end-of-life decisions.

PM 736 Quality Performance Management
Offered Spring 2008

The course includes a study of external methods of quality review, internal meth-

ods of assessing quality (process and outcomes measurement and monitoring criteria), strategies for developing the quality infrastructure and integrating it into a quality management program, the use of management information systems in quality, and the balancing of quality and costs. Three credits.

PM 737 Mission-Based Marketing
Offered Summer 2007

An examination of planning and marketing in health-care, human service and non-profit organizations, including market research and forecasting, application of research information and planning principles, translation of goals into action priorities, development of action plans, and evaluation of results. Three credits.

PM 738 Gerontology: The Process of Aging
Offered every Fall

Aging, health, and physiological and psychological aspects of aging; health and psychiatric problems, family and sex roles, life expectancy, retirement, long-term care issues. Three credits.

PM 739 Long-Term Care Administration
Offered every Spring

A consideration of the unique organizational and managerial aspects and issues confronting various long-term care facilities, from assisted living to total dependence. Includes a review of federal and state code requirements for construction, care, administration, and therapeutic modalities for classes of patients. Ethical issues are discussed. Three credits.

PM 740 Not-For-Profit Management
Offered every Spring

A study of the formation, financing and management of not-for-profit and cooperative organizations, including a review of not-for-profit's role in delivery of public services through fee-for-service, contracts, and reimbursement arrangements. Three credits.

PM 741 Fund Raising
Offered Fall 2008

An examination of revenue strategies for not-for-profit organization fund-raising, including membership, donations, programs, foundations and government agencies. The focus is on which strategies work for what organizations,

how to identify organizational needs and appropriate funding sources, and how to successfully petition funding support. Three credits.

PM 742 Grant/Proposal Preparation
Offered Fall 2007

An introduction to the process of developing and writing a proposal for project funding and an examination of key management techniques and decision tools needed to coordinate successfully the process of proposal development and implementation within an organization. Three credits.

PM 743 Aging Policy in the Community
Offered Spring 2008

This course examines the options including social supports, health care, housing and recreation that older community dwelling residents have. Psychology, personality, gender, personal history, gentrification, residential segregation and policy issues including economics are presented. Additionally, data pertaining to the aforementioned items are examined. Three credits.

PM 761 The Management of International Organizations
(Same as United Nations 694)
Offered Spring 2008

A focus on structural and managerial issues within international organizations and an examination of the tools needed to function within such an environment. Three credits.

PM 767 International Organization, the United Nations and Affiliated Agencies
(Same as Political Science 642)
Offered on occasion

A study of theories, origins, functions, and operations of international organization. The principal organs of the United Nations, with emphasis on the General Assembly and Security Council are examined. Three credits.

PM 768 Contemporary Nationalism
(Same as Political Science 668)
Offered on occasion

An analysis of the phenomenon of nationalism: its historical roots in Europe, the emergence of new states in the Third World and the post-Cold War period, and the struggle of states to achieve national identities and cultural,

economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed, as are the difficulties of achieving viable state-directed national societies in the global order. Three credits.

PM 769 World Social Development
(Same as Social Science 553, Sociology 553)
Offered every Spring

A consideration of the world social situation, including such subjects as health, food and nutrition, housing, urban planning, education, employment and social development in developing areas. Three credits.

PM 771 Problems of Economic Development
(Same as Economics 626 and Urban Studies 626)
Offered alternate semesters

A study of theories of economic growth, and their application in underdeveloped nations of Asia, Africa and Latin America. Special attention is paid to techniques of capital accumulation, economic planning, and government policy. The role of the World Bank and its affiliates, and aid from industrialized nations are emphasized. Three credits.

PM 772 International Economic Relations
(Same as Economics 661)
Offered alternate semesters

A study of the current economic relations among nations of the world. Discussion centers on such topics as commercial policies of nations, international monetary relations, GATT and UNCTAD, OECD's relations with less developed countries, common markets of free world economies, and problems of international integration. Three credits.

PM 773 Comparative Economic Systems
(Same as Economics 669)
Offered on occasion

A consideration of capitalism, socialism and communism and an examination of market and non-market systems. Discussion focuses on the institutions of U.S. capitalism and the problems of converting a planned economy, such as the former U.S.S.R., to a market system. The economic systems of Europe, China and Japan are studied. Three credits.

PM 780 Computer Technology Application to Metropolitan Affairs
(Same as Urban Studies 605)
Offered on occasion

A look at the use of computer technology in metropolitan matters. Overviews of electronic data processing and general applications of the technology are presented, and detailed discussions of specific computer applications and installations are conducted. Three credits.

PM 781 Urban Government and Politics
(Same as Political Science 604 and Urban Studies 604)
Offered on occasion

A study of the management and organization of American cities; politics and changing constituencies and the impact on community participation, city management, and mayoralty. Three credits.

PM 783 Principles and Practices of City Planning
(Same as Urban Studies 614)
Offered on occasion

An introduction to the city planning process. Topics include planning theory; quantitative techniques; the comprehensive plan; zoning; budgeting; federal, state and local interrelationships; citizen participation; and emerging trends. Three credits.

PM 787 The Role of Ethnicity in the Metropolis
(Same as Urban Studies 608)
Offered on occasion

A consideration of the roles played by some of New York City's ethnic, cultural and national groups in the development of urban neighborhoods. Three credits.

PM 788 Urban Economics
(Same as Economics 651, Sociology 651 and Urban Studies 651)
Offered on occasion

An analysis of economic problems arising in the modern urban areas of the United States. Discussion centers on the causes of such problems and possible solutions. Relationships among city and state governments receive due consideration. Three credits.

PM 793 Criminology
(Same as Sociology 600)
Offered on occasion

A systematic analysis of crime in modern society, including discussion of the major types of crime, the theories that help

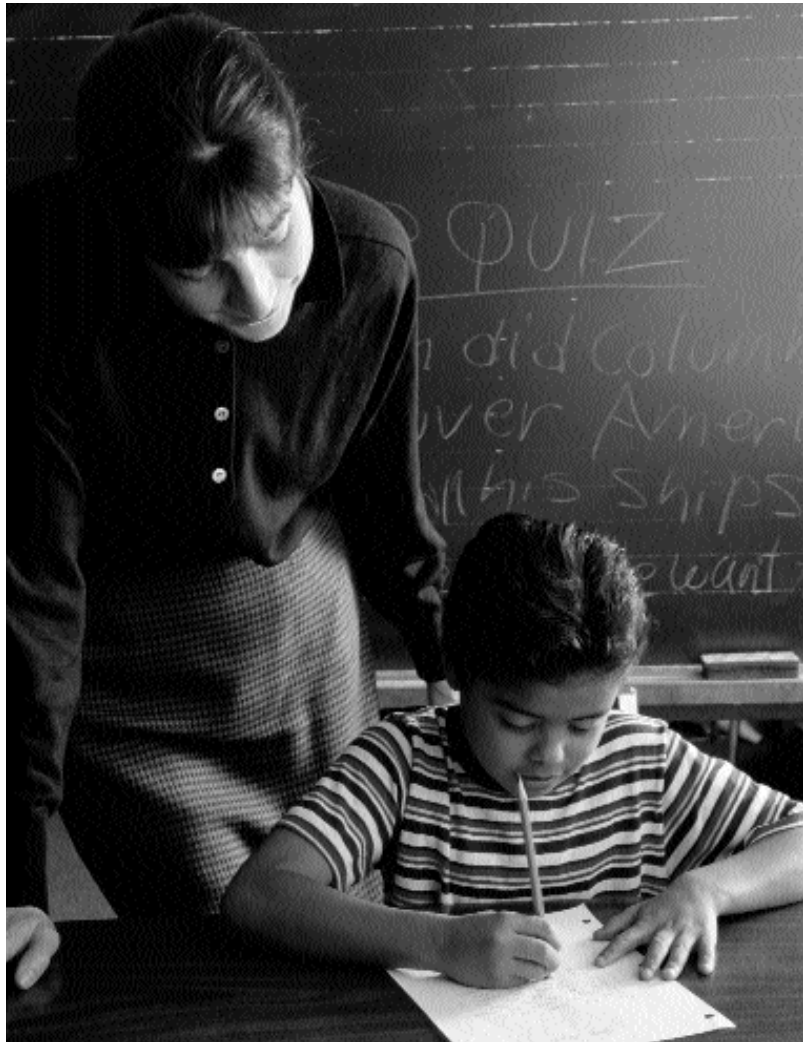
explain such crimes, and the procedures for dealing with offenders. Three credits.

PM 794 Law and Society
(Same as Political Science 603)
Offered on occasion

An analysis of the ways laws evolve along with social change; the applicability of laws in relation to the criminal justice system and the structure of society; and the viability of laws in relation to changing moral standards. Three credits.

SCHOOL OF EDUCATION

KEEPS: The desired qualities of LIU/Brooklyn Educators. The KEEPS mission statement of Long Island University's Brooklyn Campus addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet the rising standards? A strength 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 University the experiential knowledge of urban and minority communities essential to educate 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.



To carry on the important mission of the Brooklyn Campus School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and the wider community.

SOCIAL COMMITMENT and the building of a just and democratic society.

The School of Education comprises two departments:

- Department of Teaching and Learning (TAL), preparing educators for diverse urban classrooms at all levels
- Department of Human Development and Leadership (HDL), preparing counselors, school psychologists, and administrators.

Please consult the sections below describing in detail each department and its offerings.

The School of Education is also home to:

Learning Center for Educators & Families (LCEF)

The School of Education's Learning Center for Educators & Families is housed in Downtown Brooklyn at 9 Hanover Place, two blocks away from the Brooklyn Campus. LCEF provides the context for learning in community with teachers, students, children, parents, educators, and members of the community. By linking the learning of prospective and practicing educators to that of children and their families, LCEF provides a hands-on context in which to develop the professional ability of educators. It brings together theory, practice and research by providing educational services to families in the community, while serving as a practicum and research site for students and faculty from the School of Education. The educational services offered to community at LCEF presently include: Reading-Builders, a remedial reading program to help children through one-on-one tutoring with LIU School of Education undergraduates and graduates; and FUN, the Family University Afterschool Program for the 6-12 year old children of LIU students.

Center for Urban Educators (CUE)

The School of Education's Center for Urban Educators (CUE) supports the reform of urban teacher education, linking efforts at the university level with those at the K-12 level, by:

- Transforming teacher education curricula and practices to better serve students in urban schools
- Engaging teachers and college faculty in inquiry groups to investigate issues of teaching and learning
- Disseminating findings on urban teacher education reform
- Recruiting qualified and committed urban teachers

TEACHING AND LEARNING

Professors Kazlow, Kesson, Traugh (Dean)
Professors Emeriti Berkowitz, Long
Associate Professors Bains, Dyasi, Fung-Arto, Lava, Lehman, Lemberger, Nathanson, Rivera, Singer, Trubek, Zinar (Chair)
Associate Professor Emerita Floyd
Assistant Professors Salloum, Systra
Instructors Baglieri, Walsh-Larosa

The Department of Teaching and Learning offers the following specializations, all leading to New York State Certification:

Leading to M.S.Ed. Degree:

- Adolescence Urban Education, 7-12, in Biology, Chemistry, English, Mathematics, or Social Studies (1st and 2nd initial/professional certification)
- Bilingual Education (Bilingual Extension and professional certification)
- Childhood Urban Education, 1-6 (1st and 2nd initial/professional certification)
- Early Childhood and Childhood Urban Education, B-6 (1st and 2nd initial/professional certification)
- Teaching Urban Adolescents with Disabilities, 7-12 (1st and 2nd initial/professional certification)
- Teaching Urban Children with Disabilities, 1-6 (1st and 2nd initial/professional certification)
- Teaching English to Speakers of Other Languages (TESOL), all grades (1st and 2nd initial/professional certification)
- Teaching Literacy in Urban Settings (B-6 or 5-12) in Urban Contexts (2nd initial/professional certification)
- Teaching Literacy in Urban Settings (B-12) in Urban Contexts (2nd initial/professional certification)

An optional Bilingual Extension is available for all the above specializations.

An optional extension in Middle Childhood Education in English, Biology, Math, Chemistry, or Social Studies is available for students specializing in Adolescence Education, Childhood Education, Early Childhood & Childhood Education, Teaching Adolescents with Disabilities, or Teaching Children with Disabilities. A Non-Certification Track is available for all specializations except Bilingual Education and Teaching Literacy.

Leading to Advanced Certificate:

- Early Childhood, B-2, (2nd initial certification)
- Bilingual Education, (Bilingual Extension)

- Teaching Literacy, B-6 or 5-12 (2nd initial certification)

The Department of Teaching and Learning also offers a Dual Degree B.S./M.S.Ed. in Inclusive Childhood and Special Education. Please see the Brooklyn Campus Undergraduate Bulletin for more information about this program.

All specializations in the Graduate Urban Teacher Education Program have the following features:

- Three shared courses that prepare students to teach all children as well as to learn from and collaborate with each other. These courses include an interdisciplinary foundation course on issues related to the teaching and learning of urban students, and two Classroom Inquiry courses that ground the curriculum in basic modes of inquiry and reflective teaching practice.
- A carefully orchestrated system of Tiers, with progression criteria for students to enter the next Tier of courses
- Structured field experiences with each tier of courses. For more information on the field experience requirements, please see the section on Fieldwork Requirements.
- Courses and workshops to assist in NYSTCE preparation.
- The possibility of acquiring Internship Certificates after completing 50% of the coursework in 1st initial certification programs.

Admission

For all M.S.Ed. specializations in Teaching and Learning (except Bilingual Education and Literacy) there are three tracks:

- 1st Initial/Professional Certification Track, for students interested in NYS teaching certification who do not hold prior certifications and have no background in education,
- 2nd Initial/Professional Certification Track, for students already holding NYS teaching certification who are seeking certification in another area,
- Non-Certification Track, for students interested in a graduate degree in teaching which does not grant NYS teacher certification.

To be admitted to any specialization in the graduate program in the Department of Teaching and Learning, whether certification or non-certification, the following are required:

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals

In addition to the above:

- Students applying for the M.S.Ed. in Bilingual Education or Teaching Literacy or for the Advanced Certificate in Bilingual or Early Childhood Education or Teaching Literacy must hold prior teaching certification.
- Students applying for the M.S.Ed. in Adolescence Education or Teaching Adolescents with Disabilities must have a minimum of 18 credits in one of the following content areas: Biology, Chemistry, English, Math, or Social Studies.
- Students applying for the Advanced Certificate in Teaching Literacy must hold a master's degree in education or related area.

For direct admission to the NYS Teacher Certification Track, students must also have:

- Passing score in the LAST (Liberal Arts and Science Test) of the New York State Teacher Certification Examination or
- NYS provisional or initial certification

Students who have not passed the LAST and do not have prior teaching certification will be admitted to the non-certification track and transferred to the certification track later upon passing the LAST. Students who have not passed the LAST prior to admission are also required to take the TAL Assessment, a written essay test, prior to registration. Students who score at Level 1 or 2 on the assessment must take a non-credit course, TAL 088 Textual Strategies for Educators during their first semester and also meet with the Director of Academic Support Services to discuss the implications of their scores. Students scoring at Level 1 are also limited to 3 credits in the first semester; students at Level 2 are limited to 6 credits.

In addition, all students who have not passed the LAST are strongly encouraged to take the following non-credit course early in their program:
TAL 099 Preparing for the NYSTCE (0 credits)

TAL Academic Advisers review the transcripts of all new students seeking 1st initial certification for evidence of undergraduate or graduate study that ful-

fills the following NYS teacher certification requirements:

- General education requirements, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression
- Content area requirements, including a 30-credit concentration or major in one of the liberal arts and sciences. For students entering programs in Adolescence Education or Teaching Adolescents with Disabilities, a minimum of 18 credits must be in one of the following teaching specializations: Biology, Chemistry, English, Math, or Social Studies.

Students will be advised of any additional coursework that they will need to complete before graduation to fulfill these requirements.

Waiver of Courses for Students with an Undergraduate Degree in Urban Education from Long Island University

Students who have completed the new undergraduate TAL curriculum at Long Island University at the Brooklyn Campus, including TAL 201 and TAL 301/302, may waive TAL 801 and TAL 830 in the graduate curriculum, reducing the total credit requirement by six credits. In the event that this results in a program of fewer than 30 credits, students are required to take an elective to bring their program to at least 30 credits. The elective must be approved by a faculty adviser.

Progression

All courses in the graduate curriculum have been divided into four Tiers:

- Tier I Diversity, Language and Literacies in Urban Education
- Tier II Observation and Description of Urban Learners
- Tier III Inquiry of Urban Classrooms and Teaching Practices
- Tier IV Advanced Inquiry and Practice

To progress from one Tier to the next, students must maintain a minimum 3.0 GPA. In addition,

To progress from Tier 1 to Tier II: satisfactory completion of first six credits, including TAL 801.

To progress from Tier II to Tier III: satisfactory completion of TAL 830 and other Tier II courses.

To progress from Tier III to Tier IV: satisfactory completion of TAL 880 and other Tier III courses.

At each stage of progression, faculty teams review students' work to insure that all criteria are met. In some cases, students who do not meet criteria are permitted to progress to the next Tier on probation.

To be admitted to Student Teaching, Internship, or Practicum (Tier IV), multiple criteria include:

- Passing score on LAST
- Admission to Certification Track
- 3.0 GPA
- Interview with Director of School Relations and Field Experience and/or Program Coordinator

Students who have not passed the LAST remain in the Non-Certification Track and take the following course instead of student teaching:
TAL 890 Teaching in Alternative Settings (1 credit)

Fieldwork is required in the majority of courses. Please see course descriptions for more information.

Graduation

Students must apply for graduation early in their final semester. Please see one of the Academic Advisors for applications and deadlines.

Graduation requirements for all students include the following criteria:

- Completion of all program requirements with a minimum GPA of 3.0
- Review of final project
- Review of student's collection of work
- Review of student's practice in student teaching, internship, or practicum
- For students in TESOL: comprehensive exam

To graduate from the Certification Track, students must also:

- Pass the LAST and ATS-W (Assessment of Teaching Skills - Written)
- Fulfill NYS general education and content area requirements
- Complete state-mandated training in child abuse identification and reporting, violence prevention, fire safety, substance abuse prevention, and abduction prevention. Students must take the following workshops offered through the School of Continuing

Education or present proof of equivalent training elsewhere:

ALCX 702 Child Abuse Identification and Reporting

ALCX 703 Violence Prevention

ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

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

Certification

All TAL graduate certification-track programs fulfill the academic requirements for one of the following certificates:

- Initial Certification, for students with less than 3 years of teaching experience in the certification area.
- Professional Certification, for students with a year of mentored teaching and 2 years of teaching experience in the certification area.

Students holding NYS Provisional Certification (issued prior to January 2004) who graduate from the Teacher Certification Track prior to 2011 may receive Permanent Certification in their original certification area.

In addition, students in the following M.S.Ed. programs leading to 1st initial certification may be eligible to apply for Internship Certification after completing half the required credits:

- Childhood Education
- Early Childhood/Childhood Education
- Adolescence Education
- Teaching Children with Disabilities
- Teaching Adolescents with Disabilities
- TESOL

Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

To obtain initial or professional certification, students must:

1. Graduate from the Certification Track
2. Complete state-mandated training in child abuse identification and reporting, school violence prevention, fire-safety, substance abuse prevention,, and abduction prevention.
3. Pass the following portions of the NYSTCE.
 - Liberal Arts and Sciences Test (LAST)

- Assessment of Teaching Skills-Written (ATS-W)
- Content Specialty Test (CST) in the certification area
- For students seeking a Bilingual Extension: The Bilingual Education Assessment (BEA) in the target language of instruction.

Students applying for graduation will be automatically mailed a certification application. Students who have completed all requirements of the LIU/Brooklyn registered New York State Teacher Certification program should see the TAL Certification Officer, Ms. Marizaldy Mercedes, 2nd floor, Pratt Building, to complete their application.

Preparing for New York State Teacher Certification Examinations

Students who have not passed the LAST are strongly encouraged to take the following non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

Another optional non-credit course, TAL 088 Textual Strategies for Educators, is recommended for students wishing to improve their writing skills for graduate study as well as in preparation for the NYSTCE.

In addition, the Academic Services Director offers advisement, guidance, tutoring and workshops to students on a continuous basis. Information is available in the Student Services Area, 2nd floor, Pratt Building.

Adolescence Urban Education (Grades 7-12) Biology, Chemistry, English Mathematics, or Social Studies

For those interested in the education of adolescents from the 7th to the 12th grade. (Not available to students already holding certification in this area.)

1st Initial/Professional Certification, 34-42 credits

2nd Initial/Professional Certification, 30-36 credits

Non-Certification, 34-40 credits.

Students in Adolescence Urban Education may also apply for Internship Certification after completing 18-21 credits. Internship Certificates are valid

for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

The following optional extensions are available to students specializing in Adolescence Urban Education:

- Middle Childhood (grades 5-6) Biology, Chemistry, English, Mathematics, or Social Studies (3 to 6 additional credits)

- Bilingual Education (9 additional credits)

Admission Requirements

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals
- Minimum of 18 credits in one of the following content areas: Biology, Chemistry, English, Math, or Social Studies.

For direct admission to the NYS Teacher Certification Track, students must also have a passing score in the LAST (Liberal Arts and Science Test) of the New York State Teacher Certification Examination (NYSTCE) or NYS provisional or initial certification. Students may transfer from the Non-Certification to Certification Track upon passing the LAST.

In addition to the course of study specified below, students in certification tracks must complete the following workshops, offered by the School of Continuing Education, or demonstrate proof of equivalent training:

ALCX 702 Child Abuse Identification and Reporting

ALCX 703 Violence Prevention

ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

Fieldwork is required in many courses. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Adolescence Urban Education 7-12*

Biology, Chemistry, English, Math, Social Studies

1st Initial/Professional

For students without prior certification 34-42 credits

**Requires a minimum of 18 credits in*

Biology, Chemistry, English, Math, or Social Studies for Admission.

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits

TAL 802 Language and Literacy, 3 credits

Tier II: Observation and Description of Urban Learners (9 credits)

TAL 812 Lives of Adolescents, 3 credits

TAL 817 Teaching Literacy 5-12, 3 credits

TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

Liberal Arts/Sciences 6-12 credits

(Biology, Chemistry, English, Mathematics, Social Studies)

TAL 841 Curriculum in the Secondary Classroom (A. Biology; B. Chemistry; C. English; D. Math; E. Social Studies), 3 credits

TAL 842 Teaching Methods in the Secondary Classroom (A. Biology; B. Chemistry; C. English; D. Math; E. Social Studies), 3 credits

TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (4-6 credits)

TAL 883A* Student Teaching: Adolescence, 3 credits

or

TAL 883B Internship/Student Teaching for the Practicing Teacher: Adolescence, 1 credit

TAL 971 Final Inquiry Seminar, 3 credits

**Practicing teachers take B*

Students who have not passed the LAST are strongly encouraged to take the following non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

M.S.Ed. in Adolescence Urban Education 7-12*

Biology, Chemistry, English, Math, Social Studies

2nd Initial/Professional

For students with prior certification 30-36 credits

**Requires a minimum of 18 credits in Biology, Chemistry, English, Math, or Social Studies for admission.*

Tier I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL 801 Issues in Urban Education, 3 credits

Tier II: Observation and Description of Urban Learners (6 credits)

TAL 817 Teaching Literacy 5-12, 3 credits

TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (18-21 credits)

Liberal Arts/Sciences 9-12 credits

(Biology, Chemistry, English, Mathematics, Social Studies)

TAL 841 Curriculum in the Secondary Classroom (A. Biology; B. Chemistry; C. English; D. Math; E. Social Studies), 3 credits

TAL 842 Teaching Methods in the Secondary Classroom (A. Biology; B. Chemistry; C. English; D. Math; E. Social Studies), 3 credits

TAL 880 Classroom Inquiry II, 3 credits

TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3 credits)

TAL 971 Final Inquiry Seminar, 3 credits

M.S.Ed. in Adolescence Urban Education 7-12

Biology, Chemistry, English, Mathematics, Social Studies

Non-Certification Track

For students who do not wish certification or do not meet the requirements for certification track

34-40 credits

Students in the Non-Certification Track follow the same sequence of courses as students in the 1st Initial Certification Track except that they do not take TAL 883A or TAL 883B, Student Teaching. Instead, they take the following course in Tier IV:

TAL 890 Teaching in Alternative Settings, 1 credit

Optional Middle Childhood Extension (grades 5-6) for Students in Adolescence Education

3 to 6 additional credits

TAL 812 Lives of Adolescents, 3 credits*

TAL 843 Curriculum in Middle School, 3 credits

**TAL 812 is part of the base program for 1st Initial Certification in Adolescence Education.*

Optional Bilingual Extension for Students in Adolescence Education

9 additional credits

TAL 823 Bilingualism and Bilingual Multicultural Education, 3 credits

TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits

TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits

Bilingual Education (all grades)

The School of Education is committed to preparing teachers who are specialized in bilingual education and bilingualism. We offer several different routes to the Bilingual Education Extension, which qualifies teachers to teach their certification area in bilingual classrooms.

For students holding prior teaching certification:

- M.S.Ed. in Bilingual Education, 33 credits.
- Advanced Certificate in Bilingual Education, 15 credits.
- M.S.Ed. leading to 2nd initial certification in TESOL with optional bilingual extension, 37 credits.

For students without prior certification

- MSED leading to 1st initial certification in Adolescence Education, Childhood Education, Childhood/Early Childhood Education, Teaching Adolescents with Disabilities, or Teaching Children with Disabilities with optional bilingual extension. (For this option, please consult the sections concerning the base area in which you wish to be certified.)

Admission Requirements (M.S.Ed. or Advanced Certificate in Bilingual Education)

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals
- Initial teaching certification

Many of the courses have fieldwork. Please refer to course descriptions for requirements.

M.S.Ed. in Bilingual Education

Bilingual Education Extension / Professional

For students with prior certification only 33 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits

TAL 804 Fundamentals of Linguistics, 3 credits

Tier II: Observation and Description of Urban Learners (9 credits)

- TAL 821 Multicultural Perspectives in Education, 3 credits
 TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (15 credits)

- TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
 TAL 863 ESL Curriculum and Methodology: Teaching Content Areas, 3 credits
 TAL 864 Sociolinguistic Issues in the Urban Classroom, 3 credits
 TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3 credits)

- TAL 974 Advanced Topics in ESL and Bilingual Education

Advanced Certificate in Bilingual Education**Bilingual Education Extension**

*For students with prior certification only
 15 credits*

- TAL 804 Fundamentals of Linguistics, 3 credits
 TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits
 TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
 TAL 863 ESL Curriculum and Methodology: Teaching Content Areas, 3 credits
 TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits

Childhood Urban Education (Grades 1-6)

For those interested in the education of children from the 1st to the 6th grade. (Not available to students already holding certification in this area.)

- 1st Initial/Professional Certification, 37-39 credits**
2nd Initial/Professional Certification, 30 credits
Non-Certification, 37.



Students in Childhood Urban Education may also apply for Internship Certification after completing 19-20 credits. Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

The following optional extensions are available to students specializing in Urban Childhood Education:

- Middle Childhood (grades 7-9) Biology, Chemistry, English, Mathematics, or Social Studies (6 additional credits)
- Bilingual Education (9 additional credits)

An Advanced Certificate in Early Childhood Education is available to students completing the M.S.Ed. degree in Childhood Education for an additional 10 credits. Please see the relevant section or consult your advisor.

Admission Requirements

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals

For direct admission to the NYS Teacher Certification Track, students must also have a passing score in the LAST (Liberal Arts and Science Test) of the New York State Teacher Certification Examination (NYSTCE) or NYS provisional or initial certification. Students may transfer from the Non-Certification to Certification Track upon passing the LAST.

In addition to the course of study specified below, students in certification

tracks must complete the following workshops, offered by the School of Continuing Education, or demonstrate proof of equivalent training:
 ALCX 702 Child Abuse Identification and Reporting
 ALCX 703 Violence Prevention
 ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

Fieldwork is required in many courses. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Childhood Urban Education 1-6**1st Initial/Professional**

*For students without prior certification
 37-39 credits*

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

- TAL 801 Issues in Urban Education, 3 credits
 TAL 802 Language and Literacy, 3 credits

Tier II: Observation and Description of Urban Learners (12 credits)

- TAL 811 Lives of Children, 3 credits
 TAL 803 Perspectives on Disability, 3 credits
 or
 TAL 821** Multicultural Perspectives in Education, 3 credits
 TAL 816 Teaching Literacy K-6, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (15 credits)

TAL 831 Teaching Social Studies 1-6, 3 credits
 TAL 832 Teaching the Arts 1-6, 3 credits
 TAL 833 Teaching of Science/Technology 1-6, 3 credits
 TAL 834 Teaching of Math/Technology 1-6, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3-6 credits)

TAL 882A* Student Teaching: Childhood, 3 credits
 or
 TAL 882B* Internship/Student Teaching for the Practicing Teacher: Childhood, 1 credit
 TAL 971 Final Inquiry Seminar, 3 credits

*Practicing teachers take TAL 882B

**Students seeking the Bilingual Education Certification Extension substitute TAL 823 Bilingualism & Bilingual/Multicultural Education for TAL 821. See below for other Bilingual Extension requirements.

Students who have not passed the LAST are strongly encouraged to take the following -non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

M.S.Ed. in Childhood Urban Education 1-6

2nd Initial/Professional

For students with certification in another area. 30 credits

Tier I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL 801 Issues in Urban Education, 3 credits

Tier II: Observation and Description of Urban Learners (9 credits)

TAL 803 Perspectives on Disability, 3 credits
 or
 TAL 821** Multicultural Perspectives in Education, 3 credits
 TAL 816 Teaching Literacy K-6, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (15 credits)

TAL 831 Teaching Social Studies 1-6, 3 credits
 TAL 832 Teaching the Arts 1-6, 3 credits
 TAL 833 Teaching of Science/Technology 1-6, 3 credits
 TAL 834 Teaching of Math/Technology 1-6, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3 credits)

TAL 971 Final Inquiry Seminar, 3 credits

**Students seeking the Bilingual Education Certification Extension substitute TAL 823 Bilingualism & Bilingual/Multicultural Education for TAL 821. See below for other Bilingual Extension requirements.

M.S.Ed. in Childhood Urban Education

Non-Certification Track

For students who do not wish certification or do not meet requirements for certification track. 37 credits

Students in the Non-Certification Track follow the same sequence of courses as students in the 1st Initial Certification Track except that they do not take TAL 882A or TAL 882B, Student Teaching. Instead, they take the following course in Tier IV:
 TAL 890 Teaching in Alternative Settings, 1 credit

Optional Middle Childhood Extension (grades 7-9) for Students in Childhood Education

6 additional credits
 TAL 812 Lives of Adolescents, 3 credits
 TAL 843 Curriculum in Middle School, 3 credits

Optional Bilingual Extension for Students in Childhood Education

9 additional credits
 TAL 804 Fundamentals of Linguistics
 TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
 TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits
 Also:
 TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits
 (substitutes for TAL 821 in base program)

Childhood and Early Childhood Urban Education (Birth-Grade 6)

For those interested in the education of children from birth to the 6th grade, this program leads to dual certification in both Childhood and Early Childhood Education. (Not available to students already holding certification in these areas.)

1st Initial/Professional Certification, 47-49 credits

2nd Initial/Professional Certification, 40 credits

Non-Certification, 46 credits.

Students in Childhood and Early Childhood Urban Education may also apply for Internship Certification after completing 24 to 25 credits. Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

The following optional extensions are available to students specializing in Urban Childhood/Early Childhood Education:

- Middle Childhood (grades 7-9) Biology, Chemistry, English, Mathematics, or Social Studies (6 additional credits)
- Bilingual Education (9 additional credits)

Admission Requirements

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals

For direct admission to the NYS Teacher Certification Track, students must also have a passing score in the LAST (Liberal Arts and Science Test) of the New York State Teacher Certification Examination (NYSTCE) or NYS provisional or initial certification. Students may transfer from the Non-Certification to Certification Track upon passing the LAST.

In addition to the course of study specified below, students in certification tracks must complete the following workshops, offered by the School of Continuing Education, or demonstrate proof of equivalent training:

- ALCX 702 Child Abuse Identification and Reporting
- ALCX 703 Violence Prevention
- ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

Fieldwork is required in many courses. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification

requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Childhood/Early Childhood Urban Education B-6

1st Initial/Professional

*For students without prior certification
47-49 credits*

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
TAL 802 Language and Literacy, 3 credits

Tier II: Observation and Description of Urban Learners (15 credits)

TAL 811 Lives of Children, 3 credits
TAL 810 Early Development, 3 credits
TAL 803 Perspectives on Disability, 3 credits
or
TAL 821** Multicultural Perspectives in Education, 3 credits
TAL 816 Teaching Literacy K-6, 3 credits
TAL 830 Classroom Inquiry, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (21 credits)

TAL 831 Teaching Social Studies 1-6, 3 credits
TAL 832 Teaching the Arts 1-6, 3 credits
TAL 833 Teaching of Science/Technology 1-6, 3 credits
TAL 834 Teaching of Math/Technology 1-6, 3 credits
TAL 844 Environments, Practices and Play in Early Childhood and Community, 3 credits
TAL 873 Early Literacy, 3 credits
TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (5-7 credits)

TAL 881 Internship/Student Teaching for the Practicing Teacher: Early Childhood, 1 credit
TAL 882A* Student Teaching: Childhood, 3 credits
or
TAL 882B* Internship/Student Teaching for the Practicing Teacher: Childhood, 1 credit
TAL 971 Final Inquiry Seminar, 3 credits

**Students take A when they are not practicing teachers and B when they are practicing teachers*

***Students seeking the Bilingual Education Certification Extension substitute TAL 823 Bilingualism and Bilingual/Multicultural Education for TAL 821. See below for other Bilingual Extension requirements.*

Students who have not passed the LAST are strongly encouraged to take the following -non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

M.S.Ed. in Childhood/Early Childhood Urban Education B-6

2nd Initial/Professional

*For students with certification in another area.
40 credits*

Tier I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL 801 Issues in Urban Education, 3 credits

Tier II: Observation and Description of Urban Learners (12 credits)

TAL 810 Early Development, 3 credits
TAL 803 Perspectives on Disability, 3 credits
or
TAL 821* Multicultural Perspectives in Education, 3 credits
TAL 816 Teaching Literacy K-6, 3 credits
TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (21 credits)

TAL 831 Teaching Social Studies 1-6, 3 credits
TAL 832 Teaching the Arts 1-6, 3 credits
TAL 833 Teaching of Science/Technology 1-6, 3 credits
TAL 834 Teaching of Math/Technology 1-6, 3 credits
TAL 844 Environments, Practices and Play in Early Childhood and Community, 3 credits
TAL 873 Early Literacy, 3 credits
TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (4-5 credits)

TAL 881 Internship/Student Teaching for Practicing Teacher: Early Childhood, 1 credit
TAL 882B Internship/Student Teaching for Practicing Teacher: Childhood, 1 credit
TAL 971 Final Inquiry Seminar, 3 credits
**Students seeking the Bilingual Education Certification Extension substitute TAL 823 Bilingualism and Bilingual/Multicultural Education for TAL 821. See below for other Bilingual Extension requirements.*

M.S.Ed. in Childhood/Early Childhood Urban Education B-6

Non-Certification Track

*For students who do not wish certification or are not eligible for certification track.
46 credits*

Students in the Non-Certification Track follow the same sequence of courses as students in the 1st Initial Certification Track except that they do not take TAL 882A or TAL 882B, Student Teaching. Instead, they take the following course in Tier IV:
TAL 890 Teaching in Alternative Settings, one credit.

Optional Middle Childhood Extension (grades 7-9) for Students in Childhood/Early Childhood Education

6 additional credits

TAL 812 Lives of Adolescents, 3 credits
TAL 843 Curriculum in Middle School, 3 credits

Optional Bilingual Extension for Students in Childhood/Early Childhood Education

9 additional credits

TAL 804 Fundamentals of Linguistics
TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits
Also:
TAL 823 Bilingualism & Bilingual/Multicultural Education, 3 credits
(substitutes for TAL 821 in base program)

Early Childhood Urban Education (Birth-Grade 2)

For those interested in the education of children from birth to 2nd grade.

For students holding certification in Childhood Education or Teaching Children with Disabilities: Advanced Certificate in Early Childhood Education, 10 credits
For students without prior certification :
M.S.Ed. leading to dual certification in Childhood and Early Childhood Education, 47-49 credits. (For this option please see the preceding section of the bulletin.)

Many of the courses have fieldwork. Please refer to course descriptions for requirements.

Advanced Certificate in Early Childhood Education

For students holding certification in childhood or special education 10 credits

TAL 810 Early Development, 3 credits
 TAL 844 Environments, Practices and Play in Early Childhood and Community, 3 credits
 TAL 873 Early Literacy, 3 credits
 TAL 881 Internship/Student Teaching for the Practicing Teacher: Early Childhood, 1 credit

Teaching Urban Adolescents with Disabilities (Grades 7-12)

For those interested in the education of adolescents with disabilities in the 7th to 12th grade. (Not available to students already holding certification in this area.)

1st Initial/Professional Certification, 41-43 credits

2nd Initial/Professional Certification, 35 credits

Non-Certification, 41 credits.

Students in Teaching Adolescents with Disabilities may also apply for Internship Certification after completing 21 to 22 credits. Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

The following optional extensions are available to students specializing in Teaching Adolescents with Disabilities:

- Middle Childhood (grades 5-6) Biology, Chemistry, English, Mathematics, or Social Studies (3 to 6 additional credits)
- Bilingual Education (9 additional credits)

Admission Requirements

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals
- Minimum of 18 credits in one of the following content areas: Biology, Chemistry, English, Math, or Social Studies. (A minimum of 30 credits in the teaching specialization area must be completed by graduation.)

For direct admission to the NYS Teacher Certification Track, students must also have a passing score in the LAST (Liberal Arts and Science Test)

of the New York State Teacher Certification Examination (NYSTCE) or NYS provisional or initial certification. Students may transfer from the Non-Certification to the Certification Track upon passing the LAST.

In addition to the course of study specified below, students in certification tracks must complete the following workshops, offered by the School of Continuing Education, or demonstrate proof of equivalent training:
 ALCX 702 Child Abuse Identification & Reporting
 ALCX 703 Violence Prevention
 ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

Fieldwork is required in many courses. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Teaching Adolescents with Disabilities 7-12

1st Initial/Professional

For students without prior certification. 41-43 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
 TAL 803 Perspectives on Disability, 3 credits

Tier II: Observation and Description of Urban Learners (12 credits)

TAL 812 Lives of Adolescents, 3 credits
 TAL 802 Language and Literacy, 3 credits
 TAL 822 Assessment and Special Education, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (19 credits)

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood/Adolescence, 3 credits
 TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood/Adolescence, 4 credits
 TAL 853 Collaboration and Consultation: Family, School and Community, 3 credits
 TAL 854 Positive Approaches to Challenging Behavior, 3 credits

TAL 875 Adolescent and Young Adult Basic Literacy, 3 credits
 or
 TAL 871 Introduction to Reading Difficulty, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3-5 credits)

TAL 885A* Student Teaching: Adolescence Special Education, 3 credits
 or
 TAL 885B* Internship/Student Teaching for the Practicing Teacher: Adolescence Special Education, 1 credit
 TAL 971 Final Inquiry Seminar 3 credits
 *Practicing teachers take B

Students who have not passed the LAST are strongly encouraged to take the following -non-credit course early in their program:
 TAL 099 Preparing for the NYSTCE (0 credits)

M.S.Ed. in Teaching Adolescents with Disabilities 7-12

2nd Initial/Professional

For students with prior certification 35 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
 TAL 803 Perspectives on Disability, 3 credits

Tier II: Observation and Description of Urban Learners (6 credits)

TAL 822 Assessment and Special Education, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (19 credits)

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood/Adolescence, 3 credits
 TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood/Adolescence, 4 credits
 TAL 853 Collaboration and Consultation: Family, School and Community, 3 credits
 TAL 854 Positive Approaches to Challenging Behavior, 3 credits
 TAL 875 Adolescent and Young Adult Basic Literacy, 3 credits
 or
 TAL 871 Introduction to Reading Difficulty, 3 credits

TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3 credits)

TAL 885B Internship/Student Teaching for the Practicing Teacher:
Adolescence Special Education, 1 credit
TAL 971 Final Inquiry Seminar 3 credits

M.S.Ed. in Teaching Adolescents with Disabilities 7-12

Non-Certification Track

For students who do not wish certification or are not eligible for certification track.
41 credits

Students in the Non-Certification Track follow the same sequence of courses as students in the 1st Initial Certification Track except that they do not take TAL 885A or TAL 885B, Student Teaching. Instead, they take the following course in Tier IV:
TAL 890 Teaching in Alternative Settings, one credit.

Optional Bilingual Education Extension for Students in Teaching Adolescents with Disabilities
9 additional credits

TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits
TAL 862 ESL Curriculum & Methodology:
Teaching Literacy K-12, 3 credits
TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits

Optional Middle Childhood Extension (grades 5-6) for Students in Teaching Adolescents with Disabilities
3 to 6 additional credits

TAL 812 Lives of Adolescents, 3 credits*
TAL 843 Curriculum in Middle School, 3 credits
*TAL 812 is part of the base program for 1st Initial Certification in Teaching Adolescents with Disabilities.

Teaching Urban Children with Disabilities (Grades 1-6)

For those interested in the education of children with disabilities in the 1st to 6th grade. (Not available to students already holding certification in this area.)

1st Initial/Professional Certification, 41-43 credits

2nd Initial/Professional Certification, 35 credits

Non-Certification, 41 credits.

Students in Teaching Children with Disabilities may also apply for Internship Certification after completing 21 to 22 credits. Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

The following optional extensions are available to students specializing in Teaching Children with Disabilities:

- Middle Childhood (grades 7-9)
Biology, Chemistry, English, Mathematics, or Social Studies (6 additional credits)
- Bilingual Education (9 additional credits)

Admission Requirements

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals

For direct admission to the NYS Teacher Certification Track, students must also have a passing score in the LAST (Liberal Arts and Science Test) of the New York State Teacher Certification Examination (NYSTCE) or NYS provisional or initial certification. Students may transfer from the Non-Certification to Certification Track upon passing the LAST.

In addition to the course of study specified below, students in certification tracks must complete the following workshops, offered by the School of Continuing Education, or demonstrate proof of equivalent training:
ALCX 702 Child Abuse Identification and Reporting
ALCX 703 Violence Prevention
ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

Fieldwork is required in many courses. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Teaching Children with Disabilities

1st Initial/Professional

For students without prior certification
41-43 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
TAL 803 Perspectives on Disability, 3 credits

Tier II: Observation and Description of Urban Learners (15 credits)

TAL 811 Lives of Children, 3 credits
TAL 802 Language and Literacy, 3 credits
TAL 816 Teaching Literacy K-6, 3 credits
TAL 822 Assessment and Special Education, 3 credits
TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (16 credits)

TAL 851 Curriculum Theory and Practice in Special Education: Childhood, 3 credits
TAL 852 Strategies for Teaching Learners with Diverse Needs: Childhood, 4 credits
TAL 853 Collaboration and Consultation: Family, School and Community, 3 credits
TAL 854 Positive Approaches to Challenging Behavior, 3 credits
TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (3-5 credits)

TAL 884A* Student Teaching: Childhood Special Education, 3 credits or
TAL 884B* Internship/Student Teaching for the Practicing Teacher: Childhood Special Education, 1 credit
TAL 971 Final Inquiry Seminar 3 credits
*Practicing teachers take B

Students who have not passed the LAST are strongly encouraged to take the following non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

M.S.Ed. in Teaching Children with Disabilities

2nd Initial/Professional

For students with prior certification.
35 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
TAL 803 Perspectives on Disability, 3 credits

Tier II: Observation and Description of Urban Learners (6 credits)

TAL 822 Assessment and Special Education, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (19 credits)

TAL 851 Curriculum Theory and Practice in Special Education: Childhood, 3 credits
 TAL 852 Strategies for Teaching Learners with Diverse Needs: Childhood, 4 credits
 TAL 853 Collaboration and Consultation: Family, School and Community, 3 credits
 TAL 854 Positive Approaches to Challenging Behavior, 3 credits
 TAL 871 Introduction to Reading Difficulties, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice, 3 credits

TAL 884B Internship/Student Teaching for the Practicing Teacher: Childhood Special Education, 1 credit
 TAL 971 Final Inquiry Seminar, 3 credits

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

Non-Certification Track

For students who do not wish certification or are not eligible for certification track.
 41 credits

Students in the Non-Certification Track follow the same sequence of courses as students in the 1st Initial Certification Track except that they do not take TAL 884A or TAL 884B, Student Teaching. Instead, they take the following course in Tier IV:
 TAL 890 Teaching in Alternative Settings, one credit.

Optional Bilingual Education Extension for Students in Teaching Children with Disabilities

9 additional credits

TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits
 TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
 TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits

Optional Middle Childhood Extension (grades 7-9) for Students in Teaching Children with Disabilities

6 additional credits

TAL 812 Lives of Adolescents, 3 credits
 TAL 843 Curriculum in Middle School, 3 credits

Teaching English to Speakers of Other Languages/ TESOL (all grades)

For those interested in the education of those who speak English as a Second Language. The program focuses on teaching ESL to those who acquire English in bidialectal contexts. (Not available to students already holding certification in this area.)

1st Initial/Professional Certification, 40-42 credits

2nd Initial/Professional Certification, 34 credits

Non-Certification, 40 credits.

Students in TESOL may also apply for Internship Certification after completing 20 to 21 credits. Internship Certificates are valid for two years and permit students to begin teaching while completing their degrees and other certification requirements. Please see the Certification Officer for more information about this option.

For students in TESOL holding prior certification in Childhood, Adolescence, or Special Education, an optional Bilingual Education Extension in the first certification area is available for 3 additional credits.

Admission Requirements

- Bachelor's degree from an accredited institution
- 2.75 minimum undergraduate GPA
- Two letters of recommendation
- Statement of professional goals

For direct admission to the NYS Teacher Certification Track, students must also have a passing score in the LAST (Liberal Arts and Science Test) of the New York State Teacher Certification Examination (NYSTCE) or NYS provisional or initial certification. Students may transfer from the Non-Certification to the Certification Track upon passing the LAST.

In addition to the course of study specified below, students in certification

tracks must complete the following workshops, offered by the School of Continuing Education, or demonstrate proof of equivalent training:

ALCX 702 Child Abuse Identification and Reporting
 ALCX 703 Violence Prevention
 ALCX 704 Fire Safety, Substance Abuse, and Abduction Prevention

A comprehensive examination is required for graduation in TESOL.

Fieldwork is required in many courses. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Teaching English as a Second Language (all grades)

1st Initial/Professional

For students without prior certification
 40-42 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
 TAL 804 Fundamentals of Linguistics, 3 credits

Tier II: Observation and Description of Urban Learners (12 credits)

TAL 802 Language and Literacy, 3 credits
 TAL 811 Lives of Children, 3 credits or
 TAL 812 Lives of Adolescents, 3 credits
 TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits.
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL 861 The English Language and its Structure, 3 credits
 TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
 TAL 863 ESL Curriculum and Methodology: Teaching Content Areas, 3 credits
 TAL 864 Sociolinguistic Issues in the Urban Classroom, 3 credits
 TAL 865 Psycholinguistics and Second Language Acquisition, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (4-6 credits)

TAL 886A* Student Teaching: TESOL, 3 credits

or

TAL 886B* Internship/Student Teaching for the Practicing Teacher: TESOL, 1 credit

TAL 974** Advanced Topics in ESL and Bilingual Education, 3 credits

**Practicing teachers take B*

***Comprehensive exam also required*

Students who have not passed the LAST are strongly encouraged to take the following non-credit course early in their program:

TAL 099 Preparing for the NYSTCE (0 credits)

M.S.Ed. in Teaching English as a Second Language (all grades)**2nd Initial/Professional**

For students with prior certification
34 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits

TAL 804 Fundamentals of Linguistics, 3 credits

Tier II: Observation and Description of Urban Learners (6 credits)

TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits

TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL 861 The English Language and its Structure, 3 credits

TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits

TAL 863 ESL Curriculum and Methodology: Teaching Content Areas, 3 credits

TAL 864 Sociolinguistic Issues in the Urban Classroom, 3 credits

TAL 865 Psycholinguistics and Second Language Acquisition, 3 credits

TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (4 credits)

TAL 886B Internship/Student Teaching for the Practicing Teacher: TESOL, 1 credit

TAL 974* Advanced Topics in ESL and Bilingual Education, 3 credits

**Comprehensive exam also required.*

M.S.Ed in Teaching English as a Second Language (all grades) with the Bilingual Extension**2nd Initial/Professional plus Bilingual Extension**

For students holding prior certification in another area
37 credits

Students in this track follow the same sequence of courses as students in the previous track with the following addition in Tier III:

TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits

M.S.Ed. in Teaching English as a Second Language (all grades)**Non-Certification Track**

For students not wishing certification or not eligible for certification track
40 credits

Students in the Non-Certification Track follow the same sequence of courses as students in the 1st Initial Certification Track except that they do not take TAL 886A or TAL 886B, Student Teaching. Instead, they take the following course in Tier IV:

TAL 890 Teaching in Alternative Settings, one credit.

Teaching Literacy in Urban Contexts (B-6, 5-12 or B-12)

Both M.S.Ed. and Advanced Certificate programs are available for those interested in teaching literacy either Birth through 6th grade or 5th grade to 12th grade. It is also possible to obtain dual certification in both levels, B-6 and 5-12.

These programs are only for students already holding teaching certification. Applicants for the Advanced Certificate must also have a master's degree in education or a related area.

M.S.Ed. Programs

Teaching Literacy B-6, 2nd Initial Professional Certification, 36-37 credits

Teaching Literacy 5-12, 2nd Initial/Professional Certification, 36-37 credits

Teaching Literacy B-12, 2nd Initial/Professional Certification, 43-44 credits

An optional Bilingual Extension is available for an additional 9 credits.

Advanced Certificate Programs

Teaching Literacy, Birth to Grade 6, 2nd

Initial Certification, 24-25 credits

Teaching Literacy, Grades 5-12, 2nd

Initial Certification, 24-25 credits

Admission Requirements

For both M.S.Ed. and Advanced Certificate programs in Teaching Literacy:

- initial NYS teaching certification
- two letters of recommendation
- statement of professional goals

In addition,

For M.S.Ed. programs:

Bachelor's degree from an accredited institution,
2.75 minimum undergraduate GPA

For Advanced Certificate programs:

Master's degree in education or a related area
3.0 minimum graduate GPA

Fieldwork is required in many courses. In addition, 50 practicum hours are required for each certification level. Please see course descriptions for more information.

For more information about admission, progression, graduation and certification requirements, please read the general information section for the Department of Teaching and Learning.

M.S.Ed. in Teaching Literacy B-6**2nd Initial/Professional**

Certification in another area is needed prior to admission
36-37 credits

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits

TAL 802 Language and Literacy, 3 credits

Tier II: Observation and Description of Urban Learners (6 credits)

TAL 816 Teaching Literacy K-6, 3 credits

TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (12-13 credits)

TAL 873 Early Literacy, 3 credits

TAL 874* Practicum in Early Literacy, 1 credit

TAL 871 Introduction to Reading Difficulties, 3 credits

TAL 872** Using Literature for Children & Adolescents in the Classroom, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (12 credits)

TAL 891 Clinical Practicum in Childhood Literacy I, 4 credits
 TAL 892 Clinical Practicum in Childhood Literacy II, 4 credits
 TAL 981A Literacy Research and School Based Practicum I B-6, 2 credits
 TAL 981B Literacy Research and School Based Practicum II B-6, 2 credits

**May be waived for students doing TAL 981 in appropriate setting. Must be approved by faculty adviser.*

***Students seeking the Bilingual Extension substitute TAL 862 ESL Curriculum & Methodology for TAL 872. See below for other Bilingual Extension requirements.*

M.S.Ed. in Teaching Literacy, 5-12

2nd Initial/Professional

*Certification in another area is needed prior to admission
 36-37 credits*

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
 TAL 802 Language and Literacy, 3 credits

Tier II: Observation and Description of Urban Learners (6 credits)

TAL 817 Teaching Literacy 5-12, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (12-13 credits)

TAL 875 Adolescent and Young Adult Basic Literacy, 3 credits
 TAL 876* Practicum in Adolescent Literacy, 1 credit
 TAL 871 Introduction to Reading Difficulties, 3 credits
 TAL 872** Using Literature for Children & Adolescents in the Classroom, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (12 credits)

TAL 893 Clinical Practicum in Middle Childhood/Adolescence Literacy I, 4 credits
 TAL 894 Clinical Practicum in Middle Childhood/Adolescence Literacy II, 4 credits
 TAL 982A Literacy Research and School Based Practicum I 5-12, 2 credits

TAL 982B Literacy Research and School Based Practicum II 5-12, 2 credits

**May be waived for students doing TAL 982 in appropriate setting. Must be approved by faculty adviser.*

***Students seeking the Bilingual Extension substitute TAL 862 ESL Curriculum and Methodology for TAL 872. See below for other Bilingual Extension requirements.*

M.S.Ed. in Teaching Literacy, B-6 and 5-12

2nd Initial/Professional

*Certification in another area is needed prior to admission
 43-44 credits*

Tier I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education, 3 credits
 TAL 802 Language and Literacy, 3 credits

Tier II: Observation and Description of Urban Learners (9 credits)

TAL 816 Teaching Literacy K-6, 3 credits
 TAL 817 Teaching Literacy 5-12, 3 credits
 TAL 830 Classroom Inquiry I, 3 credits

Tier III: Inquiry of Urban Classrooms and Teaching Practices (16-17 credits)

TAL 873 Early Literacy, 3 credits
 TAL 875 Adolescent and Young Adult Basic Literacy, 3 credits
 TAL 874* Practicum in Early Literacy, 1 credit
 TAL 876* Practicum in Adolescent Literacy, 1 credit
 TAL 871 Introduction to Reading Difficulties, 3 credits
 TAL 872** Using Literature for Children and Adolescents in the Classroom, 3 credits
 TAL 880 Classroom Inquiry II, 3 credits

Tier IV: Advanced Inquiry and Practice (12 credits for Dual)

TAL 891 Clinical Practicum in Childhood Literacy I, 4 credits or***
 TAL 893 Clinical Practicum in Middle Childhood/Adolescence Literacy I, 4 credits
 TAL 892 Clinical Practicum in Childhood Literacy II, 4 credits or***
 TAL 894 Clinical Practicum in Middle Childhood/Adolescence Literacy II, 4 credits
 TAL 981A Literacy Research and School Based Practicum I B-6, 2 credits or****
 TAL 982A Literacy Research and School Based Practicum I 5-12, 2 credits

TAL 981B Literacy Research and School Based Practicum II B-6, 2 credits or****

TAL 982B Literacy Research and School Based Practicum II 5-12, 2 credits

**May be waived for students doing TAL 981 or 982 in appropriate setting. Must be approved by faculty advisor.*

***Students seeking the Bilingual Extension substitute TAL 862 ESL Curriculum and Methodology for TAL 872. See below for other Bilingual Extension requirements.*

**** Students register for the developmental level in which they are not teaching
 ****Students register for the level in which they are employed*

Optional Bilingual Extension for Students in Teaching Literacy

9 additional credits

TAL 804 Fundamentals of Linguistics, 3 credits
 TAL 823 Bilingualism and Bilingual/Multicultural Education, 3 credits
 TAL 866 Native Language Teaching in the Bilingual Classroom, 3 credits

In addition:

TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12, 3 credits
 (Substitutes for TAL 872 in base program.)

Advanced Certificate in Teaching Literacy, B-6

2nd Initial

*A Master's Degree and certification in another area is needed prior to admission
 24-25 credits*

TAL 802 Language & Literacy, 3 credits
 TAL 816 Teaching Literacy, K-6, 3 credits

or

TAL 872 Using Literature for Children & Adolescents in the Classroom, 3 credits

TAL 871 Introduction to Reading Difficulties, 3 credits

TAL 873 Early Literacy, 3 credits
 TAL 874* Early Literacy Practicum, 1 credit

TAL 891 Clinical Practicum in Childhood Literacy, I, 4 credits
 TAL 892 Clinical Practicum in Childhood Literacy, II, 4 credits
 TAL 981A Literacy Research/School-Based Practicum, B-6, I, 2 credits
 TAL 981B Literacy Research/School-Based Practicum, B-6, II, 2 credits

**May be waived for students who can demonstrate equivalent practice in an early childhood setting in conjunction with a graduate level course in early literacy.*

Advanced Certificate in Teaching Literacy, 5-12

2nd Initial

A Master's Degree and certification in another area is needed prior to admission
24-25 credits

TAL 802 Language & Literacy, 3 credits
TAL 817 Teaching Literacy, 5-12,
3 credits

or

TAL 872 Using Literature for Children
& Adolescents in the Classroom

TAL 871 Introduction to Reading
Difficulties, 3 credits

TAL 875 Adolescent & Young Adult
Basic Literacy, 3 credits

TAL 876* Adolescent Literacy
Practicum, 1 credit

TAL 893 Clinical Practicum in Middle
Childhood Literacy, I, 4 credits

TAL 894 Clinical Practicum in Middle
Childhood Literacy, II, 4 credits

TAL 982A Literacy Research/School-
Based Practicum, 5-12, I, 2 credits

TAL 982B Literacy Research/School-
Based Practicum, 5-12, II, 2 credits

* May be waived for students who can demonstrate equivalent practice in an adolescent setting in conjunction with a graduate level course in adolescent literacy.

Fieldwork and Practicum Requirements for TAL Courses

Fieldwork for M.S.Ed.

TAL 816 Teaching Literacy K-6, 10 hrs.

TAL 817 Teaching Literacy 5-12, 10 hrs.

TAL 823 Bilingualism & Bilingual/
Multicultural Education, 15 hrs.

TAL 830 Classroom Inquiry I, 30 hrs.

TAL 831 Teaching Social Studies, 10 hrs.

TAL 833 Teaching Science/Technology,
10 hrs.

TAL 834 Teaching Math/Technology,
10 hrs.

TAL 841 Curriculum in the Secondary
Classroom 15 hrs.

TAL 842 Teaching Methods Secondary
Education 15 hrs.

TAL 851 Curriculum Theory and
Practice

Special Education: Childhood, 10 hrs.

TAL 852 Strategies Teaching Learners
with Diverse Needs: Childhood, 10 hrs.

TAL 853 Collaboration and Consultation:
Family, School and Community, 10 hrs.

TAL 854 Positive Approaches to
Challenging Behaviors, 10 hrs.

TAL 856 Curriculum Theory and Practice
Special Education: Middle
Childhood/Adolescence, 10 hrs.

TAL 857 Strategies Teaching Learners
with Diverse Needs: Middle
Childhood/Adolescence, 10 hrs.

TAL 862 ESL Curriculum: Teaching
Literacy K-12, 15 hrs.

TAL 863 ESL Curriculum: Teaching
Content Areas, 15 hrs.

TAL 873 Early Literacy, 10 hrs.

TAL 880 Classroom Inquiry II, 30 hrs.

Fieldwork for

Middle Childhood Extension

TAL 812 Lives Adolescents, 20 hrs.

TAL 843 Curriculum Middle School,
30 hrs.

Fieldwork for

Early Childhood Advanced Certificate

TAL 810 Early Development, 20 hrs.

TAL 844 Environments, Practices and
Play, 20 hrs.

TAL 873 Early Literacy, 10 hrs

Fieldwork for

Bilingual Extension Certificate

TAL 823 Bilingualism and Bilingual/
Multicultural Education, 15 hrs.

TAL 862 ESL Curriculum and
Methodology: Teaching Literacy K-12,
15 hrs.

TAL 863 ESL Curriculum: Teaching
Content Areas, 15 hrs.

TAL 866 Native Language Teaching in
the Bilingual Classroom, 15 hrs.

Student Teaching and Internship

TAL 881 Internship/Student Teaching:
Early Childhood, 20 days at either
PreK, K or 1, depending on fieldwork
placement

TAL 882A Student Teaching: Childhood,
70 school days, 50 days at the 1st
level, 20 days at the 2nd level

TAL 882B Internship/Student Teaching,
20 days to 70 days

TAL 883A Student Teaching:
Adolescence, 70 school days, 50 days
at the 1st level, 20 days at the 2nd level

TAL 883B Internship/Student Teaching:
Adolescence, 20 days to 70 days

TAL 884A Student Teaching: Childhood
Special Education, 70 school days,
50 days at the 1st level, 20 days at the
2nd level

TAL 884B Internship/Student Teaching:
Childhood Special Education,
20 days to 70 days

TAL 885A Student Teaching: Adolescent
Special Education, 70 school days,
50 days at the 1st level, 20 days at the
2nd level

TAL 885B Internship/Student Teaching:
Adolescent Special Education,
20 days to 70 days

TAL 886A Student Teaching: TESOL,
70 school days, 50 days at the 1st
level, 20 days at the 2nd level

TAL 886B Internship/Student Teaching:
TESOL, 20 days to 70 days

Practica for M.S.Ed. in Literacy

TAL 874 Practicum Early Literacy, 10 hrs.

TAL 876 Practicum Adolescent Literacy,
10 hrs.

TAL 891 Clinical Practicum Childhood
Literacy I, 15 hrs.

TAL 892 Clinical Practicum
Childhood Literacy II, 15 hrs.

(20 for dual level certification)

TAL 893 Clinical Practicum Middle
Childhood/Adolescence I, 15 hrs.

TAL 894 Clinical Practicum Middle
Childhood/Adolescence II, 15 hrs.

(20 for dual level certification)

TAL 981A Literacy Research and School
Based Practicum I, B-6, 10 hrs.

(25 for dual level certification)

TAL 981B Literacy Research and School
Based Practicum II, B-6, 10 hrs.

(25 for dual level certification)

TAL 982A Literacy Research and
School Based Practicum I, 5-12,
10 hrs. (25 for dual level certification)

TAL 982B Literacy Research and
School Based Practicum II, 5-12,
10 hrs. (25 for dual level certification)

Courses

Teaching and Learning 088
Textual Strategies for Educators
Special Fee: \$260.00
Offered every semester

A course that focuses on improving school professional's abilities to write academic essays and developing reading strategies to be applied to the comprehension of complex texts in the field of education. Students will be involved in writing, editing and rewriting, as well as doing close reading of texts. Pass/Fail only. Non-credit.

Teaching and Learning 099
Preparing for the NYSTCE:
A Course for Educators
Special Fee: \$260.00
Offered every semester

A course that enhances the ability to read critically and write serious essays, while deepening the liberal arts and education knowledge base required for the LAST. Emphasis is also placed on developing successful test-taking strategies. Recommended for all students who have not passed the LAST within the first six credits. Pass/Fail only. Non-credit.

**Teaching and Learning 801
Issues in Urban Education**
Offered every semester

Using the School of Education KEEPS mission as a context, this course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in urban settings. Through readings and class discussion, students will examine schooling from historical, philosophical, sociological, economic, and political perspectives. Factors such as language, ability, socio-economic class, ethnicity, race, gender and sexuality will be introduced through a critical perspective in order to understand how they influence and shape urban education. Students will have the opportunity to engage in field-based research related to issues studied. Three credits.

**Teaching and Learning 802
Language and Literacy**
Prerequisite or corequisite: TAL 801
Offered every semester

A course focusing on the relationship between oral language and literacy, highlighting the psycholinguistic and social foundations of reading. Principles of first and second language acquisition, dialectal differences, and the development of literacy in English Language Learners and bilingual children will be addressed. Students will be introduced to different philosophical approaches to teaching reading and will explore the connection between reading and writing. They will examine the cognitive and sociolinguistic processes involved in making meaning from text, including the importance of background knowledge, as well as processes underlying word recognition. The role of multicultural literature for children will be highlighted. Students will be introduced to a variety of literacy resources, including children's libraries and relevant Web sites. Three credits.

**Teaching and Learning 803
Perspectives on Disability**
Prerequisite or corequisite: TAL 801
Offered Fall and Spring

Provides an overview of the social, political, historical, cultural and educational contexts of disability. Students will explore the history of Special Education legislation and litigation that have influenced the field, attitudes toward people with disabilities, images in the media, and different perspectives on the meaning of disability. Major issues in the fields of Special Education and Disability Studies as well as topics central to the lives of

people with disabilities such as transition, employment, and self-determination will be emphasized. Three credits.

**Teaching and Learning 804
Fundamentals of Linguistics**
Prerequisite or corequisite: TAL 801
Offered every Fall

An introduction to the basic concepts of linguistics needed to understand second language acquisition, language variation in urban settings, and ESL pedagogy for diverse learners. Students will become familiar with the main components of language structure (phonological, morphological, syntactic, and lexical) and will learn their significance from a psycholinguistic perspective. They will analyze data from languages spoken in New York City. Three credits.

**Teaching and Learning 810
Early Development**
Prerequisite or corequisite: TAL 801
Offered every Fall

An examination of the experience of young children from infancy through early childhood using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of early development and their implications for understanding children. Attention will be given to physical, cognitive, socio-emotional, and moral domains of development, and their relation to learning and socialization. Students will also examine the role of culture, gender, disability, race, class, language, and ability in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Twenty hours of fieldwork in early childhood settings will be required. Three credits.

**Teaching and Learning 811
Lives of Children**
Prerequisite or corequisite: TAL 801
Offered every semester

A course focusing on the experience of childhood from infancy to pre-adolescence using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of development as well as physical, cognitive, socio-emotional and moral domains of development, with implications for learning and socialization. Consideration will be given to the role of culture, gender, disability, race, class, language, and sexual orientation in the process of learning and development.

The lives of children with typical and atypical development will be explored through observations and readings. Three credits.

**Teaching and Learning 812
Lives of Adolescents**
Prerequisite or corequisite: TAL 801
Offered every semester

A course that focuses on the experience of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, non-developmental, historical, and cultural approaches. Theories of development will be studied as they apply to the adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied. Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play a role in the process of learning and development. The lives of adolescents with typical and atypical development will be explored through observations and readings. For students pursuing the middle childhood extension, 20 hours of fieldwork at the middle school level will be required. Three credits.

**Teaching and Learning 816
Teaching Literacy K-6**
Prerequisite or corequisite: TAL 801
Offered Fall and Spring

A course that addresses the teaching of literacy in grades K-6 from the emergent to the fluent reader. Students will be introduced to a variety of approaches for teaching reading and writing, including strategies for teaching word recognition, phonics, vocabulary, and comprehension through the use of multicultural literature and other materials. The use of reading for content area knowledge development will be examined as well as reading assessment and evaluation. This course will approach reading from a developmental perspective, using strategies for adaptation of instruction for children with diverse abilities and language backgrounds. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 817
Teaching Literacy: Grades 5-12**
Prerequisite or corequisite: TAL 801
Offered every Spring

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the founda-

tions 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. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 821
Multicultural Perspectives in Education**
Prerequisite or corequisite: TAL 801
Offered every Spring

An examination and analysis of the historical evolution, theories and practices of multicultural education. Factors of race, ethnicity, culture, language, socioeconomic class, gender, ability, sexual orientation, power and privilege will be explored as they relate to teaching, learning, and schooling in the urban and societal contexts. Students will also select and evaluate multicultural curricula and literature that will validate and enrich students lives and experiences and enable them to meet NYS Learning Standards. Three credits.

**Teaching and Learning 822
Assessment and Special Education**
Prerequisite: TAL 801
Offered Fall and Spring

The historical, political and social context of the testing and standards movements and their relation to assessment practices in Special Education will be critically examined. The concepts of reliability and validity will be explored and their relevance to standardized and teacher-made tests, as well as alternative assessment techniques, will be discussed. Emphasis will be given to the underlying assumptions of the tests and to race, class, language, and gender implications in using the tests. The process by which students receive special education services will be investigated. Three credits.

Teaching and Learning 823 Bilingualism and Bilingual/Multicultural Education
Prerequisite or corequisite: TAL 801
Offered Fall and Spring

Introduction to the individual, social, cognitive and linguistic nature of bilin-

gualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students will examine the sociopolitical, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. Issues pertaining to second language learners with diverse learning needs will be addressed. Students will develop an understanding of the distinction between language differences and language disability. Fifteen hours of fieldwork required. Three credits.

**Teaching and Learning 830
Classroom Inquiry I**
Prerequisite : TAL 801
Offered Fall and Spring

The course aims to develop and improve aspects of teaching practice through inquiring about students work with children and adolescents in classrooms and other educational settings from a phenomenological perspective. Through collaborative inquiry, students will learn disciplined modes of observation and description and a range of ways to document aspects of Teaching and Learning. They will complete a child study including the collecting and describing of the child's work and a Descriptive Review of the Child. In addition, students will investigate the assumptions about persons and knowledge-making underlying the phenomenological modes of inquiry basic to the child study. Students will begin to develop a conceptual understanding of the nature of inquiry, documentation, evidence, questions, and knowledge. Thirty hours of fieldwork are required. Three credits.

**Teaching and Learning 831
Teaching Social Studies 1-6**
Prerequisite or corequisite: TAL 830
Offered every Spring

Introduction to a theme-based, literature-rich, multicultural approach to teaching and learning social studies. The course focuses on the teaching of social studies through literacy, critical thinking, and an inquiry approach using student-centered projects. Students will learn to look at their own classrooms as places where inclusive community living can be practiced and where children can begin to explore values like community responsibility, equality, diversity, and freedom as preparation for democratic citizenship. They will design instruction and assessments to help diverse learners meet national, state, and city social studies

and family and consumer science standards. Relevant uses of technology will be explored. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 832
Teaching the Arts 1-6**
Prerequisite or corequisite: TAL 830
Offered every Summer

A course that introduces students to the role of the arts and movement in elementary education as a means of helping children make sense of the world, express understanding of their experience, and develop aesthetic appreciation. Students will explore the importance of developing creativity and self-expression in children. They will participate in movement, music, drama, and visual arts activities appropriate for the elementary school classroom. Through active exploration of various media and materials students will learn how to integrate the arts into their classroom teaching. Course experience will include field trips to art museums and performances appropriate for elementary school children. Three credits.

**Teaching and Learning 833
Teaching Science/Technology 1-6**
Prerequisite or corequisite: TAL 830
Offered every Spring

A course that focuses on the development and implementation of inquiry-based curricula to promote in-depth scientific literacy. Emphasis will be placed on raising questions, planning and developing solutions for open-ended science problems, formative assessment, and the use of technology as a teaching tool. While reinforcing knowledge of basic scientific concepts and inquiry skills, students will construct unit plans as a mechanism for integrating learning. Attention will be paid to developing strategies for helping children with diverse learning needs to meet national and state learning standards. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 834
Teaching Math/Technology 1-6**
Prerequisite or corequisite: TAL 830
Offered every Fall

A course that utilizes an inquiry approach to explore big ideas in mathematics and to demonstrate how these ideas are evident across cultures. The following questions will be raised: What is the teacher's role in children's learning of mathematics? What abilities do children develop through the learning of mathematics? How do teachers know what

children need? How do teachers organize their work to address those needs in the classroom? Students will be introduced to the use of technology as a tool in the teaching of mathematics. Attention will be paid to developing strategies for helping children with diverse learning needs to meet national and state learning standards. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 841
Curriculum in the Secondary Classroom:**

- A. Biology
- B. Chemistry
- C. English
- D. Mathematics
- E. Social Studies

Prerequisite: TAL 830
Offered every Fall

A course with students as researchers of the secondary curriculum in the student's particular discipline. Students will become familiar with NYS Learning Standards as well as ways to bring enriching multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying abilities and language backgrounds. Fifteen hours of fieldwork are required. Three credits.

**Teaching and Learning 842
Teaching Methods in the Secondary Classroom:**

- A. Biology
- B. Chemistry
- C. English
- D. Mathematics
- E. Social Studies

Prerequisite or corequisite: TAL 830
Offered every Spring

A course in which students will actively learn about the practice of 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, various methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS Learning Standards for adolescents of varying abilities and language backgrounds. Fifteen hours of fieldwork are required. Three credits.

**Teaching and Learning 843
Curriculum in Middle School**
Offered on occasion

A course in which students learn to create, evaluate, and implement middle school curriculum by asking questions about language arts, math, science, and social studies. Students will become familiar with NYS Learning Standards and how to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas will be emphasized. Effective ways of teaching middle school learners will be explored. Pedagogical approaches will include student centered teaching and learning, group work, project-based learning, and authentic modes of assessment. Students will explore how to select and adapt appropriate materials for adolescents. Thirty hours of fieldwork in middle school classrooms are required. Three credits.

**Teaching and Learning 844
Environments, Practices and Play in Early Childhood**

Prerequisite or corequisite: TAL 830
Offered every Spring

A study of the relationship between play and learning for young children and the significance of providing opportunities for choices in their interactions with the world. Students will learn how to create classroom environments that are both stimulating and reassuring to young children, that support a multicultural, anti-bias approach to learning, and that challenge gender stereotypes. The focus will be on the whole child in learning contexts that enhance physical, cognitive, social, and emotional development and aesthetic appreciation. Particular consideration will be given to the role of the group in individual learning. A variety of early childhood curricula will be reviewed. Twenty hours of fieldwork in early childhood settings are required. Three credits.

**Teaching and Learning 850
Field Internship in Inclusive Elementary Education**

Prerequisite: Admission to the B.S./M.S. Inclusive Childhood/Special Education Program.

Prerequisites or corequisites:

TAL 803, 851, 852
Offered Fall and Spring

An integrated field internship for students in the B.S./M.S. Inclusive Childhood/Special Education Program, focusing upon the teaching of learners

with diverse needs in an inclusive context. Two credits.

**Teaching and Learning 851
Curriculum Theory and Practice in Special Education: Childhood**

Prerequisite or corequisite: TAL 830
Offered Fall and Spring

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of NYS Learning Standards and Individualized Educational Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 852
Strategies for Teaching Learners with Diverse Needs: Childhood**

Prerequisite or corequisite: TAL 830
Offered Fall and Spring

Characteristics of children with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in all academic subject areas as outlined in the NYS Learning Standards. Teaching methods which support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of fieldwork are required. Four credits.

**Teaching and Learning 853
Collaboration and Consultation: Family, School, and Community**

Prerequisite or corequisite: TAL 830
Offered every Spring

An exploration of various team

approaches and the roles of team members in the delivery of special education services. Professional and family perspectives will be examined in relation to the education of students with disabilities. Attention will be paid to the student within the context of a family system. Emphasis will be on fostering skills that facilitate on-going and productive communication among all team members. Students will become familiar with community agencies that provide support and services to children with disabilities and their families and will learn to advocate on their behalf. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 854
Positive Approaches
to Challenging Behaviors**

Prerequisite or corequisite: TAL 830
Offered Fall and Summer

A course in which students explore ways of thinking about challenging behaviors and learn intervention approaches grounded in person-centered values and a democratic learning environment. These approaches focus on collaborative problem-solving processes to develop individualized interventions. Theoretical foundations and methods of documenting and interpreting behaviors will also be studied. Emphasis will be on creating an environment that supports children and adolescents in developing communication, social, and self-control skills as well as positive interpersonal relationships. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 856
Curriculum Theory and Practice
in Special Education: Middle
Childhood/Adolescence**

Prerequisite or corequisite: TAL 830
Offered Fall and Spring

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for adolescent learners with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of NYS Learning Standards and Individualized Educational Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be

discussed in relation to the delivery of special education services. Ten hours of fieldwork are required. Three credits.

**Teaching and Learning 857
Strategies for Teaching Learners
with Diverse Needs: Middle
Childhood/Adolescence**

Prerequisite or corequisite: TAL 830
Offered Fall and Spring

Characteristics of pre-adolescent and adolescent students with particular disability classifications, as well as their cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be given to learning a variety of teaching methods including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in all academic subject areas as outlined in the NYS Learning Standards. Teaching methods which support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of fieldwork are required. Four credits.

**Teaching and Learning 861
The English Language and Its
Structure**

Prerequisite or corequisite: TAL 830
Offered every Fall

A review of the history of the English language and a detailed treatment of the basic units and systems of sentence formation in English. The role of descriptive grammars in understanding how English is used by native-English speakers in everyday communication is discussed. Considerable attention is given to understanding learner errors and best strategies for handling them in a classroom situation. Three credits.

**Teaching and Learning 862
ESL Curriculum and Methodology:
Teaching Literacy K-12**

Prerequisite or corequisite: TAL 830
Offered every Fall

A study of different approaches to teaching ESL in an urban classroom with a focus on all aspects of language and literacy, including listening, speaking, reading, and writing, at different levels of proficiency in English. Students will learn to develop literacy through the content

areas. They will also become familiar with uses of technology in an ESL setting and with literacy and language proficiency assessment. Students will learn how to help English Language Learners of varying ability meet NYS Learning Standards in literacy. Fifteen hours of fieldwork are required. Three credits.

**Teaching and Learning 863
ESL Curriculum and Methodology:
Teaching Content Areas K-12**

Prerequisite or corequisite: TAL 830
Offered every Summer

An examination of the practices of teaching the content areas of science, mathematics, social studies and language arts through English. Strategies for implementing sheltered instruction, adapting materials, and developing vocabulary in specific content areas will be introduced. Attention is given to the teaching of content areas to second language learners with disabilities. The use of technology in teaching ESL is presented along with assessment tools for measuring progress in specific subject areas. Students learn to develop their own curriculum and materials in a workshop setting. Fifteen hours of fieldwork are required. Three credits.

**Teaching and Learning 864
Sociolinguistic Issues
in the Urban Classroom**

Prerequisite or corequisite: TAL 830
Offered Spring and Summer

A study of how language structure varies in an urban setting along parameters such as socioeconomic class, culture, and gender, and how such variation impacts upon second language learning and teaching. Considerable attention is given to the issue of language standardization and the inclusion of African American vernacular, pidgins, creoles, and non-standard varieties of English in schools. Three credits.

**Teaching and Learning 865
Psycholinguistics and
Second Language Acquisition**

Prerequisite or corequisite: TAL 830
Offered Fall and Spring

An analysis of issues in second language acquisition against the background of theories of first language acquisition and cognitive development. Behaviorist, constructivist, and non-constructivist perspectives on language acquisition are considered. Questions related to the development of bilingualism and first and second language acquisition among

learners with disabilities are explored along with issues related to assessment of verbal skills. Three credits.

**Teaching and Learning 866
Native Language Teaching in the
Bilingual Classroom**

Prerequisite or corequisite: TAL 830
Offered every Summer

An exploration of theories of literacy and related teaching practices to develop native language reading, writing, speaking, and listening skills, and to use native language in teaching the content areas (mathematics, science, and social studies). Techniques of assessing native literacy skills will be examined. Students will become familiar with native language resources in the community through evaluating culturally appropriate curricula, children's literature and media. Students will also analyze and strengthen their own biliteracy skills. Fifteen hours of fieldwork are required. Three credits.

**Teaching and Learning 871
Introduction to Reading Difficulties**

Prerequisite or corequisite: TAL 830
Offered every Summer

A course that prepares students to instruct children with a variety of reading difficulties. Current research into the nature and origin of reading difficulties, including dyslexia, will be reviewed. Students will learn how to identify reading difficulties, determine instructional needs, and use diagnostic information for instructional planning. Strategies for preventing and ameliorating difficulties in word identification, comprehension, and written language will be introduced. Three credits.

**Teaching and Learning 872
Using Literature for Children &
Adolescents in the Classroom**

Prerequisite or corequisite: TAL 830
Offered every Spring

A course that develops students' critical awareness of literature for children and adolescents along with an appreciation of the role of literature in the literacy curriculum. Students will examine genres such as picture books, folktales, fables, poetry, young adult literature, and other works of fiction and non-fiction, with an emphasis on multicultural literature and literature relevant to the diverse needs and interests of urban children. Students will learn how to enhance children's access to appropriate and engaging materials, organize literacy instruction to focus on literature, and use fiction and

non-fiction to develop thematic units across the curriculum. Three credits.

**Teaching and Learning 873
Early Literacy**

Prerequisite or corequisite: TAL 830
Offered every Summer

A course that focuses on the importance of language development as a precursor to literacy in children from birth to five years of age, including children who grow up in a bilingual environment and those with developmental delays. It will address the significance of providing a language-rich environment at home and in formal educational settings that offers children opportunities to engage in meaningful acts of communication and social interaction as they construct their own ideas and theories about the principles of language. The importance of children's participation in literacy events with other children and adults will be emphasized. The role of play, sensory manipulation, music, movement, story telling, children's literature and the arts in the development of language and literacy will be explored. Ten hours of fieldwork are required for students pursuing the Early Childhood certification. Three credits.

**Teaching and Learning 874
Practicum in Early Literacy**

Corequisite: TAL 873
Offered every Summer

Provides students with the opportunity to apply concepts learned in the Early Literacy course. Working in an early childhood setting, students will devise and implement developmentally appropriate strategies for nurturing oral language and emergent literacy. Students must complete a minimum of 10 practicum hours and attend a university-based seminar. One credit. Pass/Fail only.

**Teaching and Learning 875
Adolescent and
Young Adult Basic Literacy**

Prerequisite or corequisite: TAL 830
Offered every Summer

A course that addresses the language and literacy needs of adolescents and young adults who have had uneven or poor schooling. Students will learn how to adapt instruction, develop materials, and design appropriate curricula to meet the literacy needs of adolescents and young adults. The specific needs of English language learners, speakers of a second dialect, and those with learning difficulties will be considered. Students will become familiar with reading materials and other educational resources for this

population. The use of specialized technology and media will be explored. Three credits.

**Teaching and Learning 876
Practicum in Adolescent Literacy**

Corequisite: TAL 875
Offered every Summer

A course that provides students with the opportunity to apply concepts learned in the Adolescent and Young Adult Basic Literacy course, with an emphasis on the older adolescent. Students will implement strategies for teaching literacy to adolescents with minimal reading and writing skills. Students must complete a minimum of 10 practicum hours and attend a university-based seminar. One credit. Pass/Fail only.

**Teaching and Learning 879
Special Topics in Education**

Offered on occasion

An in-depth and intensive study of specific critical areas of interest in education, as identified by faculty. With approval of program faculty, students may apply a maximum of three credits to their degree program. Ten hours of fieldwork may be required. Three credits.

**Teaching and Learning 880
Classroom Inquiry II**

Prerequisite: TAL 830
Offered Fall and Spring

A course that aims to develop and improve aspects of teaching practice by deepening students understanding of inquiry, documentation, evidence, questions, and knowledge as introduced in Classroom Inquiry I. Students will extend their learning of collaborative modes of classroom inquiry by formulating a question and completing an inquiry into a school or classroom issue, a curricular activity, or an aspect of their teaching practice. Students will explore a range of literature related to the questions being investigated. They will investigate and compare assumptions about persons and knowledge-making underlying various modes of inquiry through exposure to a range of research designs. Thirty hours of fieldwork are required. Three credits.

**Teaching and Learning 881
Internship/Student Teaching for the
Practicing Teacher: Early Childhood**

Prerequisite: TAL 830
Offered every semester

This course is designed for students seeking an advanced certificate in Early Childhood or Dual Certification in

Childhood/Early Childhood. It prepares reflective early childhood teachers who work to create excellent early childhood classrooms and educational settings for all urban pre-schoolers. With guidance from college faculty, students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently employed in early childhood settings complete the internship in their own classrooms. Students not currently employed in early childhood settings complete a 20-day student teaching experience under supervision of a cooperating teacher and college faculty. Pass/Fail only. One credit.

**Teaching and Learning 882A
Student Teaching: Childhood**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

Prepares reflective elementary school teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. This three-credit experience is for students pursuing first initial certification. They student-teach a total of 75 days. Pass/Fail only. Three credits.

**Teaching and Learning 882B
Internship/Student Teaching for the Practicing Teacher: Childhood**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

This course is designed for students seeking 1st initial certification currently employed as elementary school teachers. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. With guidance from college faculty, students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students not currently employed in a childhood setting register for TAL 882A. Pass/Fail only. One credit.

**Teaching and Learning 883A
Student Teaching: Adolescence**

Prerequisite or corequisite: TAL 880A
Offered Fall and Spring

Prepares reflective teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. This three-credit experience is for students pursuing first initial certification. They student-teach a total of 75 days. Pass/Fail only. Three credits.

**Teaching and Learning 883B
Internship/Student Teaching for the Practicing Teacher: Adolescence**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

This course is designed for students seeking 1st initial certification currently employed as middle school or secondary school teachers. It prepares reflective teachers who work to create excellent middle and secondary classrooms and schools for all urban students. With guidance from college faculty, students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students not currently employed in a middle childhood or adolescence setting register for TAL 883A. Pass/Fail only. One credit.

**Teaching and Learning 884A
Student Teaching:
Childhood Special Education**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

Prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating

teacher in the school and meet in regularly scheduled seminars. This three-credit experience is for students pursuing first initial certification. They student-teach a total of 75 days. Pass/Fail only. Three credits.

**Teaching and Learning 884B
Internship/Student Teaching for the Practicing Teacher: Childhood Special Education**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

This course is designed for students seeking 2nd initial certification or students seeking 1st initial certification currently employed as teachers of children with disabilities. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching children with disabilities complete the internship in their own classrooms with guidance from college faculty. Students not currently teaching children with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by a faculty advisor. Pass/Fail only. One credit.

**Teaching and Learning 885A
Student Teaching:
Adolescence Special Education**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

Prepares reflective teachers who work to create excellent secondary classrooms for urban students with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a secondary school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. This three-credit experience is for students pursuing first initial certification. They student-teach a total of 75 days. Pass/Fail only. Three credits.

**Teaching and Learning 885B
Internship/Student Teaching for the
Practicing Teacher: Adolescence
Special Education**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

This course is designed for students seeking 2nd initial certification or students seeking 1st initial certification currently employed as teachers of adolescents with disabilities. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching adolescents with disabilities complete the internship in their own classrooms with guidance from college faculty. Students not currently teaching adolescents with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by a faculty advisor. Pass/Fail only. One credit.

**Teaching and Learning 886A
Student Teaching: TESOL**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

Prepares reflective TESOL teachers as students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a TESOL classroom, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. This three-credit experience is for students pursuing first initial certification. They student-teach a total of 75 days. Pass/Fail only. Three credits.

**Teaching and Learning 886B
Internship/Student Teaching for the
Practicing Teacher: TESOL**

Prerequisite or corequisite: TAL 880
Offered Fall and Spring

This course is designed for students seeking 2nd initial certification or students seeking 1st initial certification currently employed as teachers of English as a second language. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts

acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching English as a second language complete the internship in their own classrooms with guidance from college faculty. Students not currently teaching English as a second language complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. Pass/Fail only. One credit.

**Teaching and Learning 890
Overview of Teaching in
Alternative Settings**

Offered Fall and Spring

Analyzes the history and development of education in alternative settings. Special attention is paid to the difference between teaching in public schools and the kind of teaching that takes place in museums, parks, community-based organizations, schools other than public ones, homes, clinical settings. Emphasis on group and individual education. During the first half of the course, students make extensive visits to varied alternative settings. During the second half of the course, students select a setting and participate in planning, implementation, and assessment of an educational plan. Pass/Fail only. One credit.

**Teaching and Learning 891
Clinical Practicum
in Childhood Literacy I**

Prerequisite: TAL 871
Offered every Fall

The first semester of a two-semester course that provides practice in teaching literacy to children who exhibit diverse reading and writing difficulties. Students will learn to administer and analyze formal and informal measures of word identification, comprehension, and written language. Emphasis is placed on the development of teacher-child relationships, the integration of test data to plan instruction, and the initiation of a remedial plan. Communication with parents and teachers is stressed. Students will complete a minimum of 15 practicum hours each semester while attending a weekly seminar and receiving group supervision. Four credits.

**Teaching and Learning 892
Clinical Practicum
in Childhood Literacy II**

Prerequisite: TAL 891
Offered every Spring

The second semester of a two-semester course that provides practice in teaching

literacy to children who exhibit diverse reading and writing difficulties. Students will implement ongoing instruction begun in TAL 891, select and develop instructional materials, and evaluate progress. Communication with parents and teachers is stressed. Students will complete a minimum of 15 practicum hours each semester while attending a weekly seminar and receiving group supervision. Four credits.

**Teaching and Learning 893
Clinical Practicum in Middle Childhood
and Adolescence Literacy I**

Prerequisite: TAL 871
Offered every Fall

The first semester of a two-semester course that provides practice in teaching literacy to middle school and secondary school students who exhibit diverse reading and writing difficulties. Students will learn to administer and analyze formal and informal measures of word identification, comprehension, and written language. Emphasis is placed on the development of teacher-child relationships, the integration of test data to plan instruction, and the initiation of a remedial plan. Communication with parents and teachers is stressed. Students will complete a minimum of 15 practicum hours each semester while attending a weekly seminar and receiving group supervision. Four credits.

**Teaching and Learning 894
Clinical Practicum in Middle Childhood
and Adolescence Literacy II**

Prerequisite: TAL 893
Offered every Spring

The second semester of a two-semester course that provides practice in teaching literacy to middle school and secondary school students who exhibit diverse reading and writing difficulties. Students will implement ongoing instruction begun in TAL 893, select and develop instructional materials, and evaluate progress. Communication with parents and teachers is stressed. Students will complete a minimum of 15 practicum hours each semester while attending a weekly seminar and receiving group supervision. Four credits.

**Teaching and Learning 971
Final Inquiry Seminar**

Prerequisite: TAL 880
Offered Fall and Spring

A seminar that uses knowledge and skills gained through the program to write and

present an in-depth inquiry project on an aspect of the student's teaching practice. Students will continue the work begun in Classroom Inquiry I and II and design a project that looks closely at a learner, a school or classroom issue, or a curriculum activity. In this seminar students will share their works in progress. Students will work together on issues of documentation, literature review, methodology and writing. Three credits.

**Teaching and Learning 974
Advanced Topics in TESOL and
Bilingual Education**

Prerequisite: TAL 880

Offered Spring and Summer

A capstone seminar that helps students gain an in-depth understanding of some of the issues that are at the forefront of current research on bilingualism, second language acquisition and pedagogy. Students will critically examine relevant research in selected areas. They will write a major paper synthesizing the research in an area of particular interest and integrating it with their own teaching practice. Three credits.

**Teaching and Learning 981A
Literacy Research and
School-Based Practicum I (B-6)**

Prerequisite: TAL 880

Offered every Fall

The first of a two-semester course designed to provide students with the opportunity to apply concepts and skills acquired in the literacy program to their own teaching practice. Students will identify an issue or concern related to literacy within their current work settings. They will review the professional literature, develop strategies addressing their concerns, and begin to implement them. Students will start writing the final paper documenting the project, attend weekly seminars, and receive on-site supervision. Students must complete between twenty and fifty practicum hours throughout the year depending on certification sought and employment. Two credits.

**Teaching and Learning 981B
Literacy Research and
School-Based Practicum II (B-6)**

Prerequisite: TAL 981A

Offered every Spring

The second of a two-semester course designed to provide students with the opportunity to apply concepts and skills acquired in the literacy program to their own teaching practice. Students will continue to implement strategies developed

the previous semester, evaluate their effectiveness, and complete a paper documenting their project. They will attend weekly seminars and receive on-site supervision. Students must complete between twenty and fifty practicum hours throughout the year depending on certification sought and employment. Two credits.

**Teaching and Learning 982A
Literacy Research and
School-Based Practicum I (5-12)**

Prerequisite: TAL 880

Offered every Fall

The first of a two-semester course designed to provide students with the opportunity to apply concepts and skills acquired in the literacy program to their own teaching practice. Students will identify an issue or concern related to literacy within their current work settings. They will review the professional literature, develop strategies addressing their concerns, and begin to implement them. Students will start writing a paper documenting the project, attend weekly seminars, and receive on-site supervision. Students must complete between twenty and fifty practicum hours throughout the year depending on certification sought and employment. Two credits.

**Teaching and Learning 982B
Literacy Research and School-Based
Practicum II (5-12)**

Prerequisite: TAL 982A

Offered every Spring

The second of a two-semester course designed to provide students with the opportunity to apply concepts and skills acquired in the literacy program to their own teaching practice. Students will continue to implement strategies developed the previous semester, evaluate their effectiveness, and complete a paper documenting their project. They will attend weekly seminars and receive on-site supervision. Students must complete between twenty and fifty practicum hours throughout the year depending on certification sought and employment. Two credits.

Special Summer Institutes

Each year the faculty identifies critical areas of interest in Education. One-week Summer Institutes are then planned for intensive study related to those issues. Each institute features widely known speakers on the topic. Graduate students may apply a maximum of six institute credits to their degree program, if appropriate. Special Summer Institutes carry the course number Teaching and

Learning 745. For specific information about Summer offerings, call the Department of Teaching and Learning, (718) 488-1103.

HUMAN DEVELOPMENT AND LEADERSHIP

Associate Professor Ginsberg, Chair;
(718) 488-1069

Professors Nass, Pascale, Sapountzis
Associate Professors Jacobs,
Lieberman,
Assistant Professors Livanis, Short
Emerita Professor Biamonte
Adjunct Faculty: 19

The Department of Human
Development and Leadership offers
the following programs:

**Degree Programs leading to New York
State Teacher Certification**

- M.S.Ed., School Psychologist, optional specializations in Bilingual or Early Childhood practice (provisional/permanent certification)
- M.S.Ed., School Counselor (provisional/permanent certification)
- M.S.Ed., Bilingual School Counselor (provisional/permanent certification)

**Advanced Certificate Program leading
to New York State Teacher
Certification**

- Educational Leadership: School Building Level/District Regional Level

**Degree Program Leading to New York
State Licensure**

- M.S., Mental Health Counseling

**Advanced Certificate NOT LEADING
to New York State Teacher Certification**

- Family Counseling
- Alcoholism Counseling

Counseling

Admission Requirements:

1. B.A./B.S. degree from an accredited college with a grade point average of 2.75. An applicant with an undergraduate grade point average between 2.5 and 2.74 may be conditionally admitted with special permission from the Department.

2. Two professional letters of reference.
3. A statement of professional goals.

Degree Requirements

To qualify for a Master of Science in Education or a Master of Science degree, a candidate must fulfill satisfactorily the basic requirements of the graduate program in Counseling.

In addition to the course work, the student must pass a comprehensive examination (which can be taken at any time after completion of 24 credits) and receive satisfactory recommendations by members of the faculty.

As New York State Education Department requirements change, so do program requirements. It is important for students to consult with their academic advisers on a regular basis.

Scheduling and Program Planning

Students plan their programs cooperatively in conference with an adviser. Doing so enables students to meet all requirements and to select appropriate electives.

The Counseling Area offers the following programs:

Program A: School Counseling (M.S.Ed.; 48 credits), leading to provisional state certification

- Human Development and Leadership 615 The World of the Counselor
- Human Development and Leadership 652 Understanding Human Development I
- Human Development and Leadership 653 Understanding Human Development II
- Human Development and Leadership 654 Counseling Process and Applications I
- Human Development and Leadership 656 Counseling Process and Applications II
- Human Development and Leadership 600A Fieldwork: Directed Observation and Practice in Agency Settings
- Human Development and Leadership 660A Practicum in Group Work I
- Human Development and Leadership 660B Practicum in Group Work II
- Human Development and Leadership 661A Individual Practicum (School)
- Human Development and Leadership 661D Individual Practicum (School)
- Human Development and Leadership 668A Diagnostic Tools for Measurement
- Human Development and Leadership 682 World of Work: Assessment of Individual Needs and Needs of Society

- Human Development and Leadership 657A Family Counseling in an Urban Setting
- Human Development and Leadership 601 Fieldwork: Directed Observation and Practice in Inner-City Schools (Students who have two years of teaching experience may substitute an elective.)

Electives

Upon completion of 30 credits selected in consultation with a department advisor and child abuse and violence prevention workshops, students may self-certify for the New York State Provisional Certificate in school counseling. Students may alternatively apply for provisional state certification through the department upon graduation. Provisional certification is granted for a period of five years.

Program B: Bilingual School Counseling (M.S.Ed.; 48 credits), leading to provisional state certification

Enrollment is limited to students proficient in a foreign language. For certification, students must demonstrate oral and written proficiency through the Bilingual Education Assessment (BEA) of the New York State Teacher Certification Examination.

- Human Development and Leadership 615 The World of the Counselor
- Human Development and Leadership 652 Understanding Human Development I
- Human Development and Leadership 653 Understanding Human Development II
- Human Development and Leadership 654 Counseling Process and Application I
- Human Development and Leadership 656 Counseling Process and Application II
- Human Development and Leadership 657A Family Counseling in an Urban Setting
- Human Development and Leadership 600A Fieldwork: Directed Observation and Practice in Agency Setting
- Human Development and Leadership 661A Individual Practicum: School
- Human Development and Leadership 682 World of Work: Assessment of Individual Needs and Needs of Society
- Human Development and Leadership 660A Practicum in Group Work I
- Human Development and Leadership 666A Diagnostic Tools for Measurement

Bilingual Counseling

- Human Development and Leadership 600B Fieldwork: Directed Observation and Practice in Agency Settings (Bilingual)
- Human Development and Leadership 661B Individual Practicum (Bilingual)
- Human Development and Leadership 726 Counseling and Assessment Using the Native Language

Bilingual Education

- Teaching and Learning 821 Multicultural Perspectives in Education
- Teaching and Learning 823 Bilingualism and Bilingual/Multicultural Education

Program C: Post-Master's Credits Toward Permanent New York State Certification in School Counseling (12 credits)

Students who complete the master's degree program in School Counseling or Bilingual School Counseling (described above) may apply and, if accepted, take an additional 12 credits to complete New York State requirements for permanent certification. Upon completion of the 60 credits and two years of full-time experience as a counselor (K-12), individuals are eligible for permanent state certification.

- Human Development and Leadership 665 Internship I (6 credits per semester)
- Human Development and Leadership 666 Internship II (6 credits per semester)

Program D: Mental Health Counseling (M.S., 60 credits), toward New York State Licensure

This program satisfies the educational requirements for New York State licensure in Mental Health Counseling. Graduates who seek licensure must also complete 3,000 post-graduate hours in supervised mental health practice and the National Clinical Mental Health Counseling Examination (NCMHCE)

- Human Development and Leadership 615 The World of the Counselor
- Human Development and Leadership 652 Understanding Human Development I
- Human Development and Leadership 653 Understanding Human Development II
- Human Development and Leadership 654 Counseling Process and Applications I
- Human Development and Leadership 656 Counseling Process and Applications II

- Human Development and Leadership
600A Fieldwork: Directed Observation
and Practice in Agency Settings
- Human Development and Leadership
668A Diagnostic Tools for
Measurement
- Human Development and Leadership
682 World of Work: Assessment of
Individual Needs and Needs of Society
- Human Development and Leadership
660A Practicum in Group Work I
- Human Development and Leadership
660B Practicum in Group Work II
- Human Development and Leadership
661C Individual Practicum: Agency
- Human Development and Leadership
661M Individual Practicum:
Mental Health
- Human Development and Leadership
657A Family Counseling In an
Urban Setting
- Human Development and Leadership
732 Research Methods
- Human Development and Leadership
655 Psychopathology
- Human Development and Leadership
665 Internship I (6 credits)
- Human Development and Leadership
666 Internship II (6 credits)
- Human Development and Leadership
Elective (3 credits)

**Program E: Family Counseling
(Long Island University Advanced
Certificate; 18 credits)**

These credits are completed in conjunction with the fulfillment of master's degree requirements in school counseling, bilingual school counseling or mental health counseling. The total number of credits to complete a master's degree in counseling along with the advanced certificate in family counseling varies from 54 to 72 credits, depending on the individual program of study.

- Human Development and Leadership
657A Family Counseling in an
Urban Setting
- Human Development and Leadership
657B Practicum in Family Counseling
- Human Development and Leadership
657C Advanced Practicum in
Family Counseling
- Human Development and Leadership
Electives (9 credits)

**Program F: Alcoholism Counseling
(Long Island University Advanced
Certificate; 15 credits)**

These credits are completed in conjunction with the fulfillment of master's degree requirements in school counseling, bilingual school counseling or

mental health counseling. The total number of credits to complete a master's degree in counseling along with the advanced certificate in alcoholism counseling varies from 60 to 72 credits, depending on the individual program of study.

Please note that additional courses will be needed to fulfill the requirements for the New York State Credentialed Alcohol/ Substance Abuse Counselors (C.A.S.A.C.). The School of Continuing Studies at Long Island University's Brooklyn Campus offers the 350-hour, non-credit certificate program that satisfies the New York State requirements. Courses taken as part of the degree can be used for the Continuing Studies certificate program. In addition, applicants for the New York C.A.S.A.C. are required to take written and oral examinations. For additional information, call the School of Continuing Studies, (718) 488-1010.

- Human Development and Leadership
674 Theories and Principles of
Alcoholism and Substance Abuse
Counseling
- Human Development and Leadership
675 Introduction to the Techniques of
Substance Abuse Counseling:
Treatment and Rehabilitation
- Human Development and Leadership
677 The Sociology of Alcoholism and
Substance Abuse
- Human Development and Leadership
678 The Psychological,
Pharmacological and Physiological
Aspects of Alcoholism and Substance
Abuse
- Human Development and Leadership
Elective (3 credits)

School Psychology

The School Psychology program leads to the degree of Master of Science in Education. It is open to a select group of students. The program trains school psychologists as practitioners and teaches the knowledge and skills necessary for practice of school psychology in diverse environments.

The program fully prepares students to obtain provisional New York State certification as school psychologists. Upon completion of a two-year supervised work experience, students are eligible for permanent certification.

Full-time and part-time study are possible. An internship is required that includes a minimum of 1,000 hours of supervised experience.

The program recommends 1,200 hours of internship.

The program must be completed within six years. Students are admitted in both Fall and Spring semesters.

The general program includes 60 credits of course work, practica and an internship.

Bilingual students may elect to take courses to qualify for the bilingual extension that is designed to train bilingual psychologists to work with linguistically diverse children and their families. Students wishing to apply for a bilingual extension to the New York State School Psychology certification must have completed Teaching and Learning 823, Bilingualism and Bilingual/Multicultural Education, and Human Development and Leadership 724, Assessing the Bilingual Child, and have received passing scores in the BEA of the NYSTCE.



The total number of credits for those wishing to qualify for the bilingual certification extension is 66.

Students may also elect to take courses to prepare for an Early Childhood specialization. Such specialization prepares psychologists to work with infants, toddlers, and preschoolers and their families. The total number of credits for those wishing to specialize in early childhood is 66. Students seeking this certification complete HDL 723, Assessment of Infants, Toddlers and Preschoolers, and HDL 733, Development in Infancy and Early Childhood.

Admission Requirements:

1. B.A. or B.S. degree from an accredited college with a grade point average of 2.75.
2. A minimum of 24 credits in psychology, education or other relevant major field of study.
3. A written statement of professional goals.
4. Two professional letters of reference from academic instructors or professional supervisors.
5. College courses in personality and statistics. Students lacking these courses may apply but will not be matriculated until the courses are completed. (Such courses are prerequisite to courses taken early in the sequence.)

A select group of qualified applicants will be interviewed.

Degree Requirements:

1. A minimum of 60 graduate credits, including course work, practica, and an internship. Students seeking the bilingual extension take 66 credits. Those seeking the Early Childhood specialization take 66 credits.
2. Grade point average of 3.0.
3. For students seeking the bilingual extension certification, satisfactory completion of Teaching and Learning 823, Bilingualism and Bilingual/Multicultural Education; Human Development and Leadership 724, Assessing the Bilingual Child, and passing scores in English and the target language on the language proficiency examinations of the NYSTCE.
4. For students seeking the Early Childhood specialization, satisfactory completion of Human Development and Leadership 733, Development in Infancy and Early Childhood, and Human Development and Leadership 723, Assessing Infants, Toddlers and Preschoolers.

Psychological Foundation Courses (15 credits)

- Human Development and Leadership 633 Developmental Psychology I
- Human Development and Leadership 634 Developmental Psychology II
- Teaching and Learning 865 Psycholinguistics and Language Learning
- Human Development and Leadership 704 Educational and Psychological Testing and Measurement
- Human Development and Leadership 732 Research Methods

Diagnosis Courses (9 credits)

- Human Development and Leadership 650 Developmental Psychopathology
- Human Development and Leadership 651 Neuropsychological Factors in Cognition
- Teaching and Learning 702 Diagnosis of the Learning Problems of Students with Special Needs

Assessment Courses

- Human Development and Leadership 721A Individual Assessment: Cognitive I (Prerequisite: 704)
- Human Development and Leadership 721B Individual Assessment: Cognitive II (Prerequisite: 721A)
- Human Development and Leadership 722A Individual Assessment: Personality I (Prerequisite: 721A)
- Human Development and Leadership 722B Individual Assessment: Personality II (Prerequisite: 722A)

Intervention Courses (15 credits)

- Human Development and Leadership 655 Classroom Management and Behavioral Interventions for Students with Special Needs
- Human Development and Leadership 657 Group Counseling in Multicultural School Settings or HDL 660 A or B
- Human Development and Leadership 757 Individual Counseling in Multicultural School Settings or HDL 654 or HDL 656
- Human Development and Leadership 703 Therapeutic Interventions with Students
- Human Development and Leadership 714 Consultation in Multicultural School Settings

Professional School Psychology Courses (9 credits)

- Human Development and Leadership 680 Fieldwork: Observation in School Settings

- Human Development and Leadership 781A, 782A Internship in School Psychology I and II
- Human Development and Leadership 781B, 782B Internship in School Psychology (Bilingual) I and II
- Human Development and Leadership 781C, 782C Internship in School Psychology (Early Childhood) I and II

Elective Courses Only Required for Students Seeking Bilingual/Early Childhood Extension (6 credits)

- Human Development and Leadership 733 Development in Infancy and Early Childhood (required for Early Childhood Specialization)
- Teaching and Learning 823 Bilingualism and Bilingual/Multicultural Education (required for Bilingual Education Extension)
- Human Development and Leadership 723 Assessing Infants, Toddlers and Preschoolers (Prerequisite: 721B) (for Early Childhood Specialization only)
- Human Development and Leadership 724 Assessing the Bilingual Child (Prerequisite: 721B) (for Bilingual Extension only)

Courses

Human Development and Leadership 502 Substance Abuse: Prevention and Intervention

Offered on occasion

A course designed to equip the counselor with the knowledge to help persons with substance abuse problems. The course reviews the historical background of substance abuse and dependency; studies the psychological, social, pharmacological and legal aspects of substance abuse; recognizes that alcohol dependency can become an adaptive response; and develops an awareness in the student of the important role of prevention. Textbooks, films and speakers are used. Three credits.

Human Development and Leadership 503 Counseling Women

Offered every Fall

A consideration of the freedom of women to participate more fully in the business and professional worlds and their need to adopt new lifestyles and a discussion of the importance of reconsidering career choices, marriage styles, child-rearing practices, and so on. Individual interests of class members are considered. Three credits.

**Human Development and Leadership
504 Approaches to Human Sexuality**
Offered on occasion

An examination of the origins, forms and applications of human sexuality: alternative sexual preferences and lifestyles, psychological and sociological implications of the sexual drive, sexual dysfunctioning, research in human sexuality, and applications to the counseling and mental health service settings. Three credits.

**Human Development and Leadership
517 Child Development**
Offered on occasion

An examination of the major theories of child development and their implications for teaching. Emphasis is placed on cognitive, language, sensorimotor and social/emotional development of youngsters from birth through early adolescence. The significance of early experience on later development is also discussed. Three credits.

**Human Development and Leadership
518 Play Therapy**
Offered every Spring

A survey of methods, materials and techniques for working with children. Three credits.

**Human Development and Leadership
519 Dynamics of Marital Interaction**
Offered on occasion

An examination of current issues and approaches concerning marriage, which includes a study of marital interaction and approaches to treatment of marital disorders. Three credits.

**Human Development and Leadership
600A Fieldwork: Directed Observation
and Practice in Agency Setting**
Offered every semester

A course designed to familiarize the prospective guidance counselor with the environmental and sociological aspects of the urban community. A fuller understanding of the various dimensions involved in working in the urban setting is stressed. Field experience consists of guided and supervised experiences in various community settings. Pass/Fail only. Three credits.

**Human Development and Leadership
600B Fieldwork: Directed Observation
and Practice in Agency Setting (Bilingual)**
Offered every semester

A course designed to familiarize the prospective guidance counselor with the

environmental and sociological aspects of the urban community. A fuller understanding of the various dimensions involved in working with non-English-speaking populations is stressed. Field experience consists of guided and supervised experiences in various community settings serving non-English-speaking populations. Pass/Fail only. Three credits.

**Human Development and Leadership
601 Fieldwork: Directed Observation
and Practice in Inner-City Schools**
Offered every semester

A course designed to familiarize the prospective guidance counselor with the environmental and sociological aspects of the urban school community. Directed observations are made within the public schools of the metropolitan New York area. The student is required to be an observer within the school setting and complete appropriate projects. Pass/Fail only. Three credits.

**Human Development and Leadership
605 Domestic Violence:
Violence and the Family**
Offered on occasion

A course that defines force and violence and examines the historical and psychological roots of violence, especially against women and children. Three major areas are covered: spouse abuse, child physical abuse and child sexual abuse. Within each area the prevalence, the causal factors and the treatment issues are discussed. Three credits.

**Human Development and
Leadership 607 Independent
Research in Counseling**
Offered every semester

An opportunity for the student to contribute to the advancement of the field of counseling as well as to practice it. The advanced student may register for intensive independent study of some aspect of counseling. He or she is expected to design a research proposal and to use scientific methodology in executing it. Pass/Fail only. Credit and hours arranged with approval and permission of instructor.

**Human Development and Leadership
615 The World of the Counselor**
Offered every semester

An examination of the basic issues affecting the guidance counselor practicing in the contemporary world, with particular emphasis on the urban situation. The nature and scope of counseling, the relationship between counseling and

other pupil personnel services, social agencies, vocational and rehabilitative settings, and the interaction between counseling and the broader education process are some of the issues explored. Three credits.

**Human Development and
Leadership 620 Psychological
Dysfunction in the Family Situation**
Offered on occasion

A study of approaches to working with individuals, couples and families with marriage and family problems. Three credits.

**Human Development and
Leadership 621 Dynamics of
Divorce and Separation**
Offered on occasion

A study of a variety of counseling approaches for preparing a client to face marital breakup – to deal with destructive emotions such as guilt, anger and depression; and to build positive approaches. Three credits.

**Human Development and
Leadership 627 Supervision and
Administration of Bilingual Programs**
Offered every Summer

An introductory course for prospective administrators and supervisors of bilingual programs in elementary and secondary schools. The course considers the relationship of bilingual programs to the total school organization, the role and responsibilities of the supervisor in the development of an effective bilingual teaching-learning environment, and school-community relations. The competencies needed for creative and cooperative leadership in bilingual programs are stressed in relation to the classroom, school and community. Guided fieldwork is required. Three credits.

**Human Development and Leadership
633 Developmental Psychology I**
Open only to School Psychology majors
Offered every Fall

A review of different stages of human development from birth to age 21. The course includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The course emphasizes early development, with a particular focus on cognitive issues. Piagetian, Eriksonian, and current theories and research findings on brain development are also reviewed. Three credits.

Human Development and Leadership 634 Developmental Psychology II
Open only to School Psychology majors
Offered every Spring

A continuation of Human Development and Leadership 633 that reviews theories of personality development, attachment, and identity formation within a sociocultural context. The course covers the historical movement from theories of phase-specific development to current inter-subjective theories, which locate childhood disturbances in the child's relational and sociocultural context. The emphasis is on the influence of social, environmental and experiential factors on the child's personality, learning and adjustment. Three credits.

Human Development and Leadership 637 Teaching Disturbed and Conduct-Problem Children
Offered on occasion

A study of social, emotional and learning characteristics of maladaptive children. Emphasis is on contributing causes, remedial procedures, and evaluation of progress. Students tutor a disturbed child and discuss problems and progress in small group seminars. Three credits.

Human Development and Leadership 639 Youth Culture and the Urban Setting
Offered every Fall

An overview of the difficulties faced by today's youth in the urban environment, with particular emphasis on individual and group counseling techniques available for dealing with drug abuse problems. The sociology of youth culture, methods of spotting drug abuse, and treating the immediate problem, prevention and community health are explored. Three credits.

Human Development and Leadership 650 Developmental Psychopathology
Open only to School Psychology majors
Offered every Spring

An overview of the major diagnostic categories of psychopathology in children and adolescents. Case studies are used to illustrate disorders such as pervasive developmental disorders, depression, anxiety, conduct disorders, and attention deficit and hyperactivity disorder. Consideration is given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV are discussed. Three credits.

Human Development and Leadership 651 Neuropsychological Factors in Cognition and Behavior
Open only to School Psychology majors
Offered every Fall

An examination of neural anatomy and the mechanisms involved in cognition, behavior, language, reading and the acquisition of other academic skills. Particular attention is paid to biological aspects of learning and behavioral disorders. Developmental neuropsychological research is examined for principles that could enhance psychoeducational assessment and remedial practices. Neurological disorders are discussed in relationship to modifications in educational placement and practice. Three credits.

Human Development and Leadership 652 Understanding Human Development I
Offered every semester

A study of theories and research in various analytic schools of counseling. In addition, analytic theories of personality dynamics and development are studied. Emphasis is on understanding individuals and their values in the context of their particular reaction mechanisms and experiences. Experiences related to sociocultural environment are examined. Unconscious phenomena are considered. Transference and countertransference reactions are studied. The importance of childhood reactions and experiences in the life of the individual is discussed. Three credits.

Human Development and Leadership 653 Understanding Human Development II
Offered every semester

An overview of theories and research in various schools of non-analytic counseling. Emphasis is on understanding the individual in the context of his or her experiences and particular environment. An understanding of the goals and methods applied to the client by various non-analytic schools of counseling is the focus. Three credits.

Human Development and Leadership 654 Counseling Process and Applications I
Offered every semester

An introduction to the theory and practice of counseling. The course provides a broad exposure to the various current points of view and techniques in counseling. Development of counselor skills

is stressed, with emphasis on personal growth, self-insight and self-awareness. Three credits.

Human Development and Leadership 656 Counseling Process and Applications II
Prerequisites: Human Development and Leadership 654
Offered every semester

An advanced study of counseling techniques, with emphasis on case materials and role playing. Special attention is given to those aspects of modern psychoanalytic technique appropriate to vocational problems and the school setting. Three credits.

Human Development and Leadership 657 Group Counseling in Multicultural School Settings
Open only to School Psychology majors
Offered on occasion

A presentation of contemporary theories and historical perspectives pertaining to group counseling. Students identify factors in group processes that promote growth and development in multicultural school and family environments. Students also examine and practice techniques appropriate for the resolution of personal, social and academic conflicts. Additional laboratory hours are required for students to participate in a group and analyze its dynamics. Three credits.

Human Development and Leadership 657A Family Counseling in an Urban Setting
Offered every semester

An overview of theories of family therapy and a study of patterns of family interaction. Techniques for improving family functioning are discussed as are techniques for dealing with the family in group counseling. Marital counseling and parent counseling are studied. Attention is given to government and private agencies that deal with the emotional problems faced by urban families. Three credits.

Human Development and Leadership 657B, 657C Practicum in Family Counseling
Prerequisites: Human Development and Leadership 657A
Offered every semester

A practicum that allows for experience in working with clients under supervision in an agency. Pass/Fail only. Three credits per semester.

Human Development and Leadership 658 The Counselor as a Team Member

Offered every Spring

An introduction to student personnel services in school settings, various forms of organization and functions, and the multidisciplinary foundations of guidance services in schools. Focus is on contemporary issues of concern to student personnel work and specifically on the role of the counselor as a team member of the student personnel staff. Pass/Fail only. Three credits.

Human Development and Leadership 659 Social Agencies and Their Part in Guidance

Offered on occasion

A course designed to familiarize students with public and private social service agencies, in the areas of public assistance, family service, vocational guidance and employment, mental health, custodial care, and rehabilitation. Included are field visits and classroom approaches. Three credits.

Human Development and Leadership 660A, 660B Practicum in Group Work I, II

Offered every semester

An overview of theories, research, techniques, and processes in the dynamics of group counseling, with particular emphasis on the role of the leader, the participation of group members, the cohesiveness of the group, and the measurement of the growth of each group member. The opportunities for using group techniques for school counseling, teaching, community work, tutorial programs, and vocational and educational counseling are considered. Pass/Fail only. Three credits per semester.

**Human Development and Leadership 661A Individual Practicum I – School (Monolingual)
661D Individual Practicum II – School (Monolingual)**

Offered every semester

A practicum that provides for experience in working under supervision with students with limited English-proficiency in a K-12 school. In addition to meeting with students, students participate in weekly seminars to discuss and evaluate the counseling process. Pass/Fail only. Three credits.

Human Development and Leadership 661B Individual Practicum I – School (Bilingual)

Offered every semester

A practicum that provides for experience in working under supervision with students with limited English-proficiency in a K-12 school. In addition to meeting with students, students participate in weekly seminars to discuss and evaluate the counseling process. Pass/Fail only. Three credits.

Human Development and Leadership 661C Individual Practicum – Agency

Offered every semester

A practicum that provides for experience in working under supervision with clients in community agencies and clinics. In addition to meeting their clients, students participate in weekly seminars to discuss and evaluate the counseling process. Pass/Fail only. Three credits.

Human Development and Leadership 661M Individual Practicum – Mental Health Setting

A practicum that provides for experience in working under supervision with clients in mental health counseling setting. In addition to meeting their clients, students participate in weekly seminars to discuss and evaluate the counseling process. Pass/Fail only. Three credits.

Human Development and Leadership 665M, 666M Internship in Counseling
665M offered every Fall
666M offered every Spring

Limited to students who have the master's degree in school counseling or bilingual school counseling from LIU, or those in the mental health counseling program who have satisfied all other course requirements.

For those students in school counseling: An internship for a minimum of 500 hours per semester spent counseling in a K-12 school appropriate for the individual student. Field supervision is provided by state certified school counselors. Students participate in weekly seminars at the University, students discuss and evaluate the counseling process. For those students in mental health counseling: An internship for a minimum of 300 hours per semester spent counseling in a mental health counseling agency. Field supervision is provided by appropriately credentialed mental health professionals. In weekly seminars at the University, students discuss and evaluate the counseling process. Pass/Fail only. Six credits per semester.

Human Development and Leadership 668A Diagnostic Tools for Measurement

Offered every semester

A study of the following: the function of measurement and evaluation; the purpose of testing in schools, agencies and colleges; uses and abuses of tests in U.S. society; achievement, aptitude and psychological tests; the use of resource materials; validity, reliability and norms; statistical and clinical procedures; administration and interpretation of tests; role playing; and communication of test results. Three credits.

Human Development and Leadership 674 Theories and Principles of Alcoholism and Substance Abuse Counseling

Offered every semester

An introduction to the basic theories and principles of alcoholism and substance abuse counseling and a consideration of the techniques for motivating the chemically dependent client to engage in treatment processes and for handling the complex of psychological defenses used in the basic stages of treatment. Emphasis is on theories of vocational counseling and the relationship between work, self-esteem and recovery. Three credits.

Human Development and Leadership 675 Introduction to the Techniques of Alcoholism and Substance Abuse Counseling

Offered every semester

An introduction to basic alcoholism and substance abuse counseling techniques. Treatment approaches and their role and function in the recovery process are examined. Includes assessment, treatment planning, care management, and individual, group and peer counseling. Also includes methods for guiding recovering individuals toward appropriate vocational choices. Three credits.

Human Development and Leadership 676 Field Practicum in Alcoholism and Substance Abuse Counseling

Offered every semester

A supervised practical experience working with alcoholic and chemically dependent clients. By working in an approved treatment setting, students learn basic health issues, institutional needs and mental health status of clients, as well as substance abuse treatment and preven-

tion. Students are assisted in finding placements and participate in seminars on campus to discuss their placement experiences. Pass/Fail only. Three credits.

Human Development and Leadership 677 Sociological and Psychological Aspects of Substance Abuse
Offered every semester

An examination of the practices and patterns of chemical use from both contemporary and historical perspectives. Special attention is given to the use and abuse of drugs and alcohol in America and to the factors that influence such use, such as stress, isolation, loneliness and peer pressure. Three credits.

Human Development and Leadership 678 Physical and Pharmacological Effects of Substance Abuse
Offered every semester

An overview of alcohol and drugs that emphasizes their uniqueness and similarities. Pharmacological and physiological principles important to the understanding of alcoholism and drug abuse are examined as is their interaction. Three credits.

Human Development and Leadership 680 Fieldwork: Observation in School Settings
Open only to School Psychology majors
Offered every semester

Observations of children, their parents and teachers in a variety of general and special educational settings. Students learn informal assessment techniques, including interviews, observations and work sample analyses. Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. Informal assessment data are integrated into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs are discussed. The various roles of the school psychologist are examined. Additional hours in school settings are required. Three credits.

Human Development and Leadership 682 World of Work: Assessment of Individual Needs and Needs of Society
Offered every semester

An examination of the following: the importance of work to individuals during their life span and its implication for society; psychological, economic and social factors that affect vocational develop-

ment and choice; relationship of vocational counseling to personal/social counseling; the counselor's role in clients' vocational development; scope and sources of occupational information; and application of vocational development theories to school, college and agency settings. Includes visits to job settings, interviews with employees, employers and agency representatives; and an analysis of job satisfaction. Three credits.

Human Development and Leadership 694 Treatment Issues in Addiction
Offered every semester

An introduction to counseling the chemically dependent person, and an overview of the physiological symptoms and ramifications of alcoholism and other forms of substance abuse. Students are introduced to the 12 steps of Alcoholics Anonymous and Narcotics Anonymous, and corporate issues of prevention. Gambling addiction, compulsive overeating, and sexual addiction are addressed in light of their addictive characteristics. Three credits.

Human Development and Leadership 702 Diagnosis of the Learning Problems of Students
Offered every Fall.

A review of the major developmental disorders among the school-age population. Particular emphasis is given to the diagnostic and learning issues of students with learning disabilities, pervasive developmental disorders, mental retardation, as well as to emotional problems and conduct disorder. Profiles, testing batteries, differential diagnosis and research findings are discussed, along with theoretical and etiological issues. Three credits.

Human Development and Leadership 703 Therapeutic Interventions with Students
Offered every Spring

A continuation of Human Development and Leadership 702 that focuses on classroom intervention issues as well as therapeutic modalities in working with children with developmental and learning disorders. Particular emphasis is given to the treatment of children with pervasive developmental disorders, learning disabilities, emotional disorders and attention deficits. Individual and family consultation and in-classroom intervention techniques are reviewed. Three credits.

Human Development and Leadership 704 Educational and Psychological Testing and Measurement

Open only to School Psychology majors
Offered every Fall

A presentation of basic statistical and measurement concepts, such as central tendency, variability, correlation and factor analysis used to interpret test scores and understand test construction. Concepts of validity, reliability and the use of derived scores are presented. Problems of test administration and evaluation related to social, cultural, legal and ethical issues are considered. Three credits.

Human Development and Leadership 714 Consultation in Multicultural School Setting.
Offered every Fall

Review of consultative issues in schools that facilitate changes on the individual, team and programmatic levels. Emphasis is on special issues that affect the role of psychologists and understanding the context and cultural background of different students. The importance of including the family and strategies to facilitate parent participation along with strategies to address conflicts at home and between home and school are discussed. Three credits.

Human Development and Leadership 721A Individual Assessment: Cognitive I

Open only to School Psychology majors
Pre-Requisite or Co-requisite: HDL 704
Offered every Fall

A course designed to teach students to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course focuses on the three Wechsler Intelligence Scales. Psychometric properties of those instruments are related to issues of interpretation. Psychological issues in intelligence testing and ethical and legal considerations are reviewed. Students are required to administer tests and write assessment reports based on the results. Additional laboratory hours are required. Three credits.

Human Development and Leadership 721B Individual Assessment: Cognitive II

Open only to School Psychology majors
Prerequisites: Human Development and Leadership 721A and admission to Professional Stage
 Offered every Spring

A continuation of Human Development and Leadership 721A in which students continue to learn how to assess the cognitive functioning of children by administering, scoring and interpreting intelligence tests used by school psychologists, including the Stanford-Binet Intelligence Scale – Fourth Edition. The assessment of social adaptive behavior is studied. Integration of findings with educational and other evaluation results is examined so that individual education plans can be developed. Students are required to administer tests, write assessment reports, and make case presentations. Additional laboratory hours are required. Three credits.

Human Development and Leadership 722A Individual Assessment: Personality I

Open only to School Psychology majors
Pre-Requisite: Human Development and Leadership 721A
 Offered every Fall

A course in which students administer and interpret measures of personality and examine their relationship to cognitive functioning as part of the entire assessment process. The course focuses on clinical interviews, figure drawings, sentence completion, apperception tests and the Bender-Gestalt. Students are required to administer those personality measures, make class presentations, and write reports. The interpretation of assessment data is based on theories of personality presented in the course. Cultural, ethical and legal issues are explored. Additional laboratory hours are required. Three credits.

Human Development and Leadership 722B Individual Assessment: Personality II

Open only to School Psychology majors
Prerequisites: Human Development and Leadership 722A
 Offered every Spring

A continuation of Human Development and Leadership 722A in which students continue to develop their skills in personality assessment. Emphasis is on the use of the Rorschach as well as self-reports and behavior rating scales.

Students administer and interpret complete psychological evaluations and present their findings in case presentations and written reports. Interpretation of data focuses on integrating clinical findings so that specific educational plans can be developed. Cultural, legal and ethical issues are further explored. Additional laboratory hours are required. Three credits.

Human Development and Leadership 723 Assessing Infants, Toddlers and Preschoolers

(Required course for Early Childhood Specialization)
 Open only to School Psychology majors
Prerequisite: Human Development and Leadership 721B
 Offered every Summer

A course in which students learn to administer, score and interpret the tests used to assess development in infants, toddlers and preschoolers. The focus is on the psychometric properties and the use of the Bailey Scales II and the McCarthy Scales of Children's Abilities. The use of the Stanford-Binet – Fourth Edition and the Vineland Adaptive Behavior Scales is reviewed. Play assessment and observational techniques for such age groups are presented. Techniques for assessing children with vision and hearing impairments are also addressed. Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that specific intervention plans can be developed. Additional laboratory hours are required. Three credits.

Human Development and Leadership 724 Assessing the Bilingual Child

Open only to School Psychology majors
 (Required course for Bilingual Extension Certificate)
Prerequisites: Human Development and Leadership 721B
 Offered every Spring

An examination of issues in the assessment of bilingual children, including the appropriate use of standardized measures, nondiscriminatory assessment, and alternative approaches to the assessment of cognitive functionings and social adaptive behavior of linguistically diverse children. Students learn when and how to conduct evaluations in the child's first or second language (or both). Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that individual educational plans can be

developed. Additional laboratory hours are required. Three credits.

Human Development and Leadership 726 Counseling and Assessment Using the Native Language

Offered every semester

An exploration of theories and practices of using the native language to counsel and assess English Language Learners and bilingual students and families in schools. Critique and analysis of available native language instruments to assess language, cognition and personality. Students will become familiar with available native language community resources and services. Students will also analyze and strengthen their own biliteracy skills to work professionally in the native language. Three credits.

Human Development and Leadership 732 Research Methods

Offered every semester

An intense look at how to analyze research in psychology and education. Major statistical and measurement concepts are applied in order to understand how research problems are systematically investigated using experimental and quasi-experimental designs. Surveys and qualitative research are also discussed. Students evaluate professional literature, discuss its implications for the practice of school psychology, and design research proposals. Three credits.

Human Development and Leadership 733 Development in Infancy and Early Childhood

Open only to School Psychology majors
 (Required for Early Childhood Specialization)
 Offered every Summer

An in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included. Three credits.

Human Development and Leadership 756 Group Processes II

Open only to School Psychology majors
 Offered on occasion

An introduction to various forms of group and individual experiences that are topic-focused and suitable for children and adolescents. A clear distinction is made between those kinds of individual

and group techniques that a school psychologist may use (e.g., activity and play groups, behavior modification groups, writing and reading groups, Rogers's client-centered approach, Glass's reality approach) and those kinds of techniques that require specialized clinical training (Gestalt therapy, art therapy, music and dance therapy groups). The application of individual and group experiences with educational staff and teachers is also explored. Three credits.

Human Development and Leadership 757 Individual Counseling in Multicultural School Settings
Open only to School Psychology majors
Offered on occasion

An introduction to major theories of individual counseling as they pertain to school settings. Individual techniques, other than psychotherapy, used to enhance self-esteem, self-awareness and social skill and to reduce adjustment problems are practiced. Crisis intervention is discussed. Issues pertaining to the counseling of culturally and linguistically diverse individuals and their families are examined. Additional laboratory hours are required. Three credits.

Human Development and Leadership 781 Internship in School Psychology I
781A for General Program
781B for Bilingual Education
781C for Early Childhood
Prerequisites: approval of the Department, 42 credits, including all required testing courses
Offered every Fall

An internship in which students spend a minimum of 1,200 hours in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. See the placement officer for applications. Pass/Fail. Three credits.

Human Development and Leadership 782 Internship in School Psychology II
782A for General Program
782B for Bilingual Education
782C for Early Childhood
Prerequisite: Human Development and Leadership 781
Offered every Spring

A continuation of internship in Human Development and Leadership 781. Students spend a minimum of 600 hours in a University-approved setting. Pass/Fail. Three credits.

Human Development and Leadership 998 Special Topics Series in School Leadership
Offered every Summer

This series is designed to provide participants with the opportunity to explore one topic of administrative importance in depth. Each topic carries 10 hours of work and 1 graduate credit. Students matriculated in the leadership program may take this course up to three times. One credit.

Special Summer Institutes

Each year the faculty identifies critical areas of interest in Human Development and Leadership. One-week Summer Institutes are then planned for intensive study related to those issues. Each institute features widely known speakers on the topic. Graduate students may apply a maximum of six institute credits to their degree program, if appropriate. Special Summer Institutes carry the course number Human Development and Leadership 745. For specific information about Summer offerings, call the Department of Human Development and Leadership, (718) 488-1069.

Summer Institutes may include the following:

Human Development and Leadership 745B The Emotionally Disturbed Person: Family, School and Community Responses

Examination, description and recommendations of support services available and emerging for those suffering from emotional disorders. Description and analysis of emotional disturbances that interfere with school learning and adaptive behavior are offered. Special emphasis is on the roles of the family, teacher, counselor, special education specialist and community worker in helping the patient or the school child adapt educationally. Three credits.

Human Development and Leadership 745C Meeting the Needs of Disabled Children

An overview of current and recent research and approaches to educating the disabled child in a changing educational environment. Emphasis is placed on the adaptation of counseling and support services in creating an educational milieu to facilitate the educational needs of such children. Three credits.

Human Development and Leadership 745D School Leadership for the Twenty-first Century

A focus on topics that are part of the new vision of schools, such as strategic planning, transformational leadership, choice/theme schools, total quality management, and multiculturalism for supervisors. Experts in each of the areas serve as invited speakers. Three credits.

Human Development and Leadership 745G Counseling and Educating the Abused and Neglected Child

A focus on the educational, psychological, community, and legal services available for improving the total environment of the abused and neglected child. Emphasis is on the whole environment that the child lives in and the intertwining of the professional services that have an impact on the child. Three credits.

Human Development and Leadership 745K Changing Parent-Child Relationships in Multicultural Society: The Family of the Twenty-first Century

A re-examination of theories of child development and rearing compelled by the movement from the traditional family toward two-career, single-parent and alternative family lifestyles. A series of lectures and audio-visual material illustrate actual family situations. Changes are studied, with emphasis on implications for professionals who serve children. Three credits.

Human Development and Leadership 745N Computer Issues for the Special Educator

A course designed for the special educator (teacher or supervisor) who is interested in learning about the variety of applications of computer technology for children with special needs. The role of technology in special education is discussed. Each session features a specialist in the field of computers and special

education. The major focus is on the integration of computer technology in day-to-day classroom instruction. Supervisory techniques in assisting special education teachers with this integrative process are included. Three credits.

Human Development and Leadership 745P Conflict Resolution

Conflict is often thought of as something we should avoid, repress, and even deny, despite the fact that it appears everywhere, and is virtually inevitable. The institute provides the participants with an opportunity to examine conflict from a new perspective, to see conflict as an outcome of human interaction, a natural and constant element of life. Three credits.

Human Development and Leadership 745R Critical Issues in Education

This institute addresses a different issue each summer. It may be repeated for credit with different subject matter. Three credits.

EDUCATIONAL LEADERSHIP

The Advanced Certificate program in Educational Leadership is a 36-credit degree program with: (1) core courses and an internship for initial certification as a school-building education leader after completing 30 credits without the degree; and (2) core courses, the specialized district/regional level course, and an internship for professional certification as a district/regional office education leader after completing 36 credits with the degree. The common core of courses taken by candidates seeking both certifications addresses the knowledge, skills, dispositions, and competencies identified as needed by all excellent education leaders. The specialized course for district/regional certification focuses on knowledge, skills, and competencies unique to successfully administering and supervising total school systems. In sum, students seeking the initial certification may qualify for this certification after completing the common core of courses, and the building-level internship (30 credits); they will not yet have achieved the Advanced Certificate. Those candidates seeking professional certification may qualify for that certification by taking the common core of courses, the specialized course, a district/regional-level

internship, and completing the Advanced Certificate requirements (36 credits). The Advanced Certificate is offered only to graduates who complete training in school – and district/regional-level administration, supervision, and management. The main focus of the program is to develop qualities appropriate to enhancing teaching, learning, and student achievement in urban school settings.

This New York State-approved, theory/research/field-based Advanced Certificate program is designed to prepare candidates to master theories and competencies for school – and district/regional-level educational leadership. Candidates will know and understand (1) human behavior; (2) theories and practices of leadership; (3) vision-building for student achievement and positive school reform; (4) teaching and learning; (5) community resources and power structures; (6) techniques for collaborating and cooperating with others in the school/district/regional communities; (7) teacher professional development and in-service training; (8) school law, current trends, ethical issues, and problems facing today's schools; (9) assessment and accountability systems; and (10) personal strengths and sensible risk-taking.

Admission Requirements:

1. A master's degree from an accredited university with a minimum grade point average of 3.0
2. Two letters of reference, one from a field-based supervisor and one from a university professor, indicating leadership qualities
3. A written statement of professional goals, assessed for leadership qualities and communication skills
4. Certification as a teacher or pupil personnel service provider or in an appropriate specialty
5. Evidence of completion of training in child abuse identification and reporting, violence prevention, substance abuse and abduction prevention
6. Three years of full-time teaching or pupil personnel experience in schools (N-12) or the equivalent

Requirements for Progression to the Professional Stage (12 credits):

1. Completion of 12 credits for progression into the advanced portion of the program, including HDL 930 Administrative Core I: An Overview, which deals with leadership, human relations, organizational and environmental research and theory (6 credits) and Administrative Core II, comprised of HDL 931A Community Relations (3 credits) and HDL 931B Research

2. Interview with Area Coordinator who will assess quality of coursework, portfolio entries, overall performance, and critical characteristics for leadership
3. Grade point average of 3.0

Requirements for Certification:

Initial: School Building Education Leader
Twenty-seven credits of course work, a three-credit building-level internship, a portfolio assessment, and successful completion of the New York State school building education leader certification examination

Professional: District/Regional Education Leader

Thirty-three credits of course work, a three-credit district/regional-level internship, a professional portfolio assessment, an exiting interview, degree completion and successful completion of the written and performance components of the New York State assessment in school district leadership

Requirements for Degree:

1. 36 advanced-level graduate credits, including: 30 credits in Administrative Theory and Practice; 6 credits in two internship experiences
 2. Grade point average of 3.0
 3. A cumulative portfolio with evidence of completion of program competencies
 4. An exiting interview
- Candidates generally complete the program within seven to eight semesters. While the program schedule ideally allows students to graduate within one year, the reality is that the large majority of our students spend more time in graduate level programs.

Program Sequence of Study (36 credits)

Provided is a list of all required courses in the program, by course number, title, and credits.

A. Core Program (27 credits)

1. *Administrative Foundations (9 credits)*
HDL 930. Administrative Core I: An Overview (6 credits)
Offered every Fall
HDL 931A. Administrative Core II: Community Relations (3 credits)
Offered every Spring
2. *Research/ Assessment/ Evaluation (6 Credits)*
HDL 931B. Research Methods in Administration (3 credits)
Offered every Spring
HDL 932. Assessment in Administration (3 credits)
Offered every Spring

3. *Curriculum/Instructional Improvement* (6 credits)

HDL 936. Human Development and Curriculum (3 credits)
Offered on occasion

or

HDL 937. The Supervisor in the School Setting (3 credits)
Offered every Fall

HDL 627. Administration and Supervision of Special Programs (3 credits)
Offered every summer

4. *Business and Legal Dimensions of Administration* (6 credits)

HDL 933. School Business Administration (3 credits)
Offered every Summer

HDL 935. Education and the Law: Ethics, Excellence and Diversity (3 credits)
Offered every Spring

B. School-Based Internship

HDL 951A. Internship in Administration and Supervision I: Building Level (3 credits)
Offered every semester

C. District Level Courses (Additional 6 credits)

HDL 941. School District/Regional Office Administration (3 credits)
Offered every Fall

HDL 951B. Internship in Administration and Supervision II: District/Regional Office Level (3 credits)
Offered every semester

D. Electives (for qualifying students and practitioners on a credit or professional development basis with permission)

HDL 745D. Leadership for the 21st Century (3 credits)
Offered occasionally during summers

HDL 998. Special Topics Series in School Leadership (1 credit)
(Offered occasionally during summers)

HDL 627 Supervision and Administration of Special Programs
Offered Summer

Students will explore principles and legal guidelines for establishing such special programs as: reading enhancement, ESL, bilingual literacy, special education, health and wellness education, and inclusion as well as effective teaching practices in those programs. The roles of technology, staffing, and partnerships in enhancing student learning in such programs are considered. Professional development models to support improved teacher practice in special programs are presented and examined. Ways to engage

pupil personnel service providers and health care providers into the learning process will be offered. The meaning and implications of diversity will be explored. Emotional, physical, social, and linguistic barriers to student learning, and achievement are identified and addressed. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Fifteen fieldwork hours required. Three credits.

HDL 745D Leadership for the 21st Century

Offered on occasion

An intensive, one-week, thirty-six hour summer institute is offered as needed to explore a major emergent school leadership issue. Experts and distinguished practitioners in the area of study are invited speakers. Participants are advanced graduate students in the program and practitioners who function in teams for exploration and problem solving. Students have three additional weeks for completing course readings and tasks. Students must attend and will be evaluated on their: attendance and participation in class sessions, study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Ten field work hours required. Three credits.

HDL 930 Administrative Core I: An Overview

Offered Fall

This course will focus on organizational development and systems theory. It deals with the structural, cultural, political, business, human relations, and policy elements of traditional and non-traditional schools as social systems concerned with inputs, environments, transformation, and outcomes. Students will be expected to identify personal leadership, supervisory, and administrative abilities and demonstrate skills in the functions and processes of leadership, management, interpersonal communication, and motivation for school change by linking theory and practice in classroom-based and field-based activities. Strategies for the implementation of initiatives and the evaluation of their

impact on schools are discussed. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Twenty fieldwork hours required. Six credits.

HDL 931A Administrative Core II: Community Relations

Offered Spring

This course broadens the focus from school/district/regional-related theories and practices to those that define the nature of public schooling and interrelationships between the educational agency and local, state, federal and community forces as they impact on teaching, learning and achievement. Emphasis is put on gaining support for safe and secure learning environments. Legal frameworks with respect to community needs and their right to know are addressed. Students will use technological, interpersonal and research skills to explore community, understand the relationship between school and community, and plan for the involvement of community in the life of the school and the district/region. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Fifteen fieldwork hours required. Three credits.

HDL 931B Research Methods In Administration

Offered Spring

The focus of this course is to help administrators become lifelong consumers and producers of research. Students will develop technological skill in locating research materials from varied sources. Students will learn to read, analyze, and evaluate qualitative and quantitative research articles and to use the information gained to inform decision-making in order to support teaching/learning/achievement. Students will also learn to critically evaluate published research, formulate research questions, write research reports, and develop research proposals that will become the bases for internship projects. Strategies for sharing information with teachers and parents,

disseminating research data, and understanding the impact of research on practice will be explored. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Five fieldwork hours required. Three credits.

HDL 932 Assessment in Administration
Offered Spring

This course will focus on understanding assessment theory. Students will become knowledgeable about obtaining assessment data from automated informational links and using those data in order to make administrative decisions about students, faculty, and curriculum. Emphasis will also be placed on the ways in which administrators use standardized and alternative assessments of students, formative and summative assessments of faculty, and program evaluation. Issues of reliability and validity and their relationship to the decision-making process will be explored. The effects of diversity in language, culture, gender, and ability/disability on the use of assessment data will be investigated. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Ten fieldwork hours required. Three credits.

HDL 933 School Business Administration
Offered Summer

This course will focus on the business-related aspects of school and district/regional administration as they support the improvement of the instructional program. Emphasis will be given to business management practices, i.e., funding sources, budgeting, automated accounting systems, and federal, state, and municipal mandates. In addition, strategic human resource planning including recruiting and selection techniques will be explored. Students will review the collective bargaining process and understand the application of technology to the human resource field. Students must attend and will be evalu-

ated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Ten fieldwork hours required. Three credits.

HDL 935 Education and the Law: Ethics, Excellence and Diversity
Offered Spring

This course will explore, from a historical perspective, legal and ethical issues as they impact education in a multicultural/multilingual/multiracial and economically diverse society. Students will study issues such as teachers', students' and parents' rights and responsibilities, separation of church and state, censorship, freedom of speech, affirmative action, and educational equity and access. Special attention will be given to the implications of the No Child Left Behind legislation. Case law and case studies will be used as they relate to policy development. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Five fieldwork hours required. Three credits.

HDL 936 Human Development and Curriculum
Offered on occasion

A review of learning theory, human development, and motivation as they relate to teaching, learning and achievement. Principles of curriculum development, design, and assessment to enhance teacher practice in standard-based and constructivist classrooms will be studied. Students will focus on the learning standards and analyze, critically evaluate, utilize, and develop strategies for engaging teachers in the process of assessing academic needs, implementing and adapting curriculum, and evaluating outcomes. The importance of technology in student learning will be included. Organizational decision-making and problem-solving skills needed in the development of appropriate curricula will be discussed. Connecting the curriculum to the world of work will be explored. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group ses-

sions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Fifteen fieldwork hours required. Three credits.

HDL 937 The Supervisor in the School Setting
Offered Fall

This course focuses on the elements of effective supervisory practice in the school. Students will consider the learning standards relative to the principles of supervision, supervisory leadership styles, and the assessment of teacher performance. Important topics include effective instructional practices, adult learning theories, organizing and planning professional staff development, and coaching and mentoring models, as well as team and consensus-building approaches that include parents and other constituents. Strategies for the development of school/district/regional comprehensive plans for the continuous professional growth of all staff will be examined. Students must attend and will be evaluated on their: attendance and participation in weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Fifteen fieldwork hours required. Three credits.

HDL 941 School District Administrator
Offered Fall

This course will explore the complex role of today's school district/regional administrator as an effective leader in the broader, urban-inclusive educational community intent on enhanced student achievement. Students will explore district/regional composition and understand strategies and develop skills for: building and articulating a system-wide vision; coordinating groups for achieving district/regional short range and long range goals and objectives; developing procedures and policies; generating and allocating resources; developing a research-based approach to building safe and effective schools; developing leadership in school and community groups; working with governance groups; capacity building; negotiating; and program planning and accountability. Students must attend and will be evaluated on their: attendance and participation in

weekly class sessions, weekly study group sessions, fieldwork activities, as well as the completion and quality of their research projects. A record of their performance will become a part of the evidence of their personal development portfolio. Ten fieldwork hours required. Three credits.

**HDL 951A and 951B
Internship in Administration &
Supervision, I & II**

Prerequisite: Approval of Area Coordinator

Offered every semester

During the internships, the major core areas will be reintroduced, thus providing a synthesizing experience for the student. Practical applications of systematic observations and participation in administrative and supervisory activities will be provided. For both the school building internship and the district/regional internship, students are required to complete 600 hours of internship activities including hours at both their school and district/regional sites; attendance at seminars and required individual meetings with university and/or their site-based mentors.

**HDL 951A Internship in
Administration and
Supervision I: Building Level**

Offered on occasion

Students will focus on experiences at the school building level. To be taken after the completion of 27 core credits. Site-based activities and seminars required. Students must attend and will be evaluated on their: attendance and participation in seminars, weekly study group sessions, fieldwork activities, as well as the completion and quality of their portfolio and research projects. Three credits.

**HDL 951B Internship in
Administration and Supervision II:
District/Regional Level**

Offered on occasion

Students will focus on experiences at the district or regional office level. To be taken after 27 core credits and the Building Level Internship. May be taken concurrently with HDL 941 as the concluding experience in the degree program. Includes site-based activities and required seminars. Students must attend and will be evaluated on their: attendance and participation in seminars, weekly study group sessions, fieldwork activities, as well as the completion and quality of their portfolio and research projects. Three credits.

- Each internship experience will focus on eight core areas, namely: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, community relations.
- Students will be expected to write a proposal for each internship experience for 951A and 951B indicating the activities and experiences in each of the eight areas to be undertaken either at the school building level or the district/regional level. This proposal must be approved by the internship faculty and the on-site mentors.
- An internship portfolio will include: the proposals and approvals; logs, reflective narratives and documentation; and action research projects.
- Completed internship portfolios integrated into the on-going program portfolio will be presented for review to a panel of faculty and distinguished practitioners at an exiting interview.
- The portfolios and presentations will be evaluated using a rubric developed utilizing the New York State-identified nine essential characteristics of education leaders and the specified content requirements.

**HDL 998 Special Topics Series
in School Leadership**

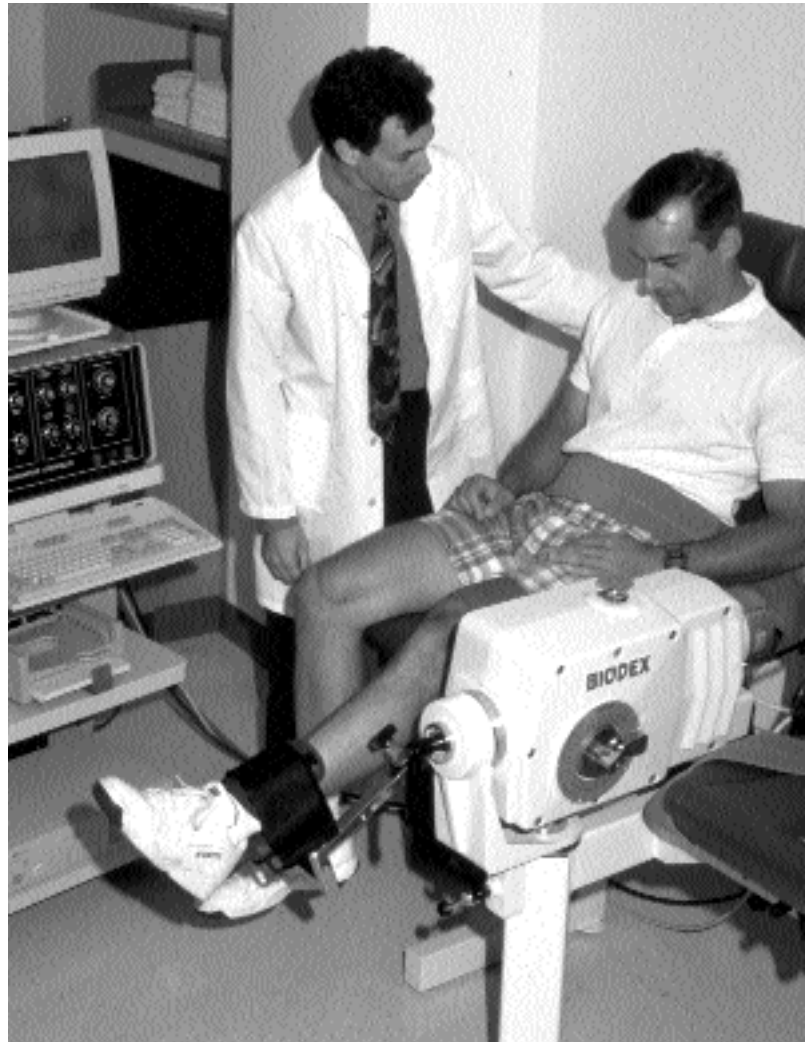
Offered Summer

This course is designed to provide participants with the opportunity to explore one topic of administrative importance in depth. Among the topics for specific focus are: educational planning, data-driven assessment systems, leadership teams, accountable teacher talk, instructional technology organizing for effort, post-modern organizational planning, learning as apprenticeship, budgeting, ATS, grant writing, equity issues, etc. Students matriculated in the leadership program may take this course up to three times. One graduate credit or ten professional development hours for practitioners.



SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions offers two Doctor of Physical Therapy (DPT) degree programs: one an entry-level DPT for preparation for initial licensure is a three-year post-baccalaureate graduate program; the other a Transition DPT for licensed physical therapists who wish to attain doctoral status. The school also offers the M.S. degree in Health Sciences with tracks in Adapted Physical Education, Coaching and Conditioning, and Exercise Physiology; the B.S./M.S. program in Athletic Training and Sports Sciences; the M.S. degree in Advanced Athletic Training and Sports Sciences; the M.S. degree in Community Health; and a B.S./M.S. degree program in Occupational Therapy.



COMMUNITY HEALTH

Professor Crosman, Chair; (718) 488-1256
Professor V. Walker

Associate Professors Emeriti Galchus,
McGinn

Adjunct Professors Chadason, Jolt,
Mwalughongo, Rosa, Rowan,
Scarpino, Weinberg, Wood

Adjunct Associate Professor J. Walker
Adjunct Assistant Professors Lehrfeld,
McCarthy, Randolph, Scott

The graduate program in Community Health is designed to prepare generalist practitioners capable of functioning in a wide variety of community relationships in health-related activities.

The program serves the increasing needs of students and institutions for skilled and imaginative leaders to help shape the community health of the future through four basic competencies: (1) knowledge and understanding of large and complex institutional, community and supra-community systems; (2) ability to apply practical theories for intervention in and guidance of such systems, theories that incorporate methods for seeding, cultivating, nurturing and integrating individuals, groups and communities; (3) interpersonal sensitivity to the effects of personality on one's own style and value system, to the effects of one's behavior on others, and to the behavior and values of others; and (4) the necessary discrimination to know when to confront and when to support and provide the psychological and social safety and comfort necessary for adaptation.

Admission to Degree Program

Admission to the Community Health program is dependent on overall grade averages, grade trends during undergraduate study, areas of scholastic strength, proof of licensure if in a licensed profession, experience in a health field, and satisfactory completion of a prerequisite course in basic statistics.

Degree Requirements

The student must complete 42 credits of graduate course work, of which three credits are fieldwork experience. Upon completion of 30 graduate credits, the student must pass a comprehensive examination.

Program

Required courses (6 credits)

Course	Cr.
Community Health 506 The Ecosystem and Community Health	3
Community Health 507 Descriptive Analytic Epidemiology	3

Interdisciplinary Courses (6 credits)

Course	Cr.
Community Health 510 The Economics of Health	3
Community Health 511 The Politics of Health	3
Community Health 512 Transcultural Health Care	3
Community Health 513 Urban Health Problems	3

Health (6 credits)

Course	Cr.
Community Health 610 Community Health Diagnosis	3
Community Health 611 Epidemiology of Community Mental Health*	3
Community Health 612 Adaptation and Community Health Education	3
Community Health 613 The Urban Environment and the Handicapped	3

Health Administration (6 credits)

Course	Cr.
Community Health 625 Legal Aspects of Administration	3
Community Health 626 Health Administration	3
Community Health 627 Community Health Planning	3
Community Health 628 Comparative Health Care Systems	3

Special Concentration

(9 credits in one concentration)

Concentration in Community Mental Health Course	Cr.
Community Health 650 Concepts of Prevention in Mental Health/ Mental Illness*	3
Community Health 651 Current Therapeutic Approaches in Mental Health*	3

Community Health 652 Crisis and Crisis Intervention	3
Community Health 653 Poverty and Mental Health	3
Community Health 654 Community Resources for Provision of Mental Health Services	3

Concentration in Family Health

Course	Cr.
Community Health 660 Concepts of Prevention in Family Health and Family Illness	3
Community Health 661 Current Therapeutic Approaches in Family Health	3
Community Health 662 Families in Crisis	3
Community Health 663 Poverty – Its Influence and Effect on the Individual and Family	3
Community Health 664 Community Resources for Provision of Family Health Services	3

Concentration in Health Management

Course	Cr.
Community Health 670 Management in Community Health Services	3
Community Health 671 Managerial Reporting Systems and Information Analysis in Community Health Programs	3
Community Health 672 Personnel Administration in Health Services	3
Community Health 673 Community Relations in Health Services	3
Community Health 674 Finance and Budgetary Aspects of Community Health Services	3

Research (9 credits)

Course	Cr.
Community Health 701 Research Methodology	3
Community Health 702 Biostatistics – Analysis of Experimental Data	3
Community Health 703 Field Practice and Related Project*	3
or	
Community Health 704 Research and Thesis Seminar	3
Total credits	42

*Required of students in Mental Health concentration.

Waivers granted by the School of Business, Public Administration and Information Sciences cannot be applied to corresponding courses in Community Health.

With consultation and approval of the Dean of the School of Business, Public Administration and Information Sciences and the Director of the

Community Health Program, the following courses are mutually acceptable for the requirements in the School of Business, Public Administration and Information Sciences and in the Community Health Program.

- CH 625 Legal Aspects of Administration
or
- GBA 506 Business Law
- CH 626 Health Administration
or
- GBA 503 Management Processes

Degree Requirements

M.S. Community Health Requirements

<i>Required Courses (6 credits)</i>	Cr.
CH 506 The Ecosystem and Community Health	3
CH 507 Descriptive-Analytic Epidemiology	3
 <i>Health Administration (6 credits)</i>	
CH 625 Legal Aspects of Administration	3
CH 626 Health Administration	3
CH 627 Community Health Planning	3
CH 628 Comparative Health Care Systems	3
 <i>Interdisciplinary Courses (6 credits)</i>	
CH 510 The Economics of Health	3
CH 511 The Politics of Health	3
CH 512 Transcultural Health Care	3
CH 513 Urban Health Problems	3
 <i>Health (6 credits)</i>	
CH 610 Community Health Diagnosis	3
CH 611 Epidemiology of Community Mental Health	3
CH 612 Adaptation and Community Health Education	3
CH 613 Urban Environment and the Handicapped	3
 <i>Health Management Concentration (9 credits)</i>	
CH 670 Management in Community Health Services	3
CH 671 Managerial Reporting Systems and Information Analysis in Community Health Programs	3
CH 672 Personnel Administration in Health Services	3
CH 673 Community Relations in Health Services	3
CH 674 Finance and Budgetary Aspects of Community Health Services	3

- Research (9 credits)*
- CH 701 Research Methodology 3
- CH 702 Biostatistics: Analysis of Experimental Data 3
- CH 703 Field Practice and Related Project
or
- CH 704 Research and Thesis Seminar 3

Courses

Community Health 500 Statistics for the Health Sciences

(Not part of the program; cannot be used for M.S. in Community Health)
Offered every Fall and Spring

A review of those elements of statistics that are necessary for study in the qualitative health sciences, including epidemiology. The course includes measures of central tendency and dispersion, applications using percentiles, and a study of probability as it applies to genetics and to the health of the community. Also included are discussions of the binomial and normal distributions; histograms and graphs; the t-test and confidence limits; and health applications involving demographic predictions, correlation and regression. Students will be able to use and apply such measures by the close of this course. Three credits.

Community Health 506 Ecosystem and Community Health

Offered on occasion

An examination of the theoretical construct of the community, as a system operating within the ecological system, composed of subsystems of groups of living things. Synecology is emphasized. Concepts of bonding, adaptation, succession, energy distribution, space, time, territoriality, rhythms, synergy and harmony are examined. Principles of agronomy are explored. Three credits.

Community Health 507 Descriptive-Analytic Epidemiology

Offered on occasion

An examination of the methodology used in the study of health and disease in population groups. Specific approaches to the study of the description of occurrence and distribution, natural history, levels of prevention and gaps in knowledge of wellness and disease are elaborated. Concepts of health, disease, secular and cyclic trends, pre-pathogenesis, clinical horizon, patho-

genesis, primary prevention, secondary prevention and tertiary prevention are included. Focus is on agent, host and environmental interactions and the conditions of causation. Three credits.

Community Health 510 The Economics of Health

Offered on occasion

A study of problems of health care through the methodology of economics. Economic theories are used in analyzing the structure of the health-care industry; production, distribution, demand and supply of services; inflationary behavior of this sector; and financing of the industry. Three credits.

Community Health 511 The Politics of Health

Offered on occasion

An examination of the processes, forms of organization, institutions and purposes of government as they relate to the delivery of comprehensive community health care. Changing concepts of federalism, revenue sharing and the roles of federal, state and local government in health care are studied. The political behaviors of the private and public sector are investigated and evaluated. Three credits.

Community Health 512 Transcultural Health Care

Offered on occasion

A look at the influence of cultural differences on health care and behaviors. Sociocultural stresses and value systems are assessed and compared. Implications for health-care professionals in the delivery of health care to persons of dissimilar cultural orientations are explored. An analysis of the subcultures of health-care providers is conducted. Three credits.

Community Health 513 Urban Health Problems

Offered on occasion

A look at the influence of urban environments on physical and mental health (housing, employment, education, transportation, etc.). Dimensions of poverty and problems of delivery of health services to low-income groups are explored. Trends in provision of preventive medical-care services to the poor are examined. Three credits.

Community Health 610**Community Health Diagnosis**

Offered on occasion

A study of the following: crucial factors in assessment of total community health; monitoring of the community with respect to disease rates and evaluation of community efforts in terms of reduction of such rates; and epidemiologic surveillance of time, place, and person parameters as a logical basis for setting program priorities and determining strategic deployment of services. Three credits.

Community Health 611 Epidemiology of Community Mental Health

Required of all students in Mental Health concentration

Offered on occasion

A study of the distribution and dynamics of mental ill health in human populations. Includes a review of major investigations of those factors (host, agent, environment) affecting the origin, course and outcome of mental disorders. Clues provided by epidemiological studies for the planning of mental health resources, preventive measures, and educational and therapeutic programs are discussed. Three credits.

Community Health 612 Adaptation and Community Health Education

Offered on occasion

An examination of the concept of health as the science of adaptation. Developmental levels through the life cycle are related to the process of adaptation. Structural and functional prerequisites and acquisitions related to adaptation are analyzed. Goals and pathways of adaptation are related to cognitive, affective and psychomotor learning. Three credits.

Community Health 613 The Urban Environment and the Handicapped

Offered on occasion

An examination of the role of the disabled in an urban environment and the problems of disabilities. Adaptation of handicapped individuals to the pressures of the city is assessed. Responsiveness to and responsibility for the disabled; governmental and voluntary organizations; and social and political action by the disabled are reviewed. Three credits.

Community Health 625 Legal Aspects of Administration

Offered on occasion

A review of basic legal concepts affecting health care, including federal, state and

local structures, powers, rule making, and administrative procedures, and the scope of judicial review of administrative determinations. Practitioner liability in the delivery of health care and legal rights of the consumer in health care is reviewed. Three credits.

Community Health 626 Health Administration

Offered on occasion

A consideration of administrative and organizational patterns for health services, as well as the treatment of organization as a purposeful system. An appreciation of various administrative mechanisms, with attention to problems of coordination, supervision and delivery of health care is offered. Consideration is given to the role of paraprofessionals in community action and to collective bargaining. Three credits.

Community Health 627 Community Health Planning

Offered on occasion

An examination of planning models, including individual action, alliance, partnership and systems. A study is made of the factors involved in planning; the value of planning in attaining greater efficiency in providing services; and conservation of limited resources. Emphasis is on cooperative arrangements, and consolidation and sharing of services and resources consistent with state and federal legislation. Three credits.

Community Health 628 Comparative Health Care Systems

Offered on occasion

A comparison of international health-care systems, with consideration of natural resources, demographic characteristics, economic and industrial development, sociocultural influences, and national health priorities and the place of health in those priorities. Governmental and voluntary efforts directed toward provision of health and medical care are also examined. Three credits.

Community Health 650 Concepts of Prevention in Mental Health and Mental Illness

Prerequisite or corequisite: CH 611

Required of all students in the Community Mental Health Concentration

Offered on occasion

A study of some of the general and specific measures for the prevention of men-

tal disorders and the promotion of mental health. Implications for mental health workers are discussed. Includes crisis intervention, prevention of maternal deprivation, improvement of child-rearing practices, and genetic counseling. Three credits.

Community Health 651 Current Therapeutic Approaches in Mental Health

Offered on occasion

An examination of fundamental organic and psychological treatments as tools for dealing with psychopathology. Includes both inpatient and outpatient therapeutic milieu and family, individual and group psychotherapies. Roles and responsibility of mental health team members in various therapeutic approaches and their combinations are discussed. Three credits.

Community Health 652 Crisis and Crisis Intervention

Offered on occasion

An exploration of current theoretical formulations of crisis theory and crisis intervention approaches. Includes a review of stressful events related to normal phases of psychological and social development and those that are accidental or peculiar to certain individuals, families or segments of the population. Roles for caretaking professionals or paraprofessionals in dealing with individuals or groups in crisis are identified. Three credits.

Community Health 653 Poverty and Mental Health

Offered on occasion

A study of the nature and effects of poverty on mental health. The course considers the lifestyles, attitudes and expectations of socially and culturally disadvantaged groups. Includes a review of recent innovative approaches and research dealing with the psychological problems of the poor. Roles of the professional and the indigenous non-professional in community mental service programs are discussed. Three credits.

Community Health 654 Community Resources for Provision of Mental Health Services

Offered on occasion

A study of medical and social services in the community that deal with behavior disorders and personality maladjustments; and community facilities dealing

with delinquencies, childhood disorders, marital discord, alcoholism, and so on. The mental health team approach and the interrelationships of services are emphasized. Three credits.

Community Health 660
Concepts of Prevention in Family Health and Family Illness
 Offered on occasion

A study of concepts of prevention in relation to individual members of the family as well as the family unit. Application of all levels of prevention in the home, school, place of employment and community are examined, with consideration of the laws enacted for the protection of children and adults. Three credits.

Community Health 661
Current Therapeutic Approaches in Family Health
 Offered on occasion

A study of current approaches and therapeutic measures employed on inpatient and outpatient bases to the expanding and contracting family to promote health and effective coping strategies. Emphasis is centered on the role, function and responsibility of various family members adjusting to life crises. Three credits.

Community Health 662
Families in Crisis
 Offered on occasion

An examination of developmental crises and their emotional, physical, psychological and social effects on individuals and families. The role of nursery schools and day-care centers; relationship of home, school, parents and teachers; problems of adolescents; and decisions regarding education and careers are considered. The role of the court system in juvenile delinquency, adoption, and foster home placement is studied. Proposed and adopted legislative measures of a social, welfare or other nature to aid the individual and family are reviewed. Three credits.

Community Health 663
Poverty – Its Influence and Effect on the Individual and Family
 Offered on occasion

A study of the nature of poverty and its effect on the individual, family and community. Efforts to break the cyclical nature of poverty through legislation providing for vocational rehabilitation and job training and the establishment of community health centers are consid-

ered. The roles of professional and paraprofessional in understanding and dealing with the poor are identified. Three credits.

Community Health 664
Community Resources for Provision of Family Health Services
 Offered on occasion

A discussion of the organization and mobilization of individual, family and community resources. Relationships of existing agencies and the need for coordination of services provided to individuals and families are considered, with emphasis on availability, accessibility and continuity of services. Three credits.

Community Health 670 Management in Community Health Services
 Offered on occasion

A discussion of the role of management in establishing long- and short-range objectives within the health facility. Functions of management, elements of supervision and methods of evaluation are emphasized. Three credits.

Community Health 671
Managerial Reporting Systems and Information Analysis in Community Health Programs
 Offered on occasion

An analysis of the flow of communications within and outside of organizations in the formulation of goals and efficient delivery of health services. Techniques and methods of auditing and computerization in relation to the information network as established and used in a facility profile are reviewed. Three credits.

Community Health 672 Personnel Administration in Health Services
 Offered on occasion

A review of principles, processes and recruitment of personnel. Aspects of examination, selection and classification are discussed. Merit rating, education and training of personnel for the health fields are considered. Implications and effects of unions on employer-employee relations are examined. Three credits.

Community Health 673 Community Relations in Health Services
 Offered on occasion

An exploration of the role of community in the delivery of health services. Governing boards, consumer representation, medical staff, administration,

health disciplines, labor unions, accrediting bodies and government agencies are discussed in relation to community health. Three credits.

Community Health 674
Finance and Budgetary Aspects of Community Health Services
 Offered on occasion

A consideration of budgeting and other aspects of the financing of health services, the analysis of financial statements, sources of reimbursement, and loss and cost projections in relation to the administration and management of health agencies and facilities. Three credits.

Community Health 701
Research Methodology
 Offered on occasion

A study of the principles and methods used in investigating various aspects of health-care programs. Sampling, data collection techniques, questionnaire construction, coding, analysis, computer science, and technology are considered. Grants-in-aid and program evaluation are stressed. Three credits.

Community Health 702 Biostatistics: Analysis of Experimental Data
Prerequisites: An introductory course in statistics, Community Health 500
 Offered on occasion

A course in statistics with emphasis on applications in the life sciences. Topics include clinical trials and validity of a sample, review of estimation and tests of hypotheses, simple and multiple regression analysis, goodness of fit and contingency tables, analysis of variance and covariance, and survey of statistical methods in biological assay. Three credits.

Community Health 703
Field Practice and Related Project
 (Corresponding to concentration area)
 Offered on occasion

An opportunity for the student to apply and evaluate theoretical knowledge in a health program. The project is individualized according to background of student. Three credits.

Community Health 704
Research and Thesis Seminar
 (Corresponding to concentration area)
 Offered on occasion

Student must demonstrate a scientific and analytical approach to health care.

The successful completion and defense of a thesis and proof of the capacity to develop and analyze information pertaining to community health are required of the candidate. Three credits.

OCCUPATIONAL THERAPY

Associate Professor Burkhardt, Division Director, 718 780-4508
Associate Professor Scott
Assistant Professors Dimitropoulou, Mills, Obler, Saraceno, Wasserman
(Academic Fieldwork Coordinator)
Adjunct Faculty: 5

B.S./M.S. Program in Occupational Therapy

The Division offers a dual B.S./M.S. degree in Occupational Therapy approved by the New York State Department of Education. It is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work integrated with several community service learning experiences. The professional phase of the program may also be completed on a part-time basis over five years. Students must complete the liberal arts and sciences core curriculum (see p. 38 of the Brooklyn Campus Undergraduate Bulletin) which offers a rich foundation of sciences, humanities and social sciences, before entering the professional phase of the program. Students are required to have completed a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree. The Occupational Therapy program is designed to prepare entry-level occupational therapists to practice competently in the rapidly changing urban environment and to equip patients and clients with skills for the job of living.

The Occupational Therapy curriculum offers students the opportunity to

- Focus on individual professional growth
- Participate in community service learning
- Refine 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 activity to promote health and independence
- Develop and implement research skills

Application Policies and Procedures

Undergraduate or transfer students may apply for admission to the Occupational Therapy Program.

1. They must have a minimum cumulative grade point average of 3.0 on a 4.0 scale. A 3.0 minimum cumulative grade point average is also required in both liberal arts and sciences courses.
2. Official transcripts from all colleges and universities attended are required.
3. Three letters of recommendation on divisional forms are required. The recommendations should be provided by individuals who can comment on academic background and volunteer or community experience.
4. Prospective students must be knowledgeable about the focus of occupational therapy interventions across the life span; however, a specific number of hours for volunteer work is not required.
5. An interview with an adviser from the Occupational Therapy faculty is required of all qualified individuals.

Transfer Students

Transfer students with two-year associate or four-year bachelor degrees must have completed a minimum of 64 acceptable liberal arts and sciences credits, including six credits in English, introductory sociology or anthropology, three credits in algebra or finite mathematics and statistics, three credits each in general psychology, abnormal psychology, and life-span psychology, and the designated prerequisite science courses before beginning the professional phase of the program.

Academic Standards

Once accepted into the program, students must maintain a cumulative professional-phase grade point average of at least 2.5 on a scale of 4.0 each semester. During the final year, students must maintain a cumulative grade point average of 3.0. Students must also 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.

Occupational Therapy Curriculum

The Occupational Therapy program curriculum includes 122 credits in the professional phase of the program. Occupational Therapy course offerings provide 22 credits of basic and medical science classes, 80 credits in occupational therapy theory and practice, and 20 credits of clinical education. The enriched clinical component includes several part-time experiences with clients and patients of all ages located in a variety of medical, educational and community-based organizations, in addition to six months of full-time fieldwork. Students also have the opportunity to design and implement a four-credit Community Practice Research Project in which they conduct a health promotion study in a community setting.

Accreditation

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301) 652-AOTA. Upon completion of program requirements, graduates are eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, an individual is designated 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.

Required Course Work

Students entering the fifth and graduate year of the program must have completed preprofessional requirements in their first two college years as well as the two-year professional phase.

<i>Preprofessional Phase</i>	<i>Cr.</i>
Biology 3-4	8
Anatomy, with lab (Biology 131)	4
Physiology (Biology 132)	3
Algebra or Finite Math (Mathematics 16)*	3
English Composition (English 16)*	3
English Literature (English 61-64)	6
Core Seminar 50	3
Oral Communication (Speech 3)	3
Philosophy (Philosophy 61, 62)	6
Statistics (Mathematics 100 or Psychology 150)	3

Introduction to Psychology (Psychology 3)	3
Abnormal Psychology (Psychology 110)	3
Developmental Psychology (Psychology 107, 108)	6
History 1, 2	6
Sociology 3 or Anthropology 4	3
	<u>60**</u>

*Registration in Mathematics and English courses is dependent upon performance in placement examinations. If additional courses are required, the preprofessional phase will be extended.

**In addition to the 60 credits listed above, four Liberal Arts and Sciences credits are required for a total of 64 required prerequisite credits.

Professional Phase

All occupational therapy courses, with the exception of OT 100 and 203, are only open to occupational therapy students admitted into the program. All occupational therapy students are required to take OT 119 Cadaver Lab and OT 140 Neuroscience Lab.

First Professional Year

<i>Fall Semester</i>	
<i>Course</i>	<i>Cr.</i>
Occupational Therapy 100 Introduction to Occupational Therapy	2
Occupational Therapy 106 Therapeutic Skills 1	2
Occupational Therapy 110 Human Development and Occupation 1	3
Occupational Therapy 140 Neuroscience	5
Occupational Therapy 201 Professional Development 1	2
Occupational Therapy 301 Skills For Living 1	<u>3</u> 17
<i>Spring Semester</i>	
Occupational Therapy 111 Human Development and Occupation 2	2
Occupational Therapy 119 Anatomy/Kinesiology 1	5
Occupational Therapy 120 Theory 1	2
Occupational Therapy 202 Professional Development 2	1
Occupational Therapy 203 Professional Development 3	1
Occupational Therapy 206 Therapeutic Skills	<u>3</u> 14
<i>Summer Semester</i>	
Occupational Therapy 112 Human Development and Occupation 3	2
Occupational Therapy 121 Medical Conditions 1	3

Occupational Therapy 129 Kinesiology 2	4
Occupational Therapy 220 Theory 2	2
Occupational Therapy 302 Skills For Living 2	<u>3</u> 14
Second Professional Year	
<i>Fall Semester</i>	
Occupational Therapy 122 Medical Conditions 2	3
Occupational Therapy 200 Fieldwork Level 1	1
Occupational Therapy 303 Skills For Living 3	3
Occupational Therapy 306 Therapeutic Skills 3	2
Occupational Therapy 320 Theory 3	4
Occupational Therapy 420 Theory 4	<u>5</u> 18
<i>Spring Semester</i>	
Occupational Therapy 205 Professional Development 5	1
Occupational Therapy 210 Fieldwork Level 1	1
Occupational Therapy 215 Fieldwork Level 1	1
Occupational Therapy 330 Practice 1	5
Occupational Therapy 430 Practice 2	5
Occupational Therapy 431 Practice 3	<u>4</u> 17
<i>Summer Semester</i>	
Occupational Therapy 432 Practice 4	2
Occupational Therapy 506 Therapeutic Skills 5	2
Occupational Therapy 520 Theory 5	3
Occupational Therapy 533 Medical Conditions 3	3
Occupational Therapy 620 Theory 6	2
Occupational Therapy 720 Theory 7	<u>2</u> 14
Third Professional Year	
<i>Fall Semester</i>	
Occupational Therapy 507 Therapeutic Skills 6	3
Occupational Therapy 510 Level 2 Fieldwork 1	5
Occupational Therapy 530 Practice 5	5
Occupational Therapy 535 Fieldwork Level 1	1
Occupational Therapy 716 Professional Development 6	<u>1</u> 15
<i>Spring Semester</i>	
Occupational Therapy 511 Level 2 Fieldwork 2	5
Occupational Therapy 512 Level 2 Fieldwork 3	4
Occupational Therapy 513 Level 2 Fieldwork 4 (Elective)	2-4
Occupational Therapy 820 Theory 8 Research Project	<u>4</u> 15-17

Courses

**Occupational Therapy 506
Therapeutic Skills 5: Technology
and Assistive Devices**

Prerequisites: Occupational
Therapy 112, 121, 129, 302
Special Fee: \$135.00
Offered every Summer

A review of assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Experiential learning included. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 507
Therapeutic Skills 6: Organization
and Administration**

Prerequisite: Occupational Therapy 306
Offered every Fall

A study of the application of the principles of management to the provision of occupational therapy services to individuals and organizations, including planning, marketing, organizing, staffing, coordinating and evaluating programs. An understanding of a variety of service delivery models and of the broad spectrum of influences that affect health care delivery and ethical practice is achieved. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 510
Level II, Fieldwork I***

Prerequisites: Occupational
Therapy 330, 430, 530
Offered every Fall

Two to three months of full-time supervised fieldwork that provides an in-depth initial experience in delivering occupational therapy services to groups of clients across the life span with a variety of psychosocial and physical performance deficits in various service delivery models reflective of current practice in the profession. Pass/Fail only. Only open to Occupational Therapy students. Occupational Therapy 510, five credits.

**Occupational Therapy 511
Level II, Fieldwork II***

Prerequisite: Occupational Therapy 510
Offered every Spring

Two to three months of full-time supervised fieldwork that provides an in-depth second experience in delivering occupa-

tional therapy services to groups of clients across the life span with a variety of psychosocial and physical performance deficits in various service delivery models reflective of current practice in the profession – with a concentration in practice focus substantially different from the setting and population in Occupational Therapy 510. Pass/Fail only. Only open to Occupational Therapy students. Occupational Therapy 511, five credits.

**Occupational Therapy 512
Level II, Fieldwork III***

Prerequisite: Occupational Therapy 511
Offered every Spring

Two to three months of full-time supervised fieldwork that provides an in-depth third experience in delivering occupational therapy services to groups of clients across the life span with a variety of psychosocial and physical performance deficits in various service delivery models reflective of current practice in the profession – with a concentration in practice focus substantially different from the setting and population in Occupational Therapy 510 and 511. Pass/Fail only. Only open to Occupational Therapy students. Occupational Therapy 512, four credits.

**Occupational Therapy 513.1-513.4
Level II, Fieldwork IV* (Elective)**

Prerequisites: Occupational Therapy Level II, Fieldwork III
Offered every Spring

One to two months of full-time supervised fieldwork that provides an in-depth experience in delivering occupational therapy services in specialized areas of practice. Such areas include pediatrics, child psychiatry, mental retardation, cognitive rehabilitation, burns, hand injuries, cardiac rehabilitation, and geriatrics, as well as work with clients with HIV, in such community-based and private practice settings as the school system, forensics and home care. Pass/Fail only. Only open to Occupational Therapy students. Two-four credits.
Occupational Therapy 513.1, 1 credit
Occupational Therapy 513.2, 2 credits
Occupational Therapy 513.3, 3 credits
Occupational Therapy 513.4, 4 credits

**Occupational Therapy 520
Theory 5: Research**

Prerequisite: Occupational Therapy 420
Offered every Summer

A study of the major approaches to research design, methods and data analysis, including use of statistics, tests, and

measurements. Includes formulation of research problems, literature review, hypothesis testing, and techniques of data collection and data analysis. An introduction is made to critiquing research in occupational therapy; research priorities for the profession and approaches to evaluating practice through research are discussed. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 530
Practice 3: Pediatrics**

Prerequisites: Occupational Therapy 110, 111, 129, 301, 420, 430, 533
Corequisites: Occupational Therapy 111, 535
Special Fee: \$75.00
Offered every Fall

An opportunity for the student to practice pediatrics in community and health-related 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 participation, and health promotion. Includes clinical fieldwork and the use of cases. Only open to Occupational Therapy students. Five credits.

**Occupational Therapy 533
Medical Sciences 3: Clinical
Conditions in Pediatrics**

Prerequisites: Occupational Therapy 110, 301
Offered every Summer

A consideration of medical, neurological, psychosocial and orthopedic conditions in pediatrics, which includes an understanding of the etiology, pathology, signs and symptoms and treatment and prognosis of common conditions and disease processes. The influence of culture and diversity, the environmental context, and the impact of occupation and health promotion/disease prevention are examined. Only open to Occupational Therapy students. Three credits.

**Occupational Therapy 535 Fieldwork
Level I: Practice 3: Pediatrics**

Prerequisites: Occupational Therapy 110, 129, 301, 420, 533
Offered every Fall

An Occupational Therapy practicum in a clinical or community setting with the pediatric population. The student is exposed to institutional and community-based practice for integration of theoretical knowledge, skills and attitudes learned in the classroom with practice environments. The clinical reasoning

process is applied to practice via clinical fieldwork and the use of cases. Pass/Fail only. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 620 Theory 6:
Research Proposal Development**

Prerequisite: Occupational Therapy 520
Offered every Summer

Development of a research question based on the needs of a community service setting by applying a wellness/health promotion model of service; completion of a proposal to be implemented in the last semester of the curriculum in the community practice research project, including methods of assessment, relevant literature and theoretical base, program implementation and evaluation. Only open to Occupational Therapy students. Two credits.

**Occupational Therapy 716
Professional Development 6: Student
Clinical Experience**

Prerequisite: Occupational Therapy 510
Offered every Fall

A preparation for the transitions from academic to clinical student and from student to practitioner. Attention is paid to ethics, supervision, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork and collaboration with certified occupational therapy assistants. Preparation for future learning experiences in the clinical environment is included. Only open to Occupational Therapy students. One credit.

**Occupational Therapy 720 Theory 7:
Community Practice, Education and
Health Promotion**

Prerequisite: Occupational Therapy 205
Corequisites: Occupational Therapy 520, Occupational Therapy 620
Offered every Summer

A consideration of models of community practice in traditional and emerging practice areas, including health promotion and holistic models with a range of populations. Needs assessment, program development, marketing, evaluation/assessment, evidence-based practice and outcomes study in community health are reviewed. Occupational therapy and related theories are integrated with methods for health education and for understanding the impact of health-care beliefs and the influences of culture, diversity, environment and occupation on wellness. Only open to Occupational Therapy students. Two credits.

Occupational Therapy 820 Theory 8: Community Practice Research Project
Prerequisites: Occupational Therapy 520, 620, 720
 Offered every Spring

Revision of research proposal for community practice research project in a community setting; implementation of health promotion research project; completion of project; final report; and presentation of results. Includes didactic experience, project advisement, seminars and practicum in community service settings. Only open to Occupational Therapy students. Four credits.

**Occupational Therapy students are required to complete 14 credits of Level II Fieldwork totaling six months full time or the equivalent on a part-time basis. Students are scheduled at one to four sites for the requisite six months with course credit for each Level II Fieldwork prorated for the length of fieldwork experience.*

PHYSICAL THERAPY

Professor Schmitz
 Associate Professor Gropack, Division Director; (718) 488-1063; Fax: (718) 780-4002
 Associate Professors Godwin, Hagins, States
 Assistant Professors Fu, Kahl Collins, Pappas, Salem, Silberman
 Adjunct Faculty: 35

The Division of Physical Therapy offers the following academic programs:

- The entry-level professional Doctor of Physical Therapy (DPT) program for baccalaureate prepared applicants wishing to become physical therapists.
- Transition Doctor of Physical Therapy (T-DPT) program is designed for licensed physical therapists who wish to continue their education.

Doctor of Physical Therapy (DPT) Program

The entry-level professional Doctor of Physical Therapy program represents graduate professional education leading to a clinical doctorate for students with

baccalaureate degrees who wish to pursue a career in physical therapy.

The professional entry-level Doctor of Physical Therapy (DPT) is a post-baccalaureate degree program for students seeking a career in physical therapy. The DPT prepares professionals, who can act as autonomous practitioners, to provide a full range of physical therapy services including: screening and referral, evaluation, diagnosis, intervention, consultation and patient education. The professional education program at Long Island University's Brooklyn Campus is fully accredited by the Commission on Accreditation in Physical Therapy Education. The DPT program is registered with the New York State Education Department.

The DPT program has been designed to prepare highly competent professionals to act as autonomous practitioners in health care settings that include direct public access to physical therapy services. Graduates will be prepared to provide a full range of physical therapy services including screening and referral, evaluation, diagnosis, intervention, consultation, and education. The DPT program is a clinical doctorate that requires candidates to possess a baccalaureate degree upon entrance. The program consists of a total of 118 credits over three years including 37 weeks of clinical education at off-campus sites with a unique and innovative clinical education model including direct involvement of program faculty.

The physical therapist is a healthcare professional with expertise in the assessment and treatment of movement disorders providing therapeutic health care services to individuals in the form of rehabilitative or preventive interventions related to movement dysfunction. As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation, prevention, health maintenance, wellness, fitness, as well as professional and community organizations. Physical therapists practice in hospitals, outpatient and inpatient clinics, skilled nursing facilities, home care, academia, research centers, schools, hospices, industrial and occupational environments, fitness centers and sports training facilities. Physical therapists also play important roles both in developing standards for physical therapist practice and in developing health care policy to ensure availability, accessibility, and optimal delivery of physical therapy services.

Application Policies and Procedures

Applicants must show evidence of:

- A baccalaureate degree in any major
- A minimum cumulative undergraduate GPA of 3.0 on a scale of 4.0
- Completion of prerequisite courses including
- One semester of Biology with lab (for science majors)
- Two-semester sequence of Chemistry with lab (preferably designed for science or health-related majors)
- Two-semester sequence of Physics with lab (preferably designed for science or health-related majors)
- One semester of Human Anatomy AND one semester of Human Physiology (or a two-semester sequence of combined Anatomy-Physiology)
- A minimum science GPA of 3.0 on a scale of 4.0 and no grade lower than "C" in the prerequisite courses
- Completion of the GRE General test
- 36 volunteer hours at 3 different physical therapy settings and at least 12 hours in each setting
- Three completed recommendation forms:
- One from a physical therapist
- Two from academic references with at least one instructor from an upper-division course in the undergraduate major

Required Course of Study –

First Professional Year	
<i>Summer II</i>	Cr.
Physical Therapy 750 Anatomy I	2
Physical Therapy 755 Human Physiology	3
Physical Therapy 760 Movement Analysis I	$\frac{2}{7}$
<i>Fall</i>	
Physical Therapy 752 Anatomy II	2
Physical Therapy 759 Neuroscience	3
Physical Therapy 762 Movement Analysis II	2
Physical Therapy 770 Psychological Issues	3
Physical Therapy 775 Clinical Seminar I	3
Physical Therapy 780 Research Methods	$\frac{3}{16}$
<i>Spring</i>	
Physical Therapy 757 Pharmacology	2
Physical Therapy 764 Movement	Cr.

Analysis III	4
Physical Therapy 766 Tests and Measures	4
Physical Therapy 877 Teaching and Learning Strategies	2
Physical Therapy 890 Foundations of Therapeutic Exercise	3
	<u>15</u>
Second Professional Year	
<i>Summer</i>	Cr.
Physical Therapy 790 Musculoskeletal Pathology	3
Physical Therapy 810 Physical and Mechanical Modalities	4
Physical Therapy 830 Neuromuscular Pathology	3
Physical Therapy 875 Clinical Seminar II	2
	<u>12</u>
<i>Fall A</i>	Cr.
Physical Therapy 850 Clinical Practice I	4
<i>Fall B</i>	Cr.
Physical Therapy 820 Cardiopulmonary Pathology	3
Physical Therapy 834 Adult Neuromuscular Diagnosis and Management	4
Physical Therapy 880 Physical Therapy Across the Lifespan	2
Physical Therapy 892 Musculoskeletal Diagnosis & Management	4
	<u>17</u>
<i>Spring</i>	Cr.
Physical Therapy 785 Evidence-Based Practice	3
Physical Therapy 822 Cardiopulmonary Diagnosis & Management	3
Physical Therapy 832 Pediatric Neuromuscular Diagnosis and Management	3
Physical Therapy 879 Health Promotion & Wellness	2
Physical Therapy 885 Specific System Diagnosis & Management	4
	<u>15</u>
Third Professional Year	
<i>Summer I</i>	Cr.
Physical Therapy 910 Clinical Decision Making I	3
	<u>3</u>
<i>Summer II</i>	Cr.
Physical Therapy 950 Clinical Practice II	5
	<u>5</u>
<i>Fall</i>	Cr.
Physical Therapy 915 Clinical Decision Making II	4
Physical Therapy 960 Instrumented Movement Analysis	2
Physical Therapy 975 Health Care Delivery	3

Physical Therapy 995 Elective Seminar	3
	<u>12</u>
<i>Spring</i>	Cr.
Physical Therapy 955 Clinical Practice III	8
Physical Therapy 956 Clinical Practice IV	8
	<u>16</u>

Total number of Credits: 118 credits

The DPT program is designed as a full-time, three-year program. For select students with special circumstances a five-year option is available based upon an alternative schedule for completing the required course of study.

Doctor of Physical Therapy (DPT) Program

Courses

Physical Therapy 750 Anatomy I

Special Fee: \$75.00
Offered every Summer

The first part of a two-course sequence for the detailed study of human structure using a regional approach with an emphasis on various systems, including nervous, pulmonary, endocrine, integumentary, muscular, skeletal, genitourinary, gastrointestinal, and cardiovascular. The focus of the course pertains to the relationship between anatomical structure and normal human movement with lectures that supplement human dissection laboratories and problem-oriented exercises. Two credits.

Physical Therapy 752 Anatomy II

Prerequisite: Physical Therapy 750 Anatomy I
Special Fee: \$75.00
Offered every Fall

Continuation of a two-course sequence for the detailed study of the structures of the human body using a regional approach as described for Physical Therapy 750 Anatomy I. Two credits.

Physical Therapy 755 Human Physiology

Offered every Summer

The microscopic anatomy (histology) and function (physiology) of the cardio-

vascular, integumentary, nervous, pulmonary, skeletal, muscular, genitourinary, gastrointestinal, metabolic, and endocrine systems are studied. Emphasis is on the interaction of all systems relative to human movement and particularly as applied to exercise, rest, and immobility. Additional emphasis includes the principles of healing; the inflammatory process; tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context. Three credits.

Physical Therapy 757 Pharmacology

Prerequisites: Physical Therapy 750 Anatomy I and Physical Therapy 755 Human Physiology
Offered every Spring

Course content emphasizes the physiologic and metabolic responses of the human body to commonly used medications. Classroom presentations reinforce prerequisite information in anatomy and physiology and include a focus on a problem-oriented instruction to encourage active student involvement. Course content will provide the student with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions through critical analyses of clinical problems. Two credits.

Physical Therapy 759 Neuroscience

Prerequisites: Physical Therapy 750 Anatomy I, Physical Therapy 755 Human Physiology, and Physical Therapy 760 Movement Analysis I
Corequisites: Physical Therapy 752 Anatomy II, Physical Therapy 762 Movement Analysis II, and Physical Therapy 780 Research Methods
Special Fee: \$75.00
Offered every Fall

The basic structure, organization, and function of the nervous system within the context of rehabilitation are presented in classroom setting with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. An emphasis is placed on neuroanatomy and neurophysiology of the sensory and motor systems that govern posture and movement. A rehabilitation framework is built on the fundamental relationship between normal structure and function, damage and dysfunction, sensory processing and integration, motor control, posture and balance. Three credits.

**Physical Therapy 760
Movement Analysis I**

Corequisite: Physical Therapy 750
Anatomy I
Special Fee: \$75.00
Offered every Summer

The first part of a three-course sequence designed for a detailed regional study of human arthrokinematics and osteokinematics. Course materials include biomechanics of human tissue and neurological regulation of movement with an emphasis on the clinical relationship of joint structure and muscle function at individual joints. Lectures and laboratory sessions supplement problem-oriented learning exercises that cover palpation of anatomical structures, observation of human movement with an emphasis on clinical problems, and their relationship to the mechanical and physiological concepts that direct foundations of human movement. Two credits.

**Physical Therapy 762
Movement Analysis II**

Prerequisites: Physical Therapy 750
Anatomy I and Physical Therapy 760
Movement Analysis I
Corequisite: Physical Therapy 752
Anatomy II
Special Fee: \$75.00
Offered every Fall

A continuation of a three-course sequence for detailed study of human arthrokinematics and osteokinematics using a regional approach as described for Physical Therapy 760 Movement Analysis I. Two credits.

**Physical Therapy 764
Movement Analysis III**

Prerequisites: Physical Therapy 750
Anatomy I, Physical Therapy 752
Anatomy II,
Physical Therapy 759 Neuroscience, and
Physical Therapy 760 & 762 Movement
Analysis I & II
Special Fee: \$90.00
Offered every Spring

This course is designed to continue the analysis of functional movements introduced in Movement Analysis I and II, and to introduce students to fundamental issues in motor learning and motor control. The pedagogical approach will include problem-oriented exercises, lab activities, and traditional lectures. Some basic, functional, motor skills like stair climbing, reaching, lifting, and postural transitions will be analyzed in detail. In addition, the course will consider a) theoretical perspectives on how to analyze

movements, b) cognitive skills underlying motor learning and performance, and c) theoretical issues regarding the motor skills and models of health and disability. Upon completion of the course, students should demonstrate an improved understanding of the fundamental skills and challenges required to perform basic functional movement skills in both healthy and disabled populations. Four credits.

**Physical Therapy 766
Tests and Measurements**

Prerequisites: Physical Therapy 750
Anatomy I, Physical Therapy 752
Anatomy II, and
Physical Therapy 760 & 762 Movement
Analysis I & II
Special Fee: \$90.00
Offered every Spring

This course is designed to provide the student an introduction and overview to the tests and measures used in patient examination in order to determine the need for physical therapy intervention. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures. Administration encompasses the development of psychomotor skills; analysis includes measurement theory; and interpretation involves the implementation of foundational clinical decision making skills. Students will be expected to recall and apply information from the prerequisite courses (e.g., Anatomy I & II and Movement Analysis I & II) in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures. Four credits.

**Physical Therapy 770
Psychological Issues**

Prerequisite: Physical Therapy 755
Human Physiology
Offered every Fall

This course integrates the psychosocial, economic, vocational, cultural, familial, religious, sexual, and illness/disability specific factors that may be encountered by a professional physical therapist. An emphasis is placed on small group discus-

sions, problem-oriented learning, role-playing, simulation activities, and structured experiential learning outside the classroom. The content will provide theoretical and practical knowledge that can be used during care of individuals with acute and chronic disabilities, stress-related disorders, victims of domestic violence, and mental disorders requiring intervention and/or appropriate referral. Students are expected to recall and apply information from previous and concurrent coursework in psychology, ethics and communication and synthesize course content to demonstrate competency in the professional behaviors. Three credits.

Physical Therapy 775 Clinical Seminar I

Corequisite: Physical Therapy 770
Psychological Issues
Offered every Fall

This course provides a forum for the exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, the role of the physical therapist in health care delivery, the examination of human behavior as a basis for interaction between therapist and client. Additional materials include an overview of the clinical education program, the cultural and ethical factors that guide physical therapy practice, patients rights, National Center for Medical Rehabilitation and Research Disablement Model, Americans with Disability Act, generic abilities, clinical decision-making, patient/client management model, exploration of Guide to Physical Therapist Practice, and patient care skills. The course includes lecture, discussion, role-playing and demonstration by instructors and practice by students. Three credits.

**Physical Therapy 780
Research Methods**

Prerequisites: Physical Therapy 750
Anatomy I and Physical Therapy 760
Movement Analysis I
Offered every Fall

This course is designed to teach basic concepts of research design and measurement, including an overview of statistical techniques common to clinical research studies. Pedagogical techniques include lectures, problem sets, problem oriented learning experiences, and student presentations. This course will introduce and differentiate various types of clinically relevant research designs, review statistical tests common to these research designs, and consider the theory and

design of measurement tools. Students are expected to have had previous exposure to research methods and statistics. Upon completion of the course, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies. Three credits.

Physical Therapy 785 Evidence-Based Practice

Prerequisite: Physical Therapy 780 Research Methods
Offered every Spring

This course focuses on improving skills at reading, understanding, and applying clinical research literature in physical therapy. Classroom experiences include lecture, group discussion, Socratic questioning, group projects, and student presentations. Students will practice developing clinical research questions, searching for evidence related to those questions, critically and systematically evaluating current evidence, determining the implications of available evidence for physical therapy practice, and communicating those conclusions to clients, peers and other health professionals. Students are expected to have completed courses on the scientific foundations of various areas of physical therapy. Upon completion of the course, students should be able to search the literature, evaluate and write about clinical research studies, and communicate the implications of research evidence for physical therapy practice. Three credits.

Physical Therapy 790 Musculoskeletal Pathology

Prerequisites: Physical Therapy 750 & 752 Anatomy I & II, and Physical Therapy 760 & 762 Movement Analysis I & II
Offered every Summer

This course functions as a survey of commonly encountered musculoskeletal conditions with an emphasis on problem-oriented instruction in an effort to encourage active student involvement. Course content is organized to provide a theoretical knowledge base as a framework to understand the pathophysiology, clinical signs and symptoms, diagnosis, prognosis, and therapeutic intervention of common musculoskeletal disorders. Students are expected to recall and apply clinically relevant information from previous coursework to critically analyze problems covering a variety of clinical scenarios. Three credits.

Physical Therapy 810 Physical and Mechanical Modalities

Prerequisites: Physical Therapy 766 Tests and Measurements and Physical Therapy 755 Human Physiology
Special Fee: \$90.00
Offered every Summer

This course is designed to provide the student with an introduction and overview of the physiologic rationale underlying therapeutic application of modalities and a theoretical knowledge base that can be used as a framework for the administration of physical and mechanical modalities for the assessment and treatment of inflammation, edema, pain, muscle holding states, and integumentary impairments. Physical modalities include athermal, cryotherapy, superficial and deep thermotherapy, hydrotherapy, electrotherapy and phototherapy agents. Mechanical modalities include compression therapy agents, gravity-assisted compression, massage and soft tissue mobilization techniques and traction devices. The pedagogical approach will include problem oriented exercises, traditional lectures and lab activities. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to demonstrate clinical decision making in regard to selecting appropriate physical and mechanical modalities and safe, competent administration of these modalities. Four credits.

Physical Therapy 820 Cardiopulmonary Pathology

Offered every Fall

This course presents commonly encountered cardiopulmonary conditions and reinforces earlier coursework from anatomy, physiology, and pharmacology in a classroom setting with an emphasis on a problem-oriented instruction in an effort to encourage active student involvement. Course content includes a theoretical knowledge base that can be used by the students to understand the pathophysiology, clinical signs and symptoms, diagnosis, prognosis, and therapeutic intervention of common cardiopulmonary disorders. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Three credits.

Physical Therapy 822 Cardiopulmonary Diagnosis and Management

Prerequisite: Physical Therapy 820 Cardiopulmonary Pathology
Special Fee: \$75.00
Offered every Spring

This course focuses on the examination and intervention of clients with cardiopulmonary disorders including, assessment of the pulmonary and circulatory system, evaluation of findings, and treatment planning. Lecture materials are enhanced by case studies with a problem-oriented approach and review of related literature while laboratory sessions focus on psychomotor skills, examination, and treatment techniques. Intervention techniques include bronchial drainage techniques, cardiopulmonary exercise techniques, and exercise prescription. Students receive training regarding emergency and acute care of clients with cardiopulmonary disorders, radiographic and imaging techniques, and how to respond accordingly. Upon completion of this course students are expected to have entry-level clinical skills to examine, evaluate, plan, and implement treatment for clients with cardiopulmonary disorders. Three credits.

Physical Therapy 830 Neuromuscular Pathology

Prerequisites: Physical Therapy 759 Neuroscience, Physical Therapy 764 Movement Analysis III, and Physical Therapy 890 Foundations of Therapeutic Exercise
Offered every Summer

Neuromuscular Pathology is offered during the summer semester of the second year of the Doctorate in Physical Therapy curriculum and is designed to provide the student with a basic understanding of the pathophysiology related to neuromuscular disorders. Emphasis is placed on the mechanism of injury, survey of epidemiology and etiology, symptomatology, pathology, and acute management and prognosis of specific neuromuscular disorders. Students will be expected to recall and apply information from previous course work in neuroanatomy and neurophysiology. The pedagogic approach of the course will include didactic lecture and case study presentation with an emphasis on problem-oriented learning in an effort to encourage active student participation and clinical decision making. Course content has been designed to provide the student with a basic understanding of all aspects of neuromuscular disorders such

as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson's disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and the neurological implications of aging. Upon completion of this course, students will be expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Three credits.

**Physical Therapy 832
Pediatric Neuromuscular Diagnosis and Management**

Prerequisites: Physical Therapy 759 Neuroscience, Physical Therapy 764 Movement Analysis III, and Physical Therapy 830 Neuromuscular Pathology, Physical Therapy 834 Adult Neuromuscular Diagnosis and Management
Special Fee: \$75.00
Offered every Spring

This course presents the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes related to neuromuscular disabilities of children and adolescents. Course expectations include problem-oriented learning, literature review for evidence-based practice, and live video demonstrations. Principles of motor development, motor learning and motor control are explored as students become familiar with different practice settings including the Neonatal Intensive Care Unit, early intervention, and the school setting. Laboratory sessions enable students to learn assessment and intervention strategies consisting of standardized tests, outcome measures, handling techniques, and neurophysiological and neurodevelopmental treatment techniques. Upon completion students will have entry-level clinical knowledge and skills to manage a client with a developmental disability. Three credits.

Physical Therapy 834 Adult Neuromuscular Diagnosis and Management

Prerequisites: Physical Therapy 759 Neuroscience, Physical Therapy 764 Movement Analysis III, and Physical Therapy 830 Neuromuscular Pathology
Special Fee: \$75.00
Offered every Fall

This course is designed to provide the student with an introduction and overview of assessment procedures and therapeutic management of adult patients with neurological dysfunction

including all aspects of spinal cord injury rehabilitation. Students will be expected to recall and apply information from previous course work in a clinically relevant manner. Presentation of course material will reinforce earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology, and will take place in both the classroom and the laboratory settings. The instructional approach of the course will include didactic lecture and case study presentations with an emphasis on problem-oriented learning in an effort to encourage active student participation and clinical decision making. Laboratory sessions will emphasize the development of specific psychomotor skills necessary for the successful assessment and treatment of the adult neurological client. Course content has been designed to provide the student with an understanding of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control as a basis for clinical decision making. Treatment approaches to be discussed include Neurodevelopmental Treatment (NDT), Brunnstrom, Proprioceptive Neuromuscular Facilitation (PNF), and Motor Relearning Programme (MRP). Integration of treatment approaches will be emphasized. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Four Credits.

Physical Therapy 850 Clinical Practice I

Prerequisites: Physical Therapy 766 Tests and Measurements, Physical Therapy 810 Physical and Mechanical Modalities, Physical Therapy 890 Foundations of Therapeutic Exercise and Physical Therapy 875 Clinical Seminar II
Offered every Fall

The student will be supervised by the on-site clinical instructor daily. This clinical experience is designed to provide the student an opportunity to develop professional behaviors and communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems within a variety of clinical settings. Upon completion of the clinical experience, students

are expected to synthesize course content in such a way as to demonstrate competency in the generic abilities and core values necessary for becoming an effective physical therapist. Four credits.

Physical Therapy 875 Clinical Seminar II

Special Fee: \$75.00
Offered every Summer

This course is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be strongly emphasized. This course will also provide the student with an overview of HIPAA and OSHA regulations. There will be a strong focus on professional behavior and communication skills. Clinical documentation skills will also be reinforced. The pedagogical approach for the course will include lecture, lab, demonstration, case study and discussion. Two credits.

Physical Therapy 877 Teaching and Learning Strategies

Prerequisites: Physical Therapy 770 Psychological Issues and Physical Therapy 775 Clinical Seminar I
Offered every Spring

This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, Clinical Seminar I & II, and Clinical Practice courses with an emphasis on problem-oriented learning, small group discussions, role-playing and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings. Two credits.

Physical Therapy 879 Health Promotion and Wellness

Prerequisite: Physical Therapy 880 Physical Therapy Across the Lifespan
Offered every Spring

This course is designed to provide students with the theoretical and practical aspects of maintaining and promoting health. Students will review current literature that examines theories of wellness as well as the effects of lifestyle and the environment on wellness. The patient-practitioner collabor-

rative model and approaches to facilitating adherence to healthy lifestyle behavior changes will be explored. The PRECEDE-PROCEED model for health promotion planning and evaluation will be used to guide individual student development of a health promotion program. Emphasis will be placed on social, epidemiological, and behavioral and environmental assessment as well as educational and ecological assessment of factors affecting health-related behavior and environments. Students will also become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles and the prevention of illness and injury. Upon completion of the course students are expected to understand wellness theories and implement programs on the individual and community levels. Two credits.

Physical Therapy 880 Physical Therapy Across the Lifespan

Prerequisite: Physical Therapy 850 Clinical Practice I
Special Fee: \$75.00
Offered every Fall

This course explores concepts of human growth and development from conception to senescence including physical, cognitive, social, and emotional development. Theories of aging including somatic and other factors that influence wellness and disability across the lifespan also will be addressed. Course content has been organized to provide the student with a theoretical knowledge base used in the process of diagnosis, prognosis, examination and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. Material will be presented via lectures, review of the literature, and case problem discussion. Upon course completion, students will learn to understand and apply lifespan theory to the examination, evaluation, and treatment of various diagnoses and conditions based on information acquired from prior curricular coursework and their clinical practice experience. Two credits.

Physical Therapy 885 Specific System Diagnosis and Management

Prerequisite: Physical Therapy 832 Pediatric Neuromuscular Diagnosis and Management
Corequisite: Physical Therapy 834 Adult Neuromuscular Diagnosis and Management
Special Fee: \$90.00
Offered every Spring

This course explores the pathology, evaluation, and interventions of patients with

specific system pathologies. Presentation of course material reinforces earlier coursework from anatomy, physiology and previous diagnosis and management courses. The pedagogical approach of the course includes an emphasis on problem-oriented learning to encourage active student involvement in the educational process. Course content has been organized to provide the student with a theoretical knowledge base used in the process of diagnosis, prognosis, examination and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon course completion, students will be expected to synthesize course content to demonstrate clinical decision-making in regard to individuals with specific system pathologies. Four credits.

Physical Therapy 890 Foundations of Therapeutic Exercise

Corequisites: Physical Therapy 764 Movement Analysis III and Physical Therapy 766 Tests and Measurements
Special Fee: \$75.00
Offered every Spring

This course will introduce students to the scientific and theoretical basis of therapeutic exercise as well as clinical application of range of motion, stretching, strengthening and aerobic exercises. Additional types of exercises commonly used by physical therapists will also be included. Specific course content will include discussion of the types and goals, and the indications and precautions of various therapeutic exercise interventions. Critical thinking, independent learning and problem solving will be fostered through traditional lectures, small group discussions and laboratory activities. At the completion of the course, students will be expected to be able to design an exercise program aimed at improving physical impairments and functional limitations and progress the exercise program safely and effectively. Three credits.

Physical Therapy 892 Musculoskeletal Diagnosis and Management

Prerequisites: Physical Therapy 766 Tests and Measurements, Physical Therapy 790 Musculoskeletal Pathology, and Physical Therapy 890 Foundations of Therapeutic Exercise
Special Fee: \$75.00
Offered every Fall

This course applies information from Anatomy, Movement Analysis, and

Musculoskeletal Pathology to the regional examination of and intervention for individuals with impairments and functional limitations of the musculoskeletal system. Students will augment skills learned in the prerequisite courses to include advanced examination procedures such as: joint mobility, soft tissue mobility, functional assessments, and advanced treatment techniques of joint and soft tissue mobilization, functional training, and patient instruction. Classes will foster critical thinking, independent learning, and problem solving skills through traditional lectures, small group discussions, laboratory sessions, and independent projects. Upon completion of the course, the student will be able to safely examine and treat individuals with musculoskeletal dysfunctions. Four credits.

Physical Therapy 910 Clinical Decision Making I

Offered every Summer

The first of two courses based on a problem-oriented case study approach designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose and manage movement-related patient problems through the process of clinical decision-making. Integration of content from all academic coursework and clinical experiences are emphasized within the patient management model and the effects of patient age, gender, culture, socioeconomic status, and societal roles as they pertain to clinical decision making. Consideration is also given to the evolving nature of the health care environment and the roles of other health care disciplines and support personnel in patient management. An emphasis is placed on manual skills commonly used in the diagnosis and treatment of patients with disorders of the musculoskeletal system (special tests, joint mobilization, manipulation) and on case studies of patients with a musculoskeletal diagnosis. Three credits.

Physical Therapy 915 Clinical Decision Making II

Prerequisite: Physical Therapy 910 Clinical Decision Making I
Offered every Fall

This is the second of two courses that use a problem-oriented case study approach designed to apply the theory and skills used by physical therapists. The course is a continuation of Clinical Decision Making I. Case studies present greater complexity of clinical problems and diagnoses. The pedagogical approach and areas of emphasis are similar to Clinical

Decision Making I. Consideration also given to the following topics: wellness and prevention, community outreach, evidence-based practice, and issues in the literature that potentially impact patient management. Students must have completed Clinical Decision Making I prior to enrolling. Four credits.

**Physical Therapy 950
Clinical Practice II**

Prerequisite: Physical Therapy 910
Clinical Decision Making I
Offered every Summer

The student is supervised by the clinical instructor daily. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the generic abilities and core values necessary for becoming an effective physical therapist. Five credits.

**Physical Therapy 955
Clinical Practice III**

Prerequisite: Physical Therapy 915
Clinical Decision Making II
Offered every Spring

The student is supervised by the on-site clinical instructor daily and for one day per week in conjunction with an academic clinical faculty member. This clinical experience is designed to provide the student an opportunity to integrate the patient management model across all systems and practice the other professional roles of education, administration, and consultation in a variety of practice environments. Students are expected to recall, synthesize and apply information from all previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors

necessary for becoming an effective physical therapist. Eight credits.

**Physical Therapy 956
Clinical Practice IV**

Prerequisite: Physical Therapy 915
Clinical Decision Making II
Offered every Spring

The student is supervised by the on-site clinical instructor daily. This clinical experience is designed to provide the student an opportunity to integrate the patient management model across all systems and practice the other professional roles of education, administration, and consultation in a variety of practice environments. Students are expected to recall, synthesize and apply information from all previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the generic abilities and core values necessary for becoming an effective physical therapist. Eight credits.

**Physical Therapy 960
Instrumented Movement Analysis**

Prerequisite: Physical Therapy 764
Movement Analysis III
Special Fee: \$75.00
Offered every Fall

This course provides an opportunity for students to become familiar with instruments used in the study of human movement. In addition to lecture presentations, this course includes discussions, demonstrations, and hands-on practice of instrumentation typically found in a human movement laboratory such as electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry. Upon course completion, students are expected to describe the use of advanced instrumentation in the analysis of human movement, and be able to perform basic set-ups using the equipment. Two credits.

**Physical Therapy 975
Health Care Delivery**

Prerequisite: Physical Therapy 910
Clinical Decision Making I
Offered every Fall

This course provides the student the foundational tenets necessary to function in the present health care system. Critical course components focus on the management theory and skills to use

human resources effectively, understand the concepts behind cost control and finance, and entrepreneurship through case studies and didactic lectures. Course content includes introducing the theory and practice of management, employee development, interview skills, job description development, performance evaluation, conflict resolution, budgeting practices, financial reports, reimbursement concepts, right-sizing, the effects of change, marketing strategies, business plan, quality assurance, outcomes management, risk management, and federal/state laws and legal issues. Three credits.

Physical Therapy 995 Elective Seminar

Prerequisite: Physical Therapy 910
Clinical Decision Making I
Offered every Fall

This course allows students to focus on an advanced clinical area chosen from one of the several concurrently offered topics. Students will identify the topic in advance with a minimum enrollment of 10 students needed to offer a course section for a given topic. The method of course delivery will vary depending on the topic, instructor, and specific learning objectives. In general, students will be expected to become familiar with an area of specialized clinical knowledge or practical skills. Three credits.

Transition Doctor of Physical Therapy Program

The Transition Doctor of Physical Therapy (T-DPT) program offers the essential elements of graduate education for clinicians to enhance their competencies for a challenging health care environment. This is achieved through course choice and accessibility to graduate study that acknowledges professional and clinical experience and is relevant to the interests of the practitioner. The T-DPT program is registered with the New York State Education Department.

The T-DPT program allows licensed physical therapists holding an entry-level bachelor's degree or master's degree to obtain a clinical doctorate in physical therapy. Using the latest patient management models, the T-DPT program augments the knowledge and skills of the practitioner to meet DPT curriculum standards and to equip the clinician with advanced qualifications for providing high-quality and independent physical

therapy services. The T-DPT curriculum is guided by the Preferred Competencies and Tasks for the Graduate of the Transition Clinical Doctoral (T-DPT) Program and the Preferred Curricular Model for the Transition Clinical Doctoral (T-DPT) Program and Learner compiled by the American Physical Therapy Association.

The curriculum is designed for LIU and non-LIU graduates with a bachelor's degree or master's degree in physical therapy. Credit requirements to complete the T-DPT degree are based upon the degree held and the review of a professional portfolio. Up to six credits can be waived based upon portfolio review.

Degree Level	Credits required prior to waivers	Credits required after waivers
Bachelor's	30	24
Master's	24	18
LIU Graduates*	12	12

*Recent LIU graduates (graduation within 5 years of application date) are eligible for the 12 credit option. Graduation prior to 5 years will be based on portfolio review with a maximum reduction of 6 credits.

Acceptance Standards

The successful applicant is a licensed physical therapist interested in and committed to graduate study. Each applicant must submit the following to the Office of Admissions:

- Two copies of the completed application form
- Two copies of the completed Portfolio Assessment including:
- The applicant information sheet
- Your curriculum vitae
- The summary chart of physical therapy experiences
- Two recommendation forms
- Two copies of your current license or registration from one of the 50 US states or Puerto Rico
- Three copies of the admissions essay
- Two copies of official transcripts from all colleges and universities attended.

Academic Standards

All deficiencies in an applicant's qualifications must be removed during the first year of study. Until all deficiencies are removed, matriculation status will be withheld.

All students must earn a cumulative grade point average of 3.0 in order to receive their degrees. In addition, grades below C are not acceptable as credit

toward a graduate degree. Students earning less than a 3.0 grade point average in any two semesters will be placed on probation.

All degree requirements must be completed within five years after the initial matriculation date.

Courses

Physical Therapy 840 Patient Management Neuromuscular I

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology and Physical Therapy 857 Current Physical Therapy Practice
Offered alternate years

Patient Management Neuromuscular I is offered during the fall semester and is designed to provide the student with a basic understanding of the pathophysiology related to neuromuscular disorders including the neurological implications of aging. Emphasis is placed on the mechanisms of injury, surveys of epidemiology and etiology, symptomology, pathology and acute management and prognosis of specific neuromuscular disorders. Tissue plasticity will be a consistent focus throughout the course. Relevant laboratory values and diagnostic tests will be included for the most prevalent pathological conditions. The pedagogical approach of the course will include both lecture and interactive discussion. Students will be expected to recall and/or formulate clinical examples for use in critically analyzing problems covering a variety of patient scenarios. Upon completion of this course, students will be expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for an effective physical therapist. Three credits.

Physical Therapy 841 Patient Management Neuromuscular II: Pediatrics

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology, Physical Therapy 857 Current Physical Therapy Practice, and Physical Therapy 840 Patient Management Neuromuscular I
Offered alternate years

This course is designed to provide the student with an overview of assessment procedures and therapeutic management of children and adolescents with neurological dysfunction. Diagnostic proce-

dures and criteria for various disorders will be reviewed. Case study presentations will be used with an emphasis on problem-oriented learning in an effort to encourage active student participation. Principles of motor development, motor learning and motor control will be explored as related to this population. Course content has been designed to provide the student with an understanding of current best evidence in the management of patients, through exploration of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control as a basis for clinical decision-making. Students will be expected to recall and/or formulate clinical examples relevant to their clinical practice for use in critically analyzing problems covering a variety of patient scenarios. Three credits.

Physical Therapy 842 Patient Management Neuromuscular II: Adult

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology, Physical Therapy 857 Current Physical Therapy Practice, and Physical Therapy 840 Patient Management Neuromuscular I
Offered alternate years

This course is designed to provide the student with an overview of assessment procedures and therapeutic management of adult patients with neurological dysfunction. The pedagogical approach of the course will include both didactic lecture and laboratory. Course content has been designed to provide the student with an understanding of current best evidence in the management of patients with neurological conditions and with an understanding of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control theory as a basis for clinical decision-making. Course content has been designed to provide the student with an understanding of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control as a basis for clinical decision making. Treatment approaches to be discussed include Neurodevelopmental Treatment (NDT), Brunnstrom, Proprioceptive Neuromuscular Facilitation (PNF), and Motor Relearning Programme (MRP). Integration of treatment approaches will be emphasized. Students will be expected to recall and/or formulate clinical examples relevant to their clinical practice for use in critically analyzing a variety of patient scenarios. Three credits.

Physical Therapy 855

Tissue Biology and Pathology

Prerequisite or Corequisite: None; This course serves as a prerequisite or corequisite for all other courses. Offered every Fall and Spring

This course is designed to provide the student with a review of normal and abnormal structure and function of the primary systems of the human body. Topics will include those historically underserved in physical therapy education such as the integumentary, gastrointestinal, hepatic, genitourinary, immunological, hematological, and endocrine systems, as well as tissue plasticity and lifespan changes. The pedagogical approach of the course includes an emphasis on structured independent study and interactive class activities using clinical case studies. Students will be expected to recall and/or formulate clinical examples relevant to their clinical practice for use in critically analyzing problems covering a variety of patient scenarios. Two credits.

Physical Therapy 857

Current Physical Therapy Practice

Prerequisite or Corequisite: None. This course serves as a prerequisite or corequisite for all other courses. Offered every Fall

This course is designed to provide the student an introduction to recent fundamental changes that have occurred in physical therapy practice relative to patient management model and the roles and responsibilities of the physical therapist including relevance and procedures of medical screening, systems review, and theories and concepts of clinical decision-making and diagnosis. The student will also be oriented to the scientific basis of the physical therapy profession and instructed in the methods of evidence-based practice. Students will be instructed in the relevance and basic skills of cultural competence in patient management. The expanding role, responsibility, and accountability of the physical therapist as a doctoring level profession will be introduced and discussed. Three credits.

Physical Therapy 860 Patient Management Musculoskeletal I

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology and Physical Therapy 857 Current Physical Therapy Practice Offered alternate years

This course is designed to provide the student with a review of the pathophysiology

related to musculoskeletal conditions. Emphasis is placed on the current best evidence regarding mechanisms of injury, surveys of epidemiology and etiology, symptomology, and acute management and prognosis of specific musculoskeletal disorders. Students will be guided through discussions comparing the theories and applications of common musculoskeletal treatment approaches (e.g., Maitland, Sahrman, McConnell). The pedagogical approach of the course will be a combination of lecture and interactive discussion. Students will be expected to recall and/or formulate clinical examples relevant to their clinical practice for use in critically analyzing problems covering a variety of patient scenarios. Three credits.

Physical Therapy 861 Patient Management Musculoskeletal II

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology, Physical Therapy 857 Current Physical Therapy Practice, and Physical Therapy 860 Patient Management Musculoskeletal I Offered alternate years

This course is designed to provide the student with an introduction and overview of assessment procedures and therapeutic management of patients with musculoskeletal dysfunction. A central focus of the course will be differential diagnosis within the patient management model and the recognition of conditions that require outside referral. Laboratory sessions will emphasize select interventions that have been underserved in entry-level physical therapy education (e.g., manipulation of the lumbar spine, application of motor learning and motor control theory to the orthopedic patient, application of evidence-based guidelines for low back pain, evaluation of hip and lower extremity movement interactions.) Case study presentations will be used with an emphasis on problem-oriented learning in an effort to encourage active student participation and clinical decision-making. Three credits.

Physical Therapy 867 Pharmacology

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology and Physical Therapy 857 Current Physical Therapy Practice Offered every Summer

This course is designed to provide the student an introduction and overview of the physiologic and metabolic responses of the human body to commonly used medications. Presentation of course materials will take place in a classroom setting. The pedagogical approach of the course will

include an emphasis on a problem-oriented instruction in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions. Students will be expected to recall and/or formulate clinical examples relevant to their clinical practice for practice in critically analyzing problems covering a variety of patient scenarios. Two credits.

Physical Therapy 870

Evidence-Based Practice I

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology and Physical Therapy 857 Current Physical Therapy Practice Offered on occasion

This course will introduce and differentiate various types of clinically relevant research designs, review statistical tests common to these research designs, and consider the theory and design of measurement tools. Students will be instructed in how to develop a simple research proposal, complete an institutional review board application and perform a basic critical review of the literature. Students will be expected to recall and/or formulate examples of clinical questions relevant to their practice. These questions will be used for further development of evidence-based practice skills as were introduced in Current Physical Therapy Practice. Pedagogical techniques include lectures, problem sets, problem-oriented learning experiences, and student presentations. Three credits.

Physical Therapy 871

Evidence-Based Practice II

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology & Pathology, Physical Therapy 857 Current Physical Therapy Practice, and Physical Therapy 870 Evidence-Based Practice I Offered on occasion

This course is a practicum in critical inquiry. Students will use their clinical knowledge and interests to develop a scholarly project that will contribute to the evidence base for physical therapy. The course will provide for one-to-one guidance from an advisor for projects outlined and agreed to by the faculty member and student. Project designs may include: 1) Case studies of patients under the student's care; 2) Pilot studies of new or existing patient management methods

(reliability of assessment tools, efficacy of interventions); 3) Completion of one portion on-going faculty research; 4) Systematic review of clinical topic. All projects will be completed in one semester. Three credits.

Physical Therapy 877

Teaching and Learning Strategies

Prerequisites: Physical Therapy 855 Tissue Biology and Pathology and Physical Therapy 857 Current Physical Therapy Practice
Offered every Spring

This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, Clinical Seminar I & II, and Clinical Practice courses with an emphasis on problem-oriented learning, small group discussions, role-playing and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings. Two credits.

Physical Therapy 879

Health Promotion and Wellness

Prerequisites: Physical Therapy 855 Tissue Biology and Pathology and Physical Therapy 857 Current Physical Therapy Practice
Offered every Spring

This course provides the theoretical and practical aspects of maintaining and promoting health. Students will review current literature theories of wellness, effects of lifestyle and the environment on wellness, assessment of fitness, and exercise prescription. Lecture and laboratory sessions provide the student an opportunity to learn and practice assessment and screening procedures, develop and monitor personal wellness plans for clients across the lifespan, and become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles, as well as the prevention of illness and injury. Students will be expected to recall and apply information from the foundational sciences and teaching and learning strategies to understand wellness theories, complete screenings and assessments, and implement programs on the individual and community levels. Two credits.

Physical Therapy 881

Business/Management

Prerequisites: Physical Therapy 855 Tissue Biology and Pathology and Physical Therapy 857 Current Physical Therapy Practice
Corequisite: Physical Therapy 822 Cardiopulmonary: DX and Management
Offered every Summer

This course is designed to provide the student with an introduction to the skills and knowledge required for the increasing autonomy of the physical therapist in the business and managed health care environment. This course will provide an introduction to health care delivery systems, reimbursement models, business planning, human and physical resource management, liability and risk management, business management communication skills, marketing and public relations, and ethics. Instruction will be a combination of lecture and interactive discussion. Assignments will include problem solving and application skills focusing on tasks such as creating a business and marketing plan, confronting ethical choices in the workplace, performing quality assurance assessment, and negotiating contracts. Three credits.

Physical Therapy 930 Imaging

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology and Pathology and Physical Therapy 857 Current Physical Therapy Practice
Offered every Summer

This course is designed to provide the student with an overview of imaging as a diagnostic tool in physical therapy patient management. A central focus of the course is on the indications and limitations of various types of medical imaging. Students will learn the advantages and disadvantages of X-rays, MRI, CAT scan, arthrogram, PET scan, and musculoskeletal ultrasound. Students will be instructed in how to orient themselves to images and to understand the terminology within written reports relative to the methods used to obtain the images. Students will practice interpretation of images using simple, common, and easily observable pathologies. Two credits.

Physical Therapy 940 Alternative and Complementary Therapies

Prerequisites or Corequisites: Physical Therapy 855 Tissue Biology and Pathology and Physical Therapy 857 Current Physical Therapy Practice
Offered every Fall

This course is designed to introduce the

student to the theories, application, assumptions, and outcomes of a wide variety of alternative and complementary therapies, including homeopathy, chiropractic, naturopathy, Tai Chi, yoga, and acupuncture, among others. This course addresses the importance of these therapies within the larger framework of the current health care system and evidence-based practice. Students will discuss the expected growth of these therapies for the foreseeable future as well as the impact of these therapies on the profession of physical therapy. Two credits.

Physical Therapy 960

Instrumented Movement Analysis

Prerequisite: Physical Therapy 855 Tissue Biology and Pathology and Physical Therapy 857 Current Physical Therapy Practice
Special Fee: \$75.00
Offered every Fall

This course will provide an introduction to the instruments used in the study of human movement. In addition to traditional lectures, this course will include hands-on practice with and demonstrations of instrumentation typically found in a human movement laboratory. Electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry will be among the instrumentation discussed. At the completion of the course, students will be able to describe the use of advanced instrumentation in the analysis of human movement, and will be able to perform basic set-ups using the equipment. Two credits.

SPORTS SCIENCES

Associate Professor Spatz, Division Director; (718) 488-1026

Professor Stricevic (Director, M.S. in Health Sciences and Exercise Physiology Track)

Assistant Professors, Rawls-Martin (Director, Athletic Training and Sports Sciences Education Programs), Petersen (Clinical Coordinator, Athletic Training), Spatz (Director, Adapted Physical Education Track and Coaching and Conditioning Track), Spierer

Adjunct Faculty: 15

M.S. in Health Sciences

The Master of Science degree in Health Sciences is a 36-credit program that is aimed at education on the scientific basis of exercise and the effect of exercise on health, performance and disease prevention. A required core of courses (24 credits) provides students with a unique opportunity to examine physical activity and exercise from an interdisciplinary approach including behavioral, sports medicine, health, nutritional, physiological, neurological and therapeutic perspective.

In addition to the core, students may choose from three tracks:

1. The Adapted Physical Education track is designed to develop professionals versed in the principles of applied behavior analysis and activity adaptations who are prepared to respond to the physical activity, daily living and fitness needs of persons with developmental disabilities.
2. The Coaching and Conditioning track focuses on providing coaches with the most current knowledge in sports science, sport psychology, sport-specific conditioning and training and sport physiology.
3. The Exercise Physiology track focuses on health-related physical activity and exercise as it relates to cardiovascular and pulmonary health, obesity, osteoporosis, aging, endocrine risk factors, skeletal muscle function and disuse and other disease states with the goal of promoting healthy and active lifestyles.

In each track, students may elect to complete Option A, 12 credits including an internship experience, or Option B, 12 credits including a thesis.

Core Courses (24 credits)

Health Science 501 Exercise Physiology in Health and Disease I	
Health Science 522 Field Experience	
Health Science 542 Psychology of Exercise and Physical Activity	
Health Science 570 Nutrition and Exercise	
Health Science 603 Individual Problem in the Health Sciences I	
Health Science 640 Neuroscience of Physical Activity and Disease	
Health Science 700 Research Methods in Physical Activity	
Health Science 715 Analytical Approach to Exercise Prescription	

Adapted Physical Education Track

The Adapted Physical Education track offers students a unique opportunity to combine advanced courses in movement, exercise science and applied behavior analysis to design adapted physical activity programs for individuals with developmental disabilities. Students develop specialized competencies in the planning and administration of fitness, physical activity, sport and activities of daily living programs. This innovative approach leads to a variety of career options in the clinical, educational and administrative fields.

Adapted Physical Education Requirements Option A (12 credits)

Course	Cr.
Health Science 520 Program Design in Adapted Physical Education	3
Health Science 530 Adapted Physical Education for Individuals with Autism	3
Health Science 623 Field Experience II	3
Elective	3

Option B (12 credits)

Health Science 798-799 Research and Thesis Conference I-II	6
Two Electives	6

Coaching and Conditioning Track

The Coaching and Conditioning track is designed for coaches seeking to improve their knowledge and skills as well as for individuals entering the coaching field. The program focuses on the science and practical application of current knowledge in the field. The faculty is comprised of Olympians, world champion athletes and highly respected coaches who are committed to sharing their unique talents, education and experiences with students.

Coaching and Conditioning Requirements Option A (12 credits)

Course	Cr.
Health Science 623 Field Experience II	3
Health Science 508 Current Issues and Topics in Strength and Conditioning of Athletes	3
Health Science 608 Current Issues and Topics In Coaching	3
Elective	3

Option B (12 credits)

Health Science 798-799 Research and Thesis Conference I & II	6
Two Elective	6

Exercise Physiology Track

The Exercise Physiology track is designed to prepare students for advanced study in exercise physiology and for careers in corporate fitness, hospitals, rehabilitation, athletics, research and wellness programs. The track emphasizes the role of exercise in health and disease prevention, fitness testing and programming, physical activity intervention as well as hands-on laboratory-based, clinically-based and researched-based internship experiences.

Exercise Physiology Requirements: Option A (12 credits)

Course	Cr.
Health Science 611 Exercise Physiology in Health and Disease II	3
Health Science 623 Field Experience II	3
Health Science 654 Cardiopulmonary Health and Disease	3
Elective	3

Option B (12 credits)

Health Science 798-799 Research and Thesis Conference I-II	6
Two Electives	6

B.S./M.S. Program in Athletic Training and Sports Sciences

The Division of Sports Sciences offers a dual B.S./M.S. degree in Athletic Training and Sports Sciences. Through the 158 credit Athletic Training Education Program (ATEP) the student prepares to take the Board of Certification (BOC) exam to enter the field as a Certified Athletic Trainer (ATC). One of few such programs offered in the United States, it is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Our program at Long Island University provides the entry-level students not only with the learning experiences within the classroom setting, but also with an enriching array of professional field experiences.

The curriculum is divided into two phases, a two-year Pre-Professional phase and a three-year Professional phase. The program provides both academic and field-based learning experiences, with enriching opportunities for students to work side-by-side with highly experienced Certified Athletic Trainers, dedicated to the education of the athletic

training student. The Division's state-of-the-art laboratory facilities also allow students the opportunity to gain significant experience in all areas of clinical practice. Individualized instruction, a defining element of the program is provided; experienced faculty, clinical instructors, advanced teaching fellows and a mentorship program promotes further sharing of knowledge experience.

Students entering without a baccalaureate or associate degree are required to complete the full five years of study; students holding a previous degree are required to complete three years of study, providing there are adequate liberal arts and sciences for the baccalaureate degree awarded in the program. The expanded three-year professional phase allows for the following advantages: the ability to take more advanced courses, increased time to interact and train with mentors, and the opportunity to integrate a variety of clinical experiences. At the end of the professional phase of the program, the athletic training student will receive a combined Bachelor of Science/Master of Science degree. The B.S./M.S. degree prepares the student for the Board of Certification (BOC) examination for certification as an athletic trainer.

Program Goals

To prepare student to pass BOC examination for Athletic Trainers through required GPA and competency/proficiency evaluation minimum

To offer field/clinical experiences in appropriate settings that provide adequate exposure to required clinical education experiences

To provide network opportunities for possible future employment

Accreditation

The program is registered with the New York State Education Department and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Academic Standards

The courses offered during the professional phase must be taken in the required sequence. Grades below a C are not acceptable in prerequisite courses or in professional phase courses. Once accepted into the program, a cumulative professional grade point average of at least 2.50 on a scale of 4.00 scale must be maintained each semester. During the final year, a cumulative grade point average of 3.00 must be maintained. Students

must also meet standards of professional behavior with faculty and peers.

Please see the Athletic Training Student Handbook for more information, available from the ATEP offices and online at www.brooklyn.liu.edu/athletic-training.

Application Policies and Procedures

High school graduates may apply as Pre-Athletic Training candidates. This simplified application process is based on academic performance i.e. high school average of 80 percent.

Pre-Athletic Training Candidacy

Pre-Athletic Training candidates attend the Brooklyn Campus on a part- or full-time basis, completing their courses in the Pre-Professional Phase of the program. The students have at least two years to explore their career choice, complete the required athletic training volunteer experience, demonstrate their academic ability, and complete their prerequisite work. At the end of their Pre-Professional course of study, students apply for progression into the Professional Phase of the program. Admission to the Professional Phase is both competitive and selective. A limited number of students will be admitted annually. Enrollment in the Pre-Professional Phase and meeting minimum application criteria does not by itself guarantee entrance into the Professional Phase of the ATEP.

Application to the Professional Phase

All Pre-Athletic Training candidates, other Long Island University students, and transfer applicants seeking admission to the program's Professional Phase must present the following:

1. A cumulative college grade point average of at least 2.75 on a 4.00 scale.
2. Satisfactory completion of all prerequisite work.
3. Official transcripts from all colleges and universities attended. Grades more than ten years old cannot be accepted.
4. Two letters of recommendation from individuals involved in the field of athletic training.
5. Submission of completed Long Island University Athletic Training and Sports Sciences Application.
6. A minimum of eighty (80) hours of volunteer experience under the supervision of a Certified Athletic Trainer is required.
7. A successful demonstration of clinical proficiencies from pre-requisite courses (Pass/Fail with 1 retest).

8. Criteria that meet the technical standards of the program (see below).

Transfer Student Policy

Students from other colleges and universities who satisfy the pre-athletic training candidacy requirements may apply for admission to the Professional Phase of the B.S./M.S. degree program. Please refer to the Athletic Training Student Handbook for specific transfer policies and procedures. The Handbook is available on-line and in ATEP offices.

Technical Standards for the Athletic Educational Training Program

The Athletic Training Educational Program (ATEP) at Long Island University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATEP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Please refer to the Athletic Training Student Handbook regarding the ability to meet the Technical Standards.

Student Health Records

Students must annually present a completed Long Island University Health Examination Form. This includes the requirement of providing proof of immunization, including HBV. Please refer to the Athletic Training Student Handbook for the specific details, including cost, as well as the form.

Required Course Work

Long Island University students are required to complete all the prerequisite Liberal Arts and Sciences core and Health Professions courses listed below:

Pre-Professional Phase Year 1

<i>Fall Semester</i>	
History 1	3
English 16	3
Speech 3	3
Biology 3	4
SPS/PE activity elective	1
Orientation Seminar 1	1
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<i>Spring Semester</i>	
History 2	3
Core Seminar 50	3
Chemistry 3x	4
Biology 4	4
Physical Education 47	2
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	16

Pre-Professional Phase Year 2

<i>Fall Semester</i>	
Chemistry 4x	4
Biology 131	4
Sports Science 142 Basic Principles of Athletic Training	3
Sports Science 143 Responding to Emergencies in Sports & Physical Act.	3
Philosophy 61	3
	<hr/>
	17

<i>Spring Semester</i>	
Math 15	4
Biology 132	3
Sports Science 146	3
Philosophy 62	3
English Literature 61-64	3
	<hr/>
	16

Registration in Mathematics and English courses is dependent upon performance in placement examinations. If additional courses are required, the Pre-Professional Phase will be extended.

Pre-Professional Phase Year 3

<i>Fall Semester</i>	
Physics 20	4
Psychology 3	3
Sports Science 172 Advanced Athletic Training I	3
Sports Science 151 Kinesiology	3
Social Science Core Elective (Eco 1,2; Pol 11; Soc 3; Ant 4,5)	3
	<hr/>
	16

<i>Spring Semester</i>	
English Literature 61-64	3
Sports Science 150 Motor Learning	3
Sports Science 173 Advanced Athletic Training II	3
Sports Science 152 Exercise Physiology I	3
Sports Science 165 Field Experience in Athletic Training	3
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	15

<i>Summer Semester</i>	
Math 100 Introductory Statistics	3

Professional Phase Year 2

<i>Fall Semester</i>	
Sports Science 154 Adapted Physical Education I	3
Sports Science 156 Evaluation in Health/Fitness/Sport Skills	3
Health Science 501 Exercise Physiology	3
Health Science 577 Therapeutic Modalities in Athletic Training	3
Health Science 660 Clinical Experience I In Athletic Training	3
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	15

<i>Spring Semester</i>	
Sports Science 148 Nutritional Aspects of Fitness and Sport	3
Sports Science 190 Neuroscience	3
Sports Science 180 Sports Psychology	3
Health Science 576 Therapeutic Exercise in Athletic Training	3
Health Science 661 Clinical Experience II	3
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	15

Professional Phase Year 3

<i>Fall Semester</i>	
Health Science 570 Nutrition and Exercise	3
Health Science 603 Individual Problem in Health Sciences	3
Health Science 700 Research Methods in Physical Activity	3
Health Science 709 Clinical Experience III in Athletic Training	3
Health Science 710 Administration of Athletic Training Programs	3
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	15

<i>Spring Semester</i>	
Health Science 715 Exercise Prescription	3
Health Science 718 Pharmacology in Sports Medicine	3
Health Science 655 Human Pathology and Illness in Sports	3
Health Science 601 Advanced Analysis of Human Motion and Biomechanics	3
Health Science 721 Seminar: Current Issues in Athletic Training	3
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	15

M.S. in Advanced Athletic Training and Sports Sciences

The Division of Sports Sciences offers a 36-credit program to provide an advanced educational experience for allied health professionals. The curriculum addresses not only the traditional areas of Athletic Training, but also includes additional regions, such as Pathology and Pharmacology. The program is open to professional applicants, such as but not limited to, Certified Athletic Trainers, Physical Therapists, Registered Nurses, Physician Assistants and/or Occupational Therapists. They will have the opportunity to gain knowledge through our challenging coursework including neuroscience and advanced sports medicine. The advanced sports medicine course is a unique course that brings in various physicians and specialists to discuss current trends in surgery and rehabili-

tation. Students also have the opportunity to observe surgical procedures with our medical director.

Working closely with his/her adviser, each student individualizes his/her program of study, choosing from our extensive selection of electives. Also each individual has the choice of two options as a culminating experience, a clinical experience or thesis. These options are selected according to educational background, career goals and professional interests.

Courses are taught by a variety of well-educated and experienced professors, highly proficient and well-regarded in their respective fields. Through the use of state-of-the-art laboratories, students will participate in a dynamic educational experience.

Many courses may qualify for Continuing Education Units (CEUs) through the Board of Certification (BOC).

Admission Procedures

Each applicant must submit proof of the following to the Office of Admissions:

- Bachelor of Science/Art in a Health Profession or related field
- GPA of 2.75
- Two letters of recommendation from individuals who can comment on clinical competence and scholarly ability
- *Current Certification or licensure in good standing of Allied Health Professions including but not limited to: Certified Athletic Trainer(ATC), Physical Therapist, Registered Nurse, Physician Assistant, Occupational Therapist

**This program is not an entry-level route to certification as an Athletic Trainer, which is distinctly separate and apart from the BS/MS degree program in Athletic Training and Sports Sciences. However, additional applicants may be considered for the Advanced Masters program based on life experience at the discretion of the Program Director and Application Review Committee.*

Academic Standards

All deficiencies in an applicant's qualifications must be removed during the first year of study. A student may be required to take additional courses to remove deficiencies. Until all deficiencies are removed, matriculation will be withheld.

All students must earn a cumulative grade point average of 3.0 in order to receive their degrees. In addition, grades below C are not acceptable as credit toward a graduate degree. Students earning less than a 3.0 grade point average in any two semesters will be placed on probation.

Six transfer credits of graduate courses

may be applied to the program if they meet the program's educational objectives and the approval of the Program Director.

All degree requirements must be completed within five years after the initial matriculation date.

Plan of Study

Health Science 501 Exercise Physiology	3
Health Science 570 Nutrition and Exercise	3
Health Science 601 Advanced Analysis of Human Motion and Biomechanics	3
Health Science 640 Neuroscience of Physical Activity and Disease	3
Health Science 655 Human Pathology and Illness in Sport	3
Health Science 700 Research Methods in Physical Activity	3
Health Science 718 Pharmacology in Sports Medicine	3
Health Science 750 Advanced Sports Medicine	3
	<hr/> 24
Electives	6

Culminating Experience: (choose one option)

Option A:

Health Science 603 Individual Problem in the Health Sciences	3
Health Science 721 Seminar: Current Issues in Athletic Training	3

or

Option B:

Health Science 798 Research and Thesis I	3
Health Science 799 Research and Thesis II	3
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Fellowships and Assistantships

Appropriately qualified individuals may be selected for a Teaching Fellowship or Graduate Assistantship. To qualify for these positions, applicants must be Certified Athletic Trainers (ATC) or be certification eligible. Teaching Fellows are an integral part of the Athletic Training and Sports Sciences programs framework. They work directly with the professors to enhance the learning process, teaching classes and supervising the Athletic Training Laboratory. Graduate Assistants work in the Department of Athletics in the Athletic Training Room. They provide Athletic Training services to Long Island University athletes. Students who are interested in these positions should contact the division for more information.

Courses

HS 500 Fitness Certification Preparation

Offered on occasion

A review course in preparation for national credentialing exams in fitness and exercise science. Topics of functional anatomy, biomechanics, exercise physiology, pathophysiology, human behavior/psychology, gerontology, graded exercise testing for healthy and diseased populations, exercise supervision/leadership, patient counseling, and emergency procedures related to exercise testing and training situations will be discussed. Demonstration and laboratory experience will be facilitated by the instructor. Extensive laboratory sessions will be used to reinforce material covered in lecture. Three credits.

Health Science 501 Exercise Physiology in Health and Disease I

Special Fee: \$75.00

Offered every Fall

A course designed to provide students with experience in understanding and assessing various physiological and auto physiological changes occurring as a result of exercise, performance of athletic skills and physical activities on the musculo-skeletal and cardiovascular systems. The role of skeletal muscles in the reduction of the side effects of aging will be presented. Angina pectoris, myocardial infarction and high blood pressure will be discussed with their effect on the patient as well as the society at large. Demonstration and laboratory experience will reinforce material presented in the lectures. Three credits.

HS 506 Administrative Issues in Sport Management and Marketing

(Formerly Health Science 606)

Offered every other Spring

A study of theory and methods of sport management and marketing. A course that provides students with the conceptual and practical information required for managing and marketing programs in the fitness and sports industry. Issues addressed include the nature of administration and management functions, facilities planning, finances, risk management strategies, communication, marketing strategies and employee recruitment, training and motivation. Three credits.

HS 508 Current Issues and Topics in Strength and Conditioning of Athletes

Offered every other Fall

This course will cover such topics as sports physiology, sport specific conditioning and training, exercise physiology, instructional techniques, pediatric sports, functional movement training and developing balance, mobility, agility, speed, strength and power of an athlete. Three credits.

Health Science 520 Program Design in Adapted Physical Education

Offered every other Fall

Students will learn to examine the eco-environmental variables in the adapted physical educational setting that may influence an individual's interpretation of his behavior. Environmental analysis, accommodations as well as a self-examination of one's own learning style will enable students to explore learning styles and its impact on students' behavioral performance. Emphasis will be placed on the development of movement and physical activity as vehicles to promote wellness and a healthier lifestyle. Disabilities such as learning disabilities, Tourette's syndrome, oppositional defiant behavior, non-verbal learning disabilities, and Asperger's syndrome will be discussed. Three credits.

Health Science 522 Field Experience I

Prerequisite: Health Science 501

Formerly HS 622

Offered every semester

An opportunity for the student to gain experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Experience may be gained in the areas of fitness testing, planning of physical activity and nutritional needs, as well as implementation of exercise and training programs. Three credits.

Health Science 525 Advanced Techniques in Adapted Physical Education

Offered occasionally

An advanced study of physical activity and sport programs and techniques in adapted physical education. Program innovations in physical fitness, sports training and conditioning, adapted aquatics, and so on, for special populations are presented and analyzed in relation to their physical, cognitive and social-emotional benefits. Three credits.

Health Science 530 Adapted Physical Education for Individuals with Autism
Offered every Spring

A course designed to teach applied behavior analysis procedures for working effectively with children and adults with autism in the development of adapted physical education programs. Topics include behavior management, prompting techniques, discrete trial communication, environmental modification and adapted physical activities. Three credits.

Health Science 542 Psychology of Exercise and Physical Activity
Offered every Spring

This course examines the relationship between psychosocial factors and participation in exercise and physical activity. Students will learn the importance of exercise and physical activity in promoting long-term health while reducing the risk of coronary heart disease, type II diabetes, colon cancer and other types of diseases that arise from physical inactivity and how to change an individual's behavior to exercise.

Health Science 545 Sports Psychology
Offered on occasion

This course provides students with the conceptual and theoretical frameworks necessary for understanding the behavioral component of athletic performance, as well as the underlying brain processes that influence performance quality. Topics addressed include personality, attention, perception, anxiety and arousal, brain mapping, cortical activation, motivation, attitude, perception, and self-confidence. Three credits.

Health Science 570 Nutrition and Exercise
Special Fee: \$75.00
Offered every Fall

A course designed to expose students to basic concepts of nutrition for non-athletic and athletic populations. Emphasis is also placed on nutrition and exercise requirements essential for a healthy quality of life. Three credits.

Health Science 576 Therapeutic Exercise in Athletic Training
Prerequisite: HS 577 or permission from the instructor
Offered every Spring

A review of the knowledge and skills in therapeutic exercise required of the entry-level athletic trainer, including planning, implementing, documenting,

and evaluating the efficacy of therapeutic exercise programs for the rehabilitation/reconditioning of injuries and illnesses in sports and physical activity. Three credits.

Health Science 577 Therapeutic Modalities in Athletic Training
Offered every Fall

A review of the knowledge and skills in therapeutic modalities required by an entry-level athletic trainer, including planning, implementing, documenting, and evaluating the efficacy of the modalities used in the treatment and rehabilitation of injuries/illnesses in sports and physical activity. Three credits.

Health Science 580 Physical and Psychological Aspects of Disabilities in Adapted Physical Education
Offered occasionally

An examination of the medical, physical and psychological aspects of various disabilities, including mental retardation, learning disabilities, orthopedic impairments, cerebral palsy, deafness and blindness. Program implications of each disability for the adapted physical educator are emphasized. Three credits.

Health Science 601 Advanced Analysis of Human Motion and Biomechanics
Special Fee: \$75.00
Offered every Spring

The use of recently developed instrumentation to study applied anatomy and the kinesiology of the human body. Analyses of normal and pathological conditions are studied and compared. Biomechanics is stressed. Demonstration and laboratory reinforced material presented in lecture. Three credits.

Health Science 603 Individual Problem in the Health Sciences
Offered every semester

This course is part of culminating experience for each student in the Health Science program. The course provides an opportunity to select and research a topic of interest. The student must present and orally defend his or her research findings. Three credits.

Health Science 608 Current Issues and Topics in Coaching
Offered every other Spring

This course will provide an in-depth analysis of the structure and function of coaching in the United States, as it applies in sports settings. Some of the topics to be discussed will include the coaching personality, motivation, ethics, law, communication, training, team man-

agement, profile of great coaches, and other related topics. Three credits.

Health Science 611 Exercise Physiology in Health and Disease II
Prerequisite: Health Science 501
Special Fee: \$75.00
Offered every Fall

Study of additional body systems: respiratory, endocrine, gastrointestinal and skeletal, as well as how performance, disease and the process of aging affect these systems. The latest concepts of the role of exercise, fitness, and physical activity on diseases such as asthma, type II diabetes, obesity, heart failure, osteoporosis, and aging will be discussed. The criteria for disease-specific exercises and physical activities will be presented. Three credits.

Health Science 623 Field Experience II
Offered every semester

An opportunity for the student to complete a minimum of 90 hours of fieldwork within his or her chosen track involving assessment, program planning and team consultation under appropriate supervision. Emphasis is on health, physical activity and fitness for able and disabled populations. The student is responsible for identifying and developing a clinical study project that is presented and orally defended at the end of the course. Three credits.

Health Science 640 Neuroscience of Physical Activity and Disease
Special Fee: \$75.00
Offered every Spring

A study of the gross and microscopic structures and functions of the human nervous system, including the spinal cord and peripheral and autonomic nervous systems as they pertain to physical activity and disease. Laboratory examinations of human specimens are offered. A sequence of lectures is given with laboratory work. Three credits.

Health Science 654 Cardiopulmonary Health and Disease
(Formerly Health Science 518)
Offered every Spring

A discussion of current topics in cardiopulmonary health and disease management. Topics include cardiopulmonary physiology, EKG principles, monitoring and interpretation, atria hypertrophy, ischemia, infarction and the relationship of physical activity to cardiopulmonary health. Three credits.

Health Science 655 Human Pathology and Illness in Sports

Special Fee: \$75.00
Offered every Spring

The study of disease processes associated with a variety of systems of the human body including cardiovascular, neurological, muscular-skeletal and respiratory systems. Special emphasis is placed on the relationship between a variety of such diseases and how they may affect human performance. Demonstration and laboratory reinforced material presented in lecture. Three credits.

Health Science 660 Clinical Experience I

Special Fee: \$75.00
Offered every Fall

Open only to Athletic Training students

A reinforcement of the clinical skills taught in Sports Science 173, Advanced Athletic Training II. Students practice skills related to the evaluation of the spine and upper extremities in an assigned clinical setting, according to their individual program tracks. Three credits.

Health Science 661 Clinical Experience II

Special Fee: \$75.00
Offered every Spring

Open only to Athletic Training students.
Prerequisite: HS 577

A reinforcement of clinical skills taught in HS 577 Therapeutic Modalities. Students practice those skills related to therapeutic modalities in an assigned clinical setting according to their individual program track. Three credits.

Health Science 700 Research Methods in Physical Activity

Offered every Fall

An introduction to various types of research designs and statistical methods relating to physical activity within the disciplines of adapted physical education, athletic training, exercise physiology and coaching. The student also learns to work with basic statistical research in the formulation of the various designs. The student is able to apply the above to solve a particular research problem in his/her respective profession. Three credits.

Health Science 709 Clinical Experience III

Prerequisite: Health Science 576
Special Fee: \$75.00
Offered every Fall

Open only to Athletic Training Students

A culminating clinical experience course designed to allow the athletic training student an opportunity to apply

his/her knowledge in his/her assigned clinical setting according to his/her individual program track. It will focus on the collection of knowledge, skills and values required of an entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic rehabilitation/reconditioning programs for injuries/illnesses of the physically active. Three credits.

Health Science 710 Administration of Athletic Training Programs

Offered every Fall

An in-depth look at the organization and administration of an athletic training program. Emphasis is placed on preparation of budgets, purchasing, personnel management, public relations, and types of liability and insurance. Three credits.

Health Science 715 Analytical Approach to Exercise Prescription

Special Fee: \$75.00
Offered every Spring

A study of the basic principles and the latest research in areas of body composition, flexibility, strength and cardiovascular fitness for athletes, nonathletes and special populations. Under the supervision of a faculty member, students develop a model program of exercise prescription for the above-listed areas. Demonstrations and laboratory work reinforce material presented in lectures. Three credits.

Health Science 718 Pharmacology in Sports Medicine

Offered every Spring

A study of the physiologic, pathologic and therapeutic effects of pharmacological agents and other drugs as they relate to exercise and sport. Topics include drug effects on the nervous system, metabolism, endocrine function and psychopharmacology. Three credits.

Health Science 721 Seminar: Current Issues in Athletic Training

Prerequisite: Health Science 603
Offered every Fall and Spring

Students will participate in and lead discussions regarding current issues and topics in Athletic Training. Also, by using the research project developed during Individual Problems, the students will report their effectiveness in implementing that topic in an appropriate Athletic Training Setting. Three credits.

Health Science 750 Advanced Sports Medicine

Prerequisites: Students must be BOC (or eligible); PT or PTA; PA; or OT.
Special permission of Program Director for Athletic Training
Offered on occasion

A course designed to enhance the level of sports medicine knowledge of the certified athletic trainer, physical therapist, occupational therapist and physician assistant and the student with related expertise. In addition to lecture and laboratory experiences, students have the opportunity to view recordings of various surgical procedures to enhance their knowledge. Students use cadavers for dissection and, as opportunity permits, are present during surgery to view pathology and reconstructive methods. A review of both old and new case studies is used throughout the course to illustrate advances in the field of sports medicine. Advanced treatments through the use of modalities are discussed. Three credits.

Health Science 798 Research Thesis and Conference I

Offered every semester

Students choosing this option will select a research topic in their field of study in consultation with a faculty advisor. Students enrolled for Thesis I will complete a written Thesis Proposal for faculty to review. The proposal should include the research purpose, research questions, literature review and methodology. Implementation of their proposed research is contingent upon faculty and IRB approval. Pass/Fail. Three credits.

HS 799 Research Thesis and Conference II

Prerequisite: HS 798
Special Fee: \$15.00
Offered every semester

Students enrolled in Thesis II will finish their research begun in Thesis I and write a thesis. Issues regarding the statistical analyses and interpretation of research findings are of primary concern. The completion of the thesis is contingent upon faculty approval and meeting university guidelines for thesis submission. Pass/Fail. Three credits.

SCHOOL OF NURSING

The School of Nursing offers the Master of Science degree and an Advanced Certificate in Nursing: Adult Nurse Practitioner, Family Nurse Practitioner, and Geriatric Nurse Practitioner, the Master of Science degree in Nurse Executive and Health Care Management, an accelerated RN/B.S./M.S. Adult Nurse Practitioner degree or Nurse Executive and Health Care Management degree and a Post-Master's Certificate in Nursing Education.



SCHOOL OF NURSING

Associate Dean Flower

Director, Practitioner Programs
Director, Nurse Educator Program
(718) 780-4589

Assistant Professor Dubal

Director, Nurse Executive Program
(718) 780-4127

Associate Dean Sanderson

Coordinator, RN/BS/MS Program

Professor Levine-Brill

Associate Professors Dropkin, Given,
Pila (Management), Vast (Information
Systems), Kaplan (Human Resources),
Shick (Finance), Stucke,
(Management)

Assistant Professors Haines,

Adjunct Professor Patterson

Adjunct Associate Professors, Condon,

Sealey, Nowkocha, Shein

Adjunct Assistant Professor

Taylor

Adjunct Faculty: 6

The graduate program of the School of Nursing is designed to prepare advanced-practice nurses for primary care roles as well as to educate nurse executives for leadership positions in health care and related organizations. The nurse educator certificate program, for registered nurses who have a Master's degree in nursing, provides preparation for academic, clinical and/or community teaching roles. The graduate programs are approved by New York State Education Department and fully accredited by the Commission on Collegiate Nursing Education.

Admission to Degree Program

To be accepted into the Nursing programs, applicants must meet the following criteria:

1. B.S. degree from a Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited School of Nursing with a 3.0 grade point average in the Nursing major and 2.5 overall grade point average.

Registered nurses with non-nursing baccalaureate degrees may be able to qualify for entrance to the graduate program by successfully completing an independent study program designed to assure adequate knowledge in all nursing con-

tent traditionally found in a baccalaureate program. Prior education and experience will be considered in developing the independent study.

2. New York State RN license.
3. Two years recent clinical experience or equivalent.
4. Three professional references.
5. Personal interview.
6. Students in the M.S./Nurse Practitioner Programs must have research, statistics and health-assessment courses (or health assessment certificate) as prerequisites. These prerequisites may be completed during the first year of graduate work.
7. Students in the Nurse Executive program must have research and statistics.

For the Post-Master's ANP, FNP, GNP and Nurse Educator Certificate programs the criteria are as follows:

1. Master's Degree from a CCNE or NLN-accredited School of Nursing with a 3.0 grade point average.
2. New York State RN license.
3. Two years recent clinical experience or equivalent.
4. Three professional references.
5. Personal interview.

Advisement and Counseling

Each student is assigned a graduate nursing faculty adviser to provide academic guidance for the duration of the program.

Nurse Practitioner

The Nurse Practitioner (NP) programs are designed to prepare advanced practice nurses for primary care roles as Adult Nurse Practitioners (ANP), Family Nurse Practitioners (FNP) and Geriatric Nurse Practitioner (GNP).

The Master of Science degree will be awarded to candidates who complete degree requirements and that demonstrate: (1) the development of refined analytical skills, (2) the ability to articulate viewpoints and positions, (3) the ability to connect theory to practice, and (4) the acquisition of advanced practitioner skills necessary to provide primary care to populations across the life span.

The Post-Master's Certificate program is available to nurses who have earned a master's degree in nursing and are seeking clinical expertise in the nurse practitioner role.

An accelerated B.S./M.S. degree is offered by the Adult Nurse Practitioner program for RNs who hold associate degrees.

The primary focus of both the Master of Science degree and the Post-Master's Certificate program for advanced nurse practitioners is expertise in the clinical role. The course of study for both has been developed with that goal in mind.

A sampling of the objectives of the program are as follows:

1. The ability to use a wide range of theory and research from nursing, medicine and the social and physical sciences in formulating health-care management plans for individuals.
2. The ability to assess, diagnose, monitor, coordinate and manage the health care of clients in both primary and acute care settings.
3. The ability to perform and interpret physical examinations and laboratory tests in both primary and acute care settings.
4. The ability to select and prescribe appropriate drug therapy for common acute and chronic disorders in keeping with collaborative protocols.
5. The ability to prepare and submit practice protocols to meet the certification requirements of the New York State Education Department.
6. The ability to articulate the role of the nurse practitioner as a collaborative member of the health team.

Program Requirements

Students must maintain a grade point average of 3.0 in order to remain in the program. All M.S. candidates must successfully complete the courses in physical assessment, pharmacology, pathophysiology and advanced practice role before proceeding to the first preceptored practicum. (Post-Master's Certificate candidates may receive advanced standing through challenge exams.) Courses in diagnosis and management of illnesses are corequisites for preceptored practicums.

Any student receiving a failing grade in a preceptored practicum will not be permitted to continue in the Nurse Practitioner programs.

Each NP candidate is expected to become certified by New York State as an Adult Nurse Practitioner, Family Nurse Practitioner, or Geriatric Nurse Practitioner and to obtain national certification through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners.

Clinical Clearance

Before entry into courses with clinical components, students are responsible for providing proof of the following:

1. A health history and physical examination on a School of Nursing health form.
2. Current New York State license to practice as a registered professional nurse.
3. Current malpractice insurance.
4. Current basic life support certificate.
5. Verification that mandatory fire, safety and infection control requirements have been met within the past year.
6. Current HIPAA privacy/confidentiality certificate.
7. Current health insurance certificate.
8. Background investigation within the past year.
9. Drug screen within the past year.
10. Current résumé.

Failure to submit the above documentation prior to the start of the practicum or to submit updated documentation as needed throughout the clinical experience will result in a mandatory leave of absence from the clinical site.

Note: Students are strongly advised to be vaccinated against hepatitis B.

In compliance with U.S. Public Health Service requirements, it is recommended that pregnant students not practice where there are clients with infectious diseases unless first receiving written permission from health-care providers.

Degree Requirements

The applicant to the Master of Science degree program for Advanced Practice must complete a 41-credit course of study for the Adult Nurse Practitioner, 49-credit course of study for the Family Nurse Practitioner and a 43 -credit course of study for the Geriatric Nurse Practitioner. Requirements may be completed on a full- or part-time basis. The applicant to the Post-Master's Certificate program must complete a 33-credit course of study for New York State certification as an Adult Nurse Practitioner 41-credits as a Family Nurse Practitioner and 35-credits as a Geriatric Nurse Practitioner. The credit hours for each of the Nurse Practitioner tracts are equivalent to:

	ANP	FNP	GNP
Core didactic hours	120	120	120
NP content didactic hours	375	435	405
Clinical/preceptor hours	600	900	600

<i>Required Core Courses for .MS degree</i>		<i>Cr.</i>
Nursing 610 Nursing Research		3
Nursing 620 Theoretical Basis of Advanced Practice Nursing		3
Nursing 670 Health Care Policy, Issues and Ethics*		2

**Or equivalent required for Post-Master's Certificate*

<i>Required Nurse Practitioner Courses for M.S. degree and Post-Master's Certificate</i>		<i>Cr.</i>
Nursing 611 Advanced Medical Physiology		3
Nursing 612 Pathophysiology for Advanced Practice		3
Nursing 614 Primary Health Care of the Adult		2
Nursing 630 The Advanced Practice Role: Nursing Strategies for Change		2
Nursing 634 Advanced Physical Assessment		3
Nursing 644 Pharmacology		4

<i>Required Courses for M.S.-Adult Nurse Practitioner degree and Post-Master's Certificate</i>		<i>Cr.</i>
Nursing 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I		4
Nursing 654 Practicum in Adult Primary Care I		4
Nursing 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II		4
Nursing 664 Clinical Practicum in Adult Primary and Acute Care II		4

<i>Required Courses for M.S.-Family Nurse Practitioner degree and Post-Master's Certificate</i>		<i>Cr.</i>
Nursing 690 Diagnosis and Management of Illnesses, Physical Conditions of the Family I		4
Nursing 691 Practicum, Family Care I		4
Nursing 692 Diagnosis and Management of Illnesses, Physical Conditions of the Family II		4
Nursing 693 Practicum, Family Care II		4
Nursing 694 Diagnosis and Management of Illnesses, Physical Conditions of the Family III		4
Nursing 695 Practicum, Family Care III		4

<i>Required Courses for M.S.-Geriatric Nurse Practitioner degree and Post-Master's Certificate</i>		<i>Cr.</i>
Nursing 613 Health Care of the Geriatric Client		2
Nursing 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I		4
Nursing 696 Geriatric Care Practicum I		4

Nursing 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4
Nursing 697 Geriatric Care Practicum II	4

NURSE EXECUTIVE

The Executive Program for Nursing and Health Care Management provides advanced nursing content and understanding of complex nursing issues through courses taught by both Nursing and Business faculty. It prepares nurses for leadership positions in hospitals, nursing homes, community health centers, HMOs, home care agencies, consulting firms and entrepreneurial ventures.

The following offers a sampling of the objectives of the program:

1. The ability to initiate a research proposal that incorporates evaluation of the discipline's theoretical foundations, philosophy, and professional health care practice.
2. The ability to articulate the role of the nurse executive as a collaborative member of the health team.
3. The ability to synthesize principles of leadership theory in relationship to management and organizational structure.
4. The ability to understand current management theory and the management of change in organizations.
5. The ability to understand technical aspects of information systems and emerging technologies.
6. The ability to understand capital budgeting and management as well as personnel management and human resources as a basis for all management functions.

Program Requirements

Students must maintain a grade point average of 3.0 in order to remain in the program. All M.S. candidates must successfully complete two semesters of internship in Nursing and Health Care Management. Any student receiving a failing grade in the internship will not be permitted to continue the program. Each candidate in the Nurse Executive program must complete a master's project in association with the internship experience.

Clinical Clearance

Before entry into courses with clinical components, students are responsible for providing proof of the following:

1. A health history and physical examination on a School of Nursing health form.
2. Current New York State license to practice as a registered professional nurse.
3. Current malpractice insurance.
4. Current basic life support certificate.
5. Verification that mandatory fire, safety and infection control requirements have been met within the past year.
6. Current HIPAA privacy/confidentiality certificate.
7. Current health insurance certificate.
8. Background investigation within the past year.
9. Drug screen within the past year.
10. Current résumé.

Failure to submit the above documentation prior to the start of the internship or to submit updated documentation as needed throughout the clinical experience will result in a mandatory leave of absence from the clinical site.

Note: Students are strongly advised to be vaccinated against hepatitis B.

In compliance with U.S. Public Health Service requirements, it is recommended that pregnant students not practice where there are clients with infectious diseases unless first receiving written permission from health-care providers.

Degree Requirements

Applicants for the Master of Science degree program for Nurse Executives must complete a 43-credit course of study: 8 core credits and 35 specialty credits. Requirements may be completed on a full- or part-time basis.

The credit hours for the Nurse Executive track are equivalent to:

Core didactic hours	120
NE content didactic hours	350
Clinical/preceptor hours	420

<i>Core Courses for MS Degree:</i>	
Nursing 610 Nursing Research	Cr. 3
Nursing 620 Theoretical Basis of Advanced Practice Nursing	3
Nursing 670 Health-Care Issues, Policies, Ethics & Advanced Practice Nurse	2

Specialty Courses:

Nursing 668 Organizational Performance	3
Nursing 672 Managing in the Health-Care System	3
Nursing 673 Role of Nurse Executive	3
Nursing 680 Internship in Nursing & Health-Care Management I	5
Nursing 682 Internship Seminar: Nursing & Health-Care Management I	2
Nursing 684 Internship in Nursing & Health-Care Management II	5
Nursing 686 Internship Seminar: Nursing & Health-Care Management II	2
GBA 512 Principles of Management and Leadership*	3
GBA 517 Foundations of Management Information Systems*	3
Management 722 Human Resources Management*	3
MPA 613 Foundations of Health Systems Finance*	3

**Courses offered by School of Business*

NURSE EDUCATOR

The Nurse Educator program is designed to provide the Master's prepared nurse with the theoretical foundation and skills needed for the role of nurse educator in academic, clinical and community environments. This is a 12-credit hour program that includes educational theory, theories of adult learning, teaching methodologies and strategies, use of technology in education, assessment of learner needs, evaluation tools and hands-on practice developing curriculum and teaching.

A sampling of the expected outcomes of the program are:

1. Ability to facilitate learning in various environments.
2. Ability to facilitate learner development and socialization.
3. Ability to use assessment and evaluation strategies.
4. Ability to participate in curriculum design and evaluation of program outcomes.
5. Ability to function as a change agent and leader.
6. Ability to pursue continuous quality improvement in the nurse educator role.
7. Ability to engage in scholarship.
8. Ability to function within the educational environment.

Program Requirements

Students must maintain a grade point average of 3.0 to remain in the program. Students must complete supervised teaching practicum in an accredited nursing program, a nursing staff development department or in a community health care organization that provides formal teaching to its clients.

Clinical Clearance

Before entry into the teaching practicum, students are responsible for providing proof of the following:

1. A health history and physical examination on a School of Nursing health form.
2. Current New York State license to practice as a registered professional nurse.
3. Current malpractice insurance.
4. Current basic life support certificate.
5. Verification that mandatory fire, safety and infection control requirements have been met within the past year.
6. Current HIPAA privacy/confidentiality certificate.
7. Current health insurance certificate.
8. Background investigation within the past year.
9. Drug screen within the past year.
10. Current résumé.

Failure to submit the above documentation prior to the start of the practicum or to submit updated documentation as needed throughout the practicum experience will result in a mandatory leave of absence from the educational site.

Note: Students are strongly advised to be vaccinated against hepatitis B.

In compliance with U.S. Public Health Service requirements, it is recommended that pregnant students not practice where there are clients with infectious diseases unless first receiving written permission from health-care providers.

Degree Requirements

Applicants for the Post Master's Nurse Educator program must complete a 12-credit course of study; 6 credit hours in the Fall semester and 6 credit hours in the Spring semester.

The credit hours for the Nurse Educator tracks are equivalent to:	
Didactic hours	150
Teaching/preceptor hours	60



<i>Courses for Post-M.S. Certificate:</i>	Cr.
Nursing 710 Theories of Teaching and Learning	3
Nursing 720 Curriculum Development	3
Nursing 730 Teaching Strategies and Methodologies	2
Nursing 740 Testing and Outcomes Measurements	2
Nursing 750 Practicum In Teaching	2

Courses

Nursing 610 Nursing Research
Offered every Fall, offered Summer on occasion

The purpose of the course is to teach knowledgeable consumers of nursing research at the graduate level to develop a basic research proposal based on a topic of interest and/or concern. Additionally, it is stressed that critical evaluation of the scientific merit of nursing research and incorporation of relevant evidence-based findings into their practice will facilitate the integrity of practice as well as health outcomes. The importance of evidence-based practice and the research process to the development of nursing knowledge and subsequent practice are discussed. Emphasis

is placed on the development of a research proposal from critically evaluated evidence in the literature. This process occurs within a culturally-diverse and collegial atmosphere and using experiential teaching-learning methods. Three credits.

**Nursing 611
Advanced Medical Physiology**
Offered every Fall, offered Summer on occasion

An advanced study of human physiology that progresses from the cellular-molecular level to integrated organ function of the total body. Emphasis is placed on the body's internal environment and the nature of biological control systems. This course lays the foundation for further advanced study in the basic health and clinical sciences. After completing this course, the student will be able to describe the various principles of basic cellular physiology and the essential molecular mechanisms (movement of molecules across cellular membranes, homeostatic mechanisms, cellular communication and receptor mechanisms) required for an understanding of the human body and to be able to apply those principles to the development of disease. Three credits.

Nursing 612 Pathophysiology of the Adult for Advanced Practice Nursing
Prerequisite: Nursing 611
Offered every Spring

A study of the pathophysiology underlying diseases and conditions of the human to enable the student to obtain the knowledge required as a basis for clinical judgment in diagnosing and treating clients across the life span. The key principles and facts underlying present knowledge of tissue and organ systems and their specialized function and inter-relationships are studied. Three credits.

Nursing 613 Health Care of the Geriatric Client
Prerequisite or Corequisite: Nursing 614
Offered every Fall, offered other semesters as an independent study

An overview of the theories of aging, the developmental tasks of the elderly, the normal and physiological changes that occur with aging and the various assessment tools available for use with the older adults. This course includes content on evaluating the evidence for using specific diagnostic and assessment tools with older adults. Two credits.

Nursing 614 Primary Health Care of the Adult
Offered every Fall

An overview of common issues in primary care, including various principles of screening, prevention, health maintenance, patient education techniques, multicultural issues, occupational therapy and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations." Two credits.

Nursing 620 The Theoretical Basis of Advanced Practice Nursing
Offered every Fall, offered Summer on occasion

An in-depth examination of conceptual models of nursing. The course includes discussion and comparison of various theoretical models as well as an outline of points to consider when selecting a model to use for advanced practice nursing. Students acquire knowledge concerning construction and testing of conceptual-theoretical models of nursing. Three credits.

Nursing 630 The Advanced Practice Role
Offered every Spring, offered Summer on occasion

A critical examination of behaviors expected in the advanced practice nurse practitioner role. The course focuses on factors that have an impact on the adaptation to the changing health-care delivery system by both consumers and health-care providers. Strategies for change and professional growth are examined. Two credits.

Nursing 634 Advanced Physical Assessment
Special Fee: \$260.00
Offered every Fall and Spring

A comprehensive physical examination of the adult as well as an in-depth study of the psychosocial, developmental, occupational and cultural aspects of health assessment. Emphasis is placed on the collaborative aspects of being a member of an interdisciplinary health-care team in a primary care setting. The student is provided with knowledge, methods and laboratory experience to build upon and to refine physical assessment skills. Two hours lecture, three hours laboratory. Three credits.

Nursing 644 Pharmacology
Corequisite: Nursing 612
Offered every Spring, offered Summer on occasion

An in-depth course that provides the nurse practitioner with the understanding of pharmacokinetics and pharmacodynamics throughout the life span. Various classes of medications used in primary care are discussed in terms of therapeutic effects, adverse effects, interactions, and patient and family teaching. Emphasis is placed on using evidence-based guidelines in prescribing. Content includes both state and federal laws and regulations related to prescribing and recordkeeping. Four credits.

Nursing 650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I
Prerequisites: Nursing 612, 614, 630, 634, 644
Offered every Spring

This is one of two courses focusing on the care of the adult and older adult. Knowledge of physical assessment, pathophysiology and pharmacology provide underpinnings for the course. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. Emphasis is on the diagnosis and management of common acute and chronic conditions of the adult and older adult in the practice primary collaborative care setting. Evidence-based guidelines are emphasized. Four credits.

Nursing 654 Practicum in Adult Primary Care I
Corequisite: Nursing 650
Offered every semester

This practicum will provide opportunities to practice and refine assessment and diagnostic skills for the care and treatment of adults within a primary care setting under the direct supervision of a nurse practitioner or physician preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with all of the members of the health care team. Selecting and prescribing appropriate drug therapy for clients during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II
Prerequisites: Nursing 612, 614, 630, 634, 644
Offered every Fall

This is one of two courses focusing on the care of the adult and older adult. Knowledge of physical assessment, pathophysiology and pharmacology provide underpinnings for the course. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. Emphasis is on the diagnosis and management of common acute and chronic conditions of the adult and older adult in the practice primary collaborative care setting. Evidence-based guidelines are emphasized. Four credits.

Nursing 664 Clinical Practicum in Adult Primary and Acute Care II
Corequisite: Nursing 660
Offered every semester

This practicum will provide opportunities to continue to improve and refine competency and diagnostic skills for the care and treatment of adults within a primary care setting under the direct supervision of a physician or nurse practitioner preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with the physician, nurse practitioner, and other members of the health care team. Selecting and prescribing appropriate drug therapy for clients during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 668 Organizational Performance
Offered on occasion

This course is designed to offer the student the opportunity to explore in-depth concepts, systems and models which impact patient care safety and clinical outcomes. The following issues will be explored: dimensions of performance; improvement efforts; CQI (Continuous Quality Improvement) tools; processes in improving organizational performance; JCAHO's standards on IOP (Improving Organizational Performance). Three credits.

Nursing 670

Health-Care Issues, Policies, Ethics and Advanced Practice Nurse

Offered on occasion

An in-depth exploration of policy and ethics in health care and how they affect the role of the Advanced Practice Nurse. Political determinants of health-care policy and political issues relevant to nursing and other health-care providers are discussed. The course will include an examination of ethical and legal issues related to health care practice and policy development. Two credits.

Nursing 672 Managing in the Health Care System

Prerequisites: All core courses in the NE program

Offered on occasion

This course is designed for the student to explore in-depth concepts, systems and models which affect the management and safety of today's nursing and health care organizations. Content will address the following issues: application of leadership/management skills of the nurse executive; the development of the IDS (Integrated Delivery systems); credentialing/privileging and staffing; the financing of health care; risk management and legal issues; quality management and accountability. Three credits.

Nursing 673 Role of Nurse Executive

Prerequisites: All core courses in the NE program

Offered on occasion

This is a seminar course analyzing the role of the nurse executive in health care organization. Issues relevant to nursing and other health care providers will be discussed. The course will include exploration of ethical and legal issues related to health care practice and policy development. Elements of role and leadership theory will be explored and analyzed in order to allow students to develop a framework for the executive role. In addition, audio-visual aids will be explored to facilitate the presentation of the nurse executive. Three credits.

Nursing 680 Internship in Nursing and Health-Care Management I

Corequisite: Nursing 682

Offered on occasion

The internship experience is designed to continue two consecutive semesters at a health care organization selected to meet the future career goals of the individual student. Settings such as hospitals, nurs-

ing homes, HMO's, community health programs, home care agencies, and consulting firms will be carefully chosen for each student experience and students will be assigned to a specific preceptor at the chosen agency. The student may petition for an Internship at two different agencies if the student can demonstrate, by written proposal, the way in which the change of settings will assist in meeting course expectations and career goals. The Internship will allow for the synthesis and application of knowledge gained in the nursing and business core courses. The student will observe the role of the nurse executive/preceptor and participate in selected management activities. Each student will be expected to facilitate an interdisciplinary Performance Improvement Project in the Internship. The first half of the Performance Improvement Project will be submitted at the end of the first semester; and the completed project at the end of the second semester based on the Internship experience. The student will be expected to submit a Masters level prepared research paper describing the design, review of data related to the issue, recommendations to improve, pilot/implementation tested, measurement. Five credits.

Nursing 682 Internship Seminar in Nursing and Health-Care Management I

Corequisite: Nursing 680

Offered on occasion

The seminar is designed to be concurrent with each semester of the internship in Nursing and Health Care Management. The focus of the seminar will be the issues and problems encountered by students in the various Internship experiences and in-depth discussion and analysis of student projects. In addition, topics such as staffing, scheduling, hospital-based managed care, quality management, integrated delivery systems, policy development and negotiation will be discussed. Two credits.

Nursing 684 Internship in Nursing and Health Care Management II

Corequisite: Nursing 686

Offered on occasion

The internship experience is designed to continue two consecutive semesters at a health care organization selected to meet the future career goals of the individual student. Settings such as hospitals, nursing homes, HMO's, community health programs, home care agencies, and consulting firms will be carefully chosen for each student experience and students will be

assigned to a specific preceptor at the chosen agency. The student may petition for an Internship at two different agencies if the student can demonstrate, by written proposal, the way in which the change of settings will assist in meeting course expectations and career goals. The Internship will allow for the synthesis and application of knowledge gained in the nursing and business core courses. The student will observe the role of the nurse executive/preceptor and participate in selected management activities. Each student will be expected to facilitate an interdisciplinary Performance Improvement Project in the Internship. The first half of the Performance Improvement Project will be submitted at the end of the first semester; and the completed project at the end of the second semester based on the Internship experience. The student will be expected to submit a Masters level prepared Research paper describing the design, review of data related to the issue, recommendations to improve, pilot/implementation tested, measurement. Five credits.

Nursing 686 Internship Seminar in Nursing and Health-Care Management II

Corequisite: Nursing 684

Offered on occasion

The seminar is designed to be taken concurrently with each semester of the internship in Nursing and Health Care Management. The focus of the seminar will be the issues and problems encountered by students in the various Internship experiences and in-depth discussion and analysis of student projects. In addition, topics such as staffing, scheduling, hospital-based managed care, quality management, integrated delivery systems, policy development and negotiation will be discussed. Two credits.

Nursing 690 Diagnosis and Management of Illness and Physical Conditions of Family I

Prerequisites: Nursing 612, 614, 630, 634, 644

Offered every Fall

A focus on clinical decision-making skills. Knowledge of physical assessment, pathophysiology and pharmacology provide underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. Concern is for the diagnosis and management of common acute and chronic conditions of clients across the life span in the collaborative practice primary care setting. Family theory concepts are presented to form the basis for practice. Physical assessment skills

related to infants and children are incorporated. Students focus on the assessment, diagnosis, and treatment of pediatric and pregnancy health issues. Evidence-based practice guidelines are stressed. Four credits.

Nursing 691 Preceptored Practicum in Primary Care of the Family I

Corequisite: Nursing 690

Offered every Fall and Spring

This practicum will provide opportunities to practice and refine assessment and diagnostic skills for the care and treatment of infants, children, adolescents, women who are pregnant and adults within a primary care setting under the direct supervision of a physician or nurse practitioner preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with the physician, nurse practitioner, and other members of the health care team. Selecting and prescribing appropriate drug therapy for clients, particularly pediatric and pregnant clients, during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 692 Diagnosis and Management of Illness and Physical Conditions of Family II

Prerequisites: Nursing 612, 614, 630, 634, 644

Offered every Spring

This is one of two courses focusing on the care of the adult and older adult. Knowledge of physical assessment, pathophysiology and pharmacology provide underpinnings for the course. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. Emphasis is on the diagnosis and management of common acute and chronic conditions of the adult and older adult in the practice primary collaborative care setting. Evidence-based guidelines are emphasized. Four credits.

Nursing 693 Preceptored Practicum in Primary Care of the Family II

Corequisite: Nursing 692

Offered every Fall and Spring

This practicum will provide opportunities to practice and refine assessment and diagnostic skills for the care and

treatment of adults within a primary care setting under the direct supervision of a physician or nurse practitioner preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with the physician, nurse practitioner, and other members of the health care team. Selecting and prescribing appropriate drug therapy for clients, particularly pediatric and pregnant clients, during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 694 Diagnosis and Management of Illness and Physical Conditions of Family III

Prerequisites: Nursing 690, 692

Offered every Fall

This is one of two courses focusing on the care of the adult and older adult. Knowledge of physical assessment, pathophysiology and pharmacology provide underpinnings for the course. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. Emphasis is on the diagnosis and management of common acute and chronic conditions of the adult and older adult in the practice primary collaborative care setting. Evidence-based guidelines are emphasized. Four credits.

Nursing 695 Preceptored Practicum In Primary Care of the Family III

Corequisite: Nursing 694

Offered every Fall and Spring

This practicum will provide opportunities to continue to improve and refine competency for the care and treatment of adults within a primary care setting under the direct supervision of a physician or nurse practitioner preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with the physician, nurse practitioner, and other members of the health care team. Selecting and prescribing appropriate drug therapy for clients, particularly pediatric and pregnant

clients, during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 696 Preceptored Practicum in Geriatric Care I

Corequisite: Nursing 650

Offered every Fall and Spring

This practicum will provide opportunities to practice and refine assessment and diagnostic skills for the care and treatment of older adults within a primary care setting under the direct supervision of a physician or nurse practitioner preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with the physician, nurse practitioner, and other members of the health care team. Selecting and prescribing appropriate drug therapy for clients, particularly pediatric and pregnant clients, during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 697 Preceptored Practicum In Geriatric Care II

Corequisite: Nursing 660

Offered every Fall and Spring

This practicum will provide opportunities to continue to improve and refine competency for the care and treatment of older adults within a primary care setting under the direct supervision of a physician or nurse practitioner preceptor using an evidence-based approach. Students will be encouraged in the development of diagnostic reasoning, appropriate plans of care, the selection of appropriate drug therapy, and the proper way to write prescriptions. Students will be required to apply family theory within this supervised practice setting. The students will collaborate with the physician, nurse practitioner, and other members of the health care team. Selecting and prescribing appropriate drug therapy for clients, particularly pediatric and pregnant clients, during the acute and chronic phases of illness will be an integral component of this practicum. Four credits.

Nursing 700, 701 Independent Study

Open to graduate Nursing students with the permission of the Graduate Director

An opportunity for students to do advanced work in Nursing under the

guidance of the faculty. A total of two credits is the maximum allowed. One credit per semester.

Nursing 710 Theories of Teaching and Learning
Offered every Fall

This course introduces the student to principles and philosophy of adult learning as applied to nursing and client education. Theories of adult learning, as well as basic principles of learning theory are the focus. Formal teaching in the classroom setting, as well as client teaching is emphasized. Assessing learned needs, individual teaching strategies, cultural implications and the place of technology are all discussed. Learning styles are analyzed and tools for assessing learning skills are discussed. Three credits.

Nursing 720 Curriculum Development
Offered every Fall

This course focuses on developing curricula for nursing education programs. Missions statements, philosophy, terminal outcomes, course outcomes/objectives are examined and students have opportunities to critique models as well as develop their own model curriculum. Student projects may be focused on the student's area of teaching interest. The developmental process and the progression of curriculum is discussed. Curriculum which is evidence-based and grounded in professional standards is explored. Use of computers and other technologies in the development of high-order thinking skills is considered. Three credits.

Nursing 730 Instructional Methods and Technologies
Offered every Spring

This course discusses a variety of teaching modalities and strategies including lecture, discussion, seminar, small group, one-to-one and online methods. Writing behavioral objectives (affective, cognitive and psychomotor) and selecting congruent teaching methods are stressed. Fostering creativity and critical thinking skills are included. The student is required to develop teaching-learning plans for students in diverse settings. The student will learn the use of slide shows, chat rooms, WebCT, Internet resources and software with hands-on experience. Two credits.

Nursing 740 Testing and Outcome Measurements
Offered every Spring

This course explores the use of evaluation techniques to evaluate learning. Standardized tests, teacher made tests and other forms of measurement such as return demonstration are explored. Statistical analysis of testing and measurement data is discussed. Use of technology to both create and evaluate testing and measurement will be discussed. Students have the opportunity to design and evaluate test and measurement tools. Two credits.

Nursing 750 Practicum in Nursing Education
Offered every Spring

Students have the opportunity to practice teaching-learning techniques in a setting appropriate to their interests: collegiate nursing program, staff development in healthcare institution, or client teaching in the community. Students develop, plan, teach and evaluate teaching-learning projects appropriate to their practicum setting. Each student has a mentor in the practice environment and an instructor coordinating and overseeing the experience. Two credits.

ARNOLD & MARIE SCHWARTZ COLLEGE OF PHARMACY AND HEALTH SCIENCES

On the Brooklyn Campus, the Arnold & Marie Schwartz College of Pharmacy and Health Sciences offers graduate curricula leading to the Master of Science degree in the following fields, as registered with the New York State Education Department: Pharmaceutics, Pharmacology/Toxicology, Pharmacy Administration, and Drug Regulatory Affairs. As part of such degree programs, students may seek specialization in these areas: Industrial Pharmacy, Cosmetic Science and Health Care Marketing Administration. The College also offers an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree and the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree. For further information on the programs, consult the pharmacy bulletin.



APPROVED PROGRAMS - BROOKLYN CAMPUS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Richard L. Conolly College of Liberal Arts & Sciences

Major	Hegis Code	Degree
Biology	0401	BS, MS
Adolescence Urban Education: Biology	0401	BS
Middle Child & Adolescence Urban Education: Biology	0401.01	BS
Biochemistry	0414	BS
Media Arts	0601	BA
Journalism	0602	BA
Bilingual Extension – Teachers of Hearing Handicapped	0815	Adv. Cert.
Teacher of Students with Speech & Language Disability	0815	BS, MS
Teacher of Visual Arts in Urban Schools	0831	BFA
Music Education in Urban Schools	0832	BS
Bilingual Teachers of Students with Speech & Language Disabilities	0899.50	MS
Studio Art	1002	BFA
Music – Applied Music	1004	BA
Jazz Studies	1004	BA
Music (Jazz Studies)	1004	BFA
Music – Music Theory	1004.10	BA
Dance	1008	BFA, BS
Dance Education in Urban Schools	1008	BS
Computer Art	1009.00	BFA
Media Arts	1009	MA
Visual Arts	1099	BA
New Media Art and Performance	1099	MFA
Modern Languages –French, German, Spanish	1101	BA
Adolescence Urban Education: Spanish	1105.01	BA
Middle Childhood & Adolescence Urban Education: Spanish	1105.01	BA
Communication Sciences and Disorders	1220	BS, BS/MS
Speech-Language Pathology	1220	BS/MS, MS
Medical Technology	1223	BS
Cytotechnology	1223	BS
Nuclear Medicine Technology	1299	BS
English	1501	BA, MA
Middle Child & Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: English	1501.01	BA
Speech	1506	BA
Creative Writing	1507	MFA
Philosophy	1509	BA
Mathematics	1701	BS

Middle Child & Adolescence Urban Education: Mathematics	1701	BS
Adolescence Urban Education: Mathematics	1701.01	BS
Physics	1902	BS
Chemistry	1905	BS, MS
Middle Child & Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: Chemistry	1905.01	BS
Psychology	2001	BA, MA
Clinical Psychology	2003	Ph.D.
Social Work	2104	BA, MSW
Social Science	2201	MS
Middle Childhood & Adolescence Urban Education: Social Studies	2201.01	BA
Adolescence Urban Education: Social Studies	2201.01	BA
Anthropology	2202	MA
Economics	2204	BA, MA
History	2205	BA
Political Science	2207	BA, MA
Sociology-Anthropology	2208	BA
Sociology	2208	MA
United Nations	2210	Adv. Cert.
Urban Studies	2214	MA
Interdisciplinary Major	4901	BA, BS
General Science	4902	BS
Humanities	4903	BA, BS
Social Science	4903	BA, BS
Human Services	5506	Cert.
Social Science	5622	AA
Science	5649	AA
Humanities	5649	AA

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS, MS BS/MS, MBA
Taxation	0502.10	MS
Business Finance	0504	BS
Business Management	0506	BS
Business Administration	0506	MBA, Adv. Cert.
Integrated Information Systems	0507	BS
Marketing	0509	BS
Human Resources Management	0515	MS
Computer Science	0701	BS, MS
Health Administration	1202	MPA
Not-for-Profit Management	2102.00	Adv. Cert.
Public Administration	2102	MPA

Gerontology	2104.00	Adv. Cert.
Accounting	5002	Cert.Business
Administration	5004	AAS
Computer Science	5101	Cert.

School of Education

Major	Hegis Code	Degree
Adolescence Urban Education: Biology	0401	BS
Middle Child & Adolescence Urban Education: Biology	0401.01	BS
Adolescence Urban Education: Biology 7-12 (Noncert)	0401.01	MSED
Adolescence Urban Education: Biology 7-12 1st Initial/Internship	0401.01	MSED
Adolescence Urban Education: Biology 7-12 2nd Initial	0401.01	MSED
Childhood Urban Education	0802	BS
Childhood/Early Childhood Urban Education: 1st Initial /Internship	0802	MSED
Childhood Urban Education: 2nd Initial	0802	MSED
Childhood Urban Education: 1st Initial /Internship (Noncert)	0802	MSED
Childhood/Early Childhood Urban Education 2nd Initial	0802	MSED
Childhood/Early Childhood Urban Education (Noncert)	0802	MSED
Inclusive Childhood Education & Special Education in Urban Settings	0802/0808	BS/MSED
Higher Education Administration	0805	MA
Special Education	0808	MSED
Teaching Students with Disabilities: Middle Childhood	0808	MSED
Teaching Students with Disabilities: Middle Childhood Non-cert	0808	MSED
Teaching Urban Adolescents with Disabilities (Noncert)	0808	MSED
Teaching Urban Adolescents with Disabilities 1st Initial/Internship	0808	MSED
Teaching Urban Adolescents with Disabilities 2nd Initial	0808	MSED
Teaching Urban Children with Disabilities (Noncert)	0808	MSED
Teaching Urban Children with Disabilities 2nd Initial	0808	MSED
Teacher of Urban Children with Disabilities 1st Initial /Internship	0808	MSED
Bilingual Ext – Teacher of Speech and Hearing Handicapped	0815	Adv. Cert.
Early Childhood Urban Education	0823	Adv. Cert.
School Counselor	0826.01	MSED

School Psychologist	0826.02	MSED
Educational Leadership	0828	Adv. Cert.
Teaching Literacy 5-12 Urban Settings	0830	MSED
Teaching Literacy B-6 & 5-12 Urban Settings	0830	MSED
Teaching Literacy B-6 Urban Settings	0830	MSED
Teaching Literacy B-6	0830	Adv. Cert.
Teaching Literacy 5-12	0830	Adv. Cert.
Teacher of Physical Education in Urban Schools	0835	BS
Physical Education (Non-Cert.)	0835	BS
Bilingual Education	0899	Adv. Cert.
Bilingual Education in Urban Settings	0899	MSED
Educational Technology for the Learning Sciences	0899.20	MS
TESOL – Alt. Cert.	0899.50	MSED
Childhood Urban Education Alt. Cert.	0899.50	MSED
Adolescence Urban Education Alt. Cert.	0899.50	MSED
Bilingual extension – (Trans B) Alt. Cert	0899.50	Adv. Cert.
Special Education 1-6 (Trans B) Alt. Cert.	0899.50	MSED
Teaching Adolescents with Disabilities, Alt. Cert.	0899.50	MSED
Teaching Students with Disabilities: Middle Childhood, Alt. Cert.	0899.50	MSED
Adolescence Urban Education: Spanish	1105.01	BA
Middle Childhood & Adolescence Urban Education: Spanish	1105.01	BA
Middle Childhood & Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: English	1501.01	BA
Adolescence Urban Education: English 7-12 1st Initial /Internship	1501.01	MSED
Adolescence Urban Education: English 7-12 (Noncert)	1501.01	MSED
Adolescence Urban Education: English 7-12 2nd Initial	1501.01	MSED
TESOL (Non-certification)	1508	MSED
TESOL 1st Initial /Internship	1508	MSED
TESOL 2nd Initial	1508	MSED
Middle Child & Adolescence Urban Education: Mathematics	1701	BS
Adolescence Urban Education: Mathematics	1701.01	BS
Adolescence Urban Education: Math 7-12 1st Initial/Internship	1701.01	MSED
Adolescence Urban Education: Math 7-12 (Noncert)	1701.01	MSED
Adolescence Urban Education: Math 7-12 2nd Initial	1701.01	MSED
Middle Child & Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: Chemistry	1905.01	BS
Adolescence Urban Education: Chemistry 7-12 2nd Initial	1905.01	MSED

Adolescence Urban Education: Chemistry 7-12 (Noncert)	1905.01	MSED
Adolescence Urban Education Chemistry 7-12 1st Initial/Internship	1905.01	MSED
Mental Health Counseling	2104.10	MS
Family Counseling	2104.10	Adv. Cert.
Alcoholism Counseling	2104.10	Adv. Cert.
Middle Child & Adolescence Urban Education: Social Studies	2201.01	BA
Adolescence Urban Education: Social Studies	2201.01	BA
Adolescence Urban Education: Social Studies 7-12 1st Initial /Internship	2201.01	MSED
Adolescence Urban Education: Social Studies 7-12 2nd Initial	2201.01	MSED
Adolescence Urban Education: Social Studies 7-12 (Noncert)	2201.01	MSED

School of Health Professions

Major	Hegis Code	Degree
Advanced Athletic Training & Sports Sciences	0835	MS
Health Sciences	1201	BS, MS
Occupational Therapy	1208	BS/MS
Physical Therapy	1212	BS/MS, MS, DPT
Respiratory Care	1299	BS
Community Health	1299	MS
Physician Assistant	1299.10	BS
Sports Science	1299.30	BS
Athletic Training & Sports Sciences	1299.30	BS/MS

School of Nursing

Major	Hegis Code	Degree
Nursing	1203	BS
Geriatric Nurse Practitioner	1203.10	MS
Adult Nurse Practitioner Executive Program for Nursing and Health Care Management	1203.10	MS, BS/MS
Family Nurse Practitioner	1203.10	MS
Adult Nurse Practitioner Education for Nurses	1203.12	Adv. Cert.
Family Nurse Practitioner	1203.12	Adv. Cert.
Geriatric Nurse Practitioner	1203.12	Adv. Cert.

Arnold & Marie Schwartz College of Pharmacy and Health Sciences

Major	Hegis Code	Degree
Pharmacology/Toxicology	0409	MS
Pharmacy Administration	1211	MS
Pharmaceutics	1211	MS, PHD
Drug Regulatory Affairs	1211	MS
Pharmacy	1211	PharmD

Global College (formerly Friends World Program)

Major	Hegis Code	Degree
Global Studies	2210.00	BA
Friends World Program of Long Island University	4901.00	BA



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Brooklyn Campus Map and Travel Directions

Subway

The Brooklyn Campus of Long Island University is served by all **subway lines**.

IRT: 4 or 5 trains (Lexington Avenue Line) or the 2 or 3 trains (Seventh Avenue Line) to Nevins Street Station

BMT: B, M, Q, or R trains to DeKalb Avenue Station

IND: A, C, or G trains (Eighth Avenue Line) to Hoyt-Schermerhorn Street Station

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The Flatbush Avenue terminal of the **Long Island Rail Road** is four blocks away.

Automobile

From Manhattan – via Manhattan Bridge – proceed along Flatbush Avenue Extension, turn left on Myrtle Avenue, right on Ashland Place and proceed two blocks to DeKalb Avenue and turn right. The Campus is on your right at the corner of DeKalb and Flatbush avenues.

Via Brooklyn Bridge – proceed along Adams Street, make left turn onto Tillary Street and keep right; after crossing Flatbush Avenue Extension bear right onto Navy Street, which becomes Ashland Place; proceed two blocks and turn right on DeKalb Avenue. The Campus is on your right at the corner of DeKalb and Flatbush avenues.

From Queens—Take the Brooklyn-Queens Expressway west to the Tillary Street Exit. Follow Tillary Street to Flatbush Avenue. Make a left onto Flatbush Avenue. The Brooklyn Campus is on the corner of Flatbush and DeKalb Avenues.

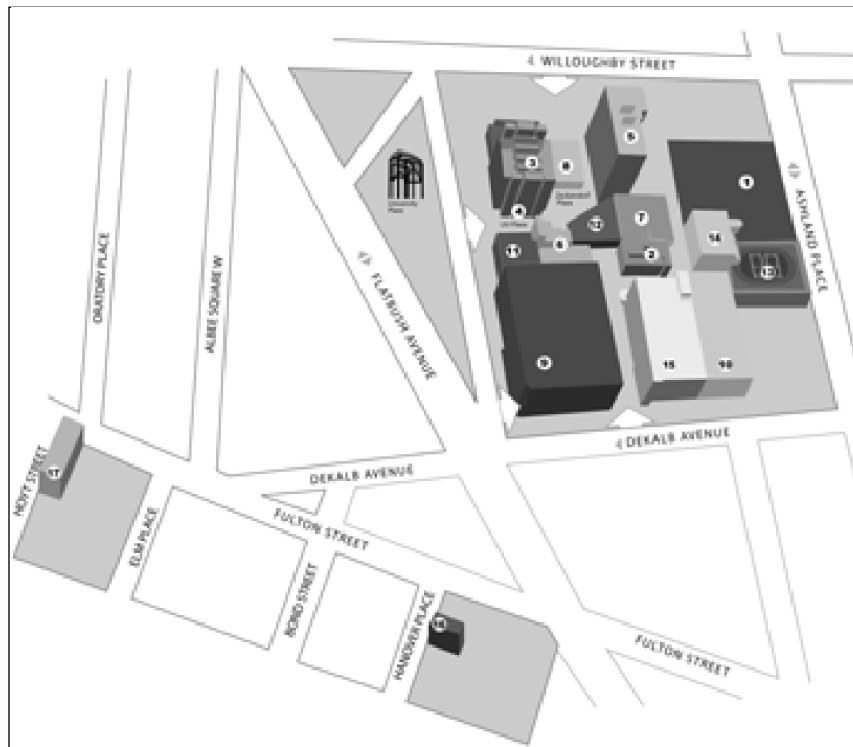
From Staten Island or Brooklyn—Take the Brooklyn-Queens Expressway east to Cadman Plaza West. Follow Cadman Plaza West to Tillary Street. Turn left on Tillary Street, then right on Flatbush Avenue. The Brooklyn Campus is on the left.

To return to Manhattan via the Manhattan Bridge—proceed on DeKalb Avenue and turn right on Flatbush Avenue to the Manhattan Bridge. – *via the Brooklyn Bridge*, proceed on DeKalb Avenue, turn right on Flatbush Avenue then left on Tillary Street. The entrance to the Brooklyn Bridge will be on your right.

To return to the Brooklyn-Queens Expressway Queens-bound—Take Flatbush Avenue to Tillary Street. Turn right on Tillary Street and then stay to the left. Enter ramp for Brooklyn-Queens Expressway.

To return to the Brooklyn-Queens Expressway Brooklyn-bound—Take Flatbush Avenue to Tillary Street. Turn left on Tillary Street to Cadman Plaza West. Make a right turn on Cadman Plaza West. Bear left to enter the Brooklyn-Queens Expressway.

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Students with disabilities who may require individually designed accommodations on the Brooklyn Campus are encouraged to contact the Special Educational Services Program for assistance in resolving any school-related difficulties. Located on the lower level of the Pharmacy Building, the program serves students with visible and nonvisible disabilities. Call (718) 488-1044 for further information.

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