

LIU Brooklyn
2012-2013
Graduate Bulletin



LIU Brooklyn

2012 - 2013 Graduate Bulletin

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

General Information: 718-488-1000

www.liu.edu/brooklyn

Admissions: 718-488-1011

Email: admissions@brooklyn.liu.edu

Notice to Students: The information in this publication is accurate as of May 1, 2012. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

TABLE OF CONTENTS

LIU	3	SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES	88
CAMPUSES OF LIU	4	Accounting, Taxation and Law	89
Residential Campuses	4	Computer Science	95
Regional Campuses	5	Managerial Sciences	98
GENERAL INFORMATION	6	Public Administration	108
About LIU Brooklyn	6	SCHOOL OF EDUCATION	116
DIRECTORY	7	Counseling and School Psychology	119
ACADEMIC CALENDAR	8	Teaching, Learning and Leadership	132
ADMISSION	10	SCHOOL OF HEALTH PROFESSIONS	161
ACADEMIC REGULATIONS	12	Athletic Training, Health and Exercise Science	162
REQUIREMENTS FOR DEGREES	13	Occupational Therapy	169
INTEGRATED STUDENT FINANCIAL SERVICES	15	Physical Therapy	180
Tuition & Fees	15	Physician Assistant Studies	188
Student Financial Aid	19	Public Health Program	194
THE LIBRARY	21	Social Work	198
LEARNING RESOURCES	22	SCHOOL OF NURSING	205
FACILITIES	23	LIU PHARMACY	215
SERVICES	24	SCHOOL OF CONTINUING STUDIES	216
STUDENT LIFE	26	BLENDED AND ONLINE LEARNING	219
SPECIAL PROGRAMS	27	APPROVED PROGRAMS	220
RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES	28	LIU BROOKLYN FACULTY	223
Anthropology	29	LIU BROOKLYN ADMINISTRATION	237
Biology	30	LIU TRUSTEES AND ADMINISTRATION	239
Chemistry and Biochemistry	36		
Communication Sciences and Disorders	39		
Economics	46		
English	47		
History	53		
Mathematics	54		
Media Arts	55		
Political Science	67		
Psychology	71		
Social Science	80		
Speech Language Pathology	81		
Sociology	82		
United Nations Graduate Program	83		
Urban Studies Program	85		

LIU

In its ninth decade of providing access to the American dream through excellence in higher education, LIU is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, the University offers more than 575 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, and Rockland and Westchester (LIU Hudson). Other academic units include LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences), which prepares students for successful careers in the fields of pharmacy and health care; LIU Global, which provides a wide range of study abroad options at overseas centers in China, Costa Rica and India, and through programs in Australia, Ecuador, Peru, Taiwan, Thailand and Turkey; and LIU Online, which harnesses the latest technology to offer online and blended programs.

LIU's 630 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 186,000 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 institution also provides enrichment for students and the community through the world-class arts programming at LIU Tilles Center, NCAA Division I and II athletic teams and the nationally renowned George Polk Awards in journalism.

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

Accreditation and Program Registration

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

CAMPUSES OF LIU

The Residential Campuses

LIU Brooklyn

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

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

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

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

LIU Post

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

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

LIU Post 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. The campus's award-winning cooperative education program is nationally renowned for its extensive career counseling and job placement services.

Fifteen NCAA men's and women's sports teams take advantage of LIU Post's 70 acres of playing fields. Clubs, fraternities and sororities provide many other outlets for student activities. The campus'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

LIU Brentwood

Since 1959, LIU Brentwood has served the diverse communities of western Suffolk County with premier undergraduate and graduate programs. The Campus is conveniently located near the Long Island Expressway and boasts ample parking facilities. Library, computer resources and academic advisement services are all available on site. Since LIU Brentwood is primarily a teaching institution, classroom instruction is its top priority. While most faculty members are involved in research, scholarly writing or creative activities appropriate to their discipline, all are measured against the highest standards of teaching excellence. Some programs require completing coursework at another LIU campus.

LIU Hudson

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

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

LIU Riverhead

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

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

GENERAL INFORMATION

About LIU Brooklyn

Statement of Mission

Expressed in its still-relevant motto *Urbi et Orbi*, the mission of LIU since 1926 has been to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good. Its mission is to awaken, enlighten and expand the minds of its students.

Generation after generation, the students who have enrolled at LIU Brooklyn 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 LIU Brooklyn, all students find an academic community where cultural, ethnic, religious, racial, sexual, and individual differences are respected and where commonalities are affirmed. This 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.

LIU Brooklyn 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 LIU Brooklyn to build the educational and intellectual foundations for successful personal lives and careers. The Campus faculty and administration believe that a liberal education, along with careful preparation for a fulfilling career, is the best way to achieve this end.

To carry out its mission, LIU Brooklyn 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 has designed programs to permit students to acquire essential literacies, intellectual curiosity, analytic and reasoning skills, and effective communication skills. In this way, the Campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

Undergraduate and Graduate Offerings

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

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

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

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

The **School of Nursing** offers the Bachelor of

Science with a major in Nursing for generic, R.N.-B.S. and 2nd degree students, the Master of Science in Adult Nurse Practitioner and Family Nurse Practitioner, Executive Program for Nursing, Health Care Management, and Nurse Educator. The following Advanced Certificates are offered: Adult Nurse Practitioner, Family Nurse Practitioner, and Education for Nurses. The School of Nursing offers accelerated R.N.-B.S./M.S. Adult Nurse Practitioner and R.N.-B.S./M.S. Nurse Executive dual degree programs.

The **LIU Pharmacy – 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.

LIU Global is designed for students who desire a hands-on learning approach in a variety of international locations. The college offers a Bachelor of Arts in Global Studies.

DIRECTORY

Department Name	Phone	Office Hours	Email/Website
Admissions	718-488-1011	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6 p.m.	admissions@brooklyn.liu.edu www.liu.edu/brooklyn/admissions
Richard L. Conolly College	718-488-1003	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	www.liu.edu/brooklyn/conolly
School of Business, Public Administration and Information Sciences	718-488-1130	(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.	business@brooklyn.liu.edu www.liu.edu/brooklyn/sbpais
School of Education	718-488-1055	(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m. Summer (M-Th) 9:00 a.m-6 p.m. (F) 9 a.m.-5p.m.	www.liu.edu/brooklyn/education
School of Health Professions	718-780-6578	(M-F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/health
School of Nursing	718-488-1059	(M-F) 9 a.m.-5 p.m. Summer (M-Th) 9 a.m.-6 p.m.	www.liu.edu/brooklyn/nursing
LIU Pharmacy	718-488-1004	(M-F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/pharmacy
LIU Global	718-780-4312	(M-F) 9 a.m.-5 p.m.	globalcollege@liu.edu www.liu.edu/brooklyn/global
School of Continuing Studies	718-488-1010	(M-Th) 9 a.m.-6:30 p.m. (F) 9 a.m.-5 p.m.	scsinfo@brooklyn.liu.edu www.liu.edu/brooklyn/scs
Office of Institutional Advancement and Student Affairs	718-488-1602	(M-F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/studentactivities
Integrated Student Financial Services	718-488-1037	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	isfs@brooklyn.liu.edu www.liu.edu/brooklyn/financial-services
International Students	718-488-1216	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	www.liu.edu/brooklyn/international-students
Library	718-780-4513	(M,W,Th) 8 a.m. – 10 p.m. (Tu) 9 a.m. – 10 p.m. (F) 9 a.m. – 5 p.m. (Sat.) 9 a.m. – 6 p.m. (Sun.) 11 a.m. – 5 p.m. Summer (M-Th) 9 a.m. – 8 p.m. (Sat.) 9 a.m. – 6 p.m.	www.liu.edu/brooklyn/library
Provost	718-488-1001	(M-F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/provost
Registrar	718-488-1013	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 10:30 a.m.-6:30 p.m. Summer (M,Th) 9 a.m.-5 p.m. (Tu,W) 10:30 a.m.-6:30p.m. (F) 9 a.m.-4 p.m.	www.liu.edu/brooklyn/registrar
Residence Life and Housing	718-488-1046	(M-Th) 9 a.m.-7 p.m. (F) 9 a.m.-5 p.m.	www.liu.edu/brooklyn/reslife
Office of Student Development and Retention	718-488-1042	(M,Th,F) 9 a.m-5 p.m. (Tu,W) 9 a.m-6:30 p.m.	www.liu.edu/brooklyn/osdr
Student Leadership and Development	718-488-1216	(M,Th,F) 9 a.m.-5 p.m. (Tu,W) 9 a.m.-6:30 p.m.	www.liu.edu/brooklyn/slld

ACADEMIC CALENDAR 2012-2013

Fall 2012

In-Person Registration	August 20-August 31
Labor Day - Holiday	September 3
Convocation Day	September 4
Weekday Classes Begin	September 5
Late registration and program changes	September 5-11
Semester Classes Meeting Saturday-Sunday begin	September 8-9
First Weekend Session Classes Begin	September 8-9
Late Registration Ends	September 11
Awarding of September Degrees	September 21
Deferred Final Exams	October 1
Last Day to Apply for January Degree	October 5
Last Day to Apply for Comprehensive Examination	October 5
Midterm Examinations – Classes in Session	October 15-26
First Weekend Session Final Examinations	October 20-21
Second Weekend Sessions Classes Begin	October 27-28
Last Day to Withdraw from Undergraduate Courses	October 31
Election Day Classes in Session	November 6
Wednesday follows a Friday schedule	November 21
Fall recess begins	November 22
Classes resume	November 24
Last day to submit thesis and complete degree requirements	December 5
Second weekend session final examinations	December 8-9
Semester classes meeting Saturday-Sunday end	December 8-9
Semester classes meeting Monday-Friday end	December 13
Last day to withdraw from graduate courses	December 13
Final examinations - undergraduate and graduate	December 14-20
Last day to complete withdrawal appeal process	December 20
Winter recess begins	December 21

Spring 2013

In-Person Registration	January 8-18 and January 21
Awarding of January degrees	January 18
Martin Luther King Jr. Day	January 21
Weekday Classes Begin	January 22
Late registration and program changes	January 22-25 and January 28
Semester classes meeting Saturday-Sunday begin	January 26-27
First weekend session classes begin	January 26-27
Late registration ends	January 28
Deferred final examinations	January 28
Last day to apply for May degree	February 1
Last day to apply for comprehensive examination	February 1
President's Day – No Classes	February 18
Tuesday Follows a Monday Schedule	February 19
Midterm Examinations - Classes in Session	February 25 - March 8
First Weekend Session Final Examinations	March 9-10
Spring recess begins	March 11
Classes resume	March 18
Last day to withdraw from undergraduate courses	March 20
Second weekend session classes begin	March 23-24
Last Day to Submit Thesis and Complete Degree Requirements	April 5
Second Weekend Session Final Examinations	May 4-5
Semester Classes Meeting Saturday-Sunday End	May 4-5
Semester Classes Meeting Monday-Friday End	May 7
Last Day to Withdraw from Graduate Courses	May 7
Final examinations - undergraduate and graduate	May 8-14
Last day to complete withdrawal appeal process	May 8
Commencement Ceremony	May 16
Conferral of May Degrees	May 17

Summer I 2013

Registration & Program Changes	May 16-17
Weekend Session Classes Begin	May 18-19
Weekday Classes Begin	May 20
Late Registration Ends	May 21
Memorial Day - Holiday	May 25-27
Last day to withdraw from undergraduate courses	May 28
Deferred final examinations	June 3
Last day to apply for September degree	June 5
Last day to apply for comprehensive examination	June 5
Weekend session final examinations	June 29-30
Last day of class	July 1
Last day to withdraw from graduate courses	July 1
Last day to complete withdrawal appeal process	July 1
Final examinations	Last Class Meeting

Summer II 2013

Registration & Program Changes	July 2-3
Independence Day - Holiday	July 4
No registration or program changes	July 5
Weekend session classes begin	July 6-7
Weekday classes begin	July 8
Late registration ends	July 9
Last day to withdraw from undergraduate courses	July 17
Weekend session final examinations	August 10-11
Last weekday class	August 15
Last day to submit thesis and complete degree requirements	August 15
Last day to withdraw from graduate courses	August 15
Last day to complete withdrawal appeal process	August 15
Final Examinations	Last Class Meeting

ADMISSION

Applicants are strongly encouraged to submit an application online at www.liu.edu/brooklyn/admissions/apply. A paper application may also be downloaded from this website, or obtained by visiting the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, N.Y. 11201-5372, e-mailing gradadmissions@brooklyn.liu.edu, or by calling 718-488-1011. A bachelor's degree (or its equivalent) from an accredited institution, indicating an acceptable record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline.

The completed application must be submitted with a personal statement of approximately 500 words. Applicants must also submit official transcripts from all colleges and universities attended showing all undergraduate and graduate coursework taken and degrees received, if any. Some departments may request letters of recommendation, resumes, test scores, writing samples, portfolios, copies of professional licenses or other additional documents. Applicants should refer to the section of this bulletin for their program of interest as well as the departmental web site to determine what documents are required for admission by their program as well as to determine where credentials and materials are to be sent for processing. An application fee of \$40.00 is required. If the applicant mails or submits a paper application in person, they will be assessed a nonrefundable fee of \$40.00. LIU Brooklyn encourages students to self-manage their application, which means it is the responsibility of the applicant to collect all required documents needed for admission and manage where documents are to be mailed. Students needing assistance and clarification are encouraged to e-mail the Graduate Admissions Office at gradadmissions@brooklyn.liu.edu.

Most graduate programs are available each semester on a rolling admissions basis with applications accepted as long as space is available. However, it is strongly encouraged that applications and supporting materials be submitted as early as possible. Several graduate programs have specific application deadlines including the Doctor of Physical Therapy (D.P.T.) which is due March 1st; the Masters in Physician Assistant Studies due on January 15th; the Ph.D. in Clinical Psychology due on December 1st; the Master's in Speech-Language Pathology due on February 1st; and the Master's in Social Work due on March 15th.

Transfer Credits

Graduate courses taken at other institutions before admission to LIU may, if pertinent to the plan of study, be credited to the graduate degree. Permission to transfer such credits must be requested at the time of admission, and official

transcripts must be submitted to the LIU Admissions Processing Center. 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.

Classification of Students

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

Applicants must receive satisfactory scores on any required examinations. 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. 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 or the Graduate Record Examination before the completion of their first semester of study. Applicants for the master's degree in Public Health, Ph.D. in Clinical Psychology, Doctor of Physical Therapy and all graduate Pharmacy programs must submit GRE scores from the General Aptitude Test at the point of application. Additionally, individuals who apply for the Ph.D. in Clinical Psychology must submit GRE scores from the GRE Subject Test in Psychology.

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

Non-degree students must meet the same admission standards as those admitted to degree programs. A student in this category may take a limited number of courses for certification,

professional advancement or personal enrichment, but he or she is not classified as a graduate degree-seeking student. Admission as a non-degree student permits registration for a maximum of 12 credits.

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

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

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

Students Presenting International Credentials

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

the Office of Admissions or found on www.liu.edu/brooklyn. All students for whom English is not a native language are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination. Information on the examinations may be obtained by visiting www.ets.org and www.ielts.org, respectively from American consulates and embassies abroad, or from the United States Information Service (USIS) in each country.

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

International Students

Applications and all supporting documents from international applicants must be received by May 1st for Fall admission and by November 1st for Spring admission.

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. The master's programs in Pharmacy and Ph.D. program in Pharmacy require a deposit of \$500.00. Upon receipt of the deposit and of a sponsor's affidavit of support and official bank statement, an I-20 form will be issued that will enable the student to apply for a student visa. Students should not make plans to come to the United States until they have received appropriate nonimmigrant forms.

Students should be aware of the tuition rates at LIU 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 assistantships are awarded primarily to students who have been in attendance at least one semester. Health insurance coverage is compulsory for all international students and for their dependents. Information pertaining to the health insurance coverage may be obtained from the Office of International 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.

Visiting Students

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

Post-baccalaureate Students

An applicant who has not completed adequate preparation for a particular graduate program but

who presents an otherwise acceptable undergraduate record may be given an opportunity to remove specific course deficiencies. A post-baccalaureate student enrolls in a program of advanced undergraduate courses in the field selected for graduate study. The appropriate department approves the number of credits necessary, the level of achievement required, and the specific courses to be completed. Upon compliance with those conditions, the post-baccalaureate student becomes eligible for admission to the graduate school.

Veterans

LIU Brooklyn welcomes applications from veterans and encourages them to take full advantage of their G.I. Bill benefits. Candidates are required to submit a copy of Form DD214, Report of Separation, 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 fieldwork practicums may not be audited. Students (who must have been admitted to a graduate program) pay half the regular tuition for courses, and their transcripts will show that the courses have been audited.

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 department. 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. Non-degree students must obtain permission to register from the Graduate Admissions Office before the beginning of each semester.

Change of Plan Department

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

Change of Status

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

Maintenance of Student Standing

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

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

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

Readmission

Students who have not attended classes for more than five academic years are required to apply for readmission and must gain approval from his or her Dean. Such students re-enter under the admissions standards and program requirements in existence at the time of re-entry. Readmission applications are available in the Office of Admissions.

Withdrawal

Students themselves must initiate formal withdrawal procedures. Failure to do so can result in loss of possible refunds or inaccurate records of academic performance (or both). Students may withdraw from one or all courses if they apply officially through the Office of the Registrar. If withdrawing from one or more, but not all, courses; students must obtain written permission from their Instructor or 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 "Tuition & Fees, Institutional Refund 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.

Cancellation of Courses

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

Course Load

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

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, may be obtained from the Registrar's office, and is available online at

www.liu.edu/brooklyn/schedule.

Grades

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

INC (incomplete) may be used as an interim grade for the first half of a two-semester course, for failure to complete all course requirements, and for thesis courses before acceptance of the thesis. Any other failure to complete the course requirements (e.g., the submission of a term paper) may be recorded as INC. 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 a 4.000 quality point equivalent, A- to 3.667, B+ to 3.333, B to 3.000, B- to 2.667, C+ to 2.333, C to 2.000 and F to 0.000. P, INC, ABS, W and UW grades do not affect the index.

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

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

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

average will be displayed to three decimal places with the third decimal place always being zero due to rounding.

Good Standing

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

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

Students accumulating in excess of nine credits of incomplete (INC 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. Students will be required to pay the Deferred Final Examination Fee 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 found in the Academic Calendar available on the Brooklyn Registrar website at www.liu.edu/Brooklyn/About/Offices/Registrar/Calendar.aspx.

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

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

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

Student Access to Educational Records

In compliance with the Family Educational Rights and Privacy Act, LIU Brooklyn informs eligible students and their parents that they may obtain copies of the Campus's Policy Statement concerning the act from the Office of Institutional Advancement and Student Affairs.

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 or the recommendation of the appropriate Department Chair.

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

Doctoral Degrees

(consult the specific department for requirements)

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

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

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

Master of Arts

Master of Science

Master of Science in Education

Master of Fine Arts

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

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

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

Master of Business Administration

Master of Public Administration

B.S./M.S. in Accounting

The M.B.A. and the M.P.A. degrees are offered by the School of Business, Public Administration and Information Sciences. The M.B.A. requires completion of 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 matriculant status are among the prerequisites that must be met before a candidate's thesis will be accepted for consideration. An oral defense of the thesis is normally required.

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

Special Examinations

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

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

Preliminary Examination

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

Comprehensive Examination

Most departments require a comprehensive examination of students choosing the non-thesis option; it is given after the completion of a specified number of credits. The examination is designed to test the candidate's knowledge of general concepts as well as his or her areas of

concentration and may be oral or written. Failing the comprehensive examination on three occasions will result in dismissal from the program.

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

Oral Examination (defense of thesis)

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

Residence

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

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

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

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

Time Limits

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

In the 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.

INTEGRATED STUDENT FINANCIAL SERVICES

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

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

GRADUATE TUITION AND FEES (2012-2013 RATES)

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

The tuition, and fees, residence life, health insurance and other miscellaneous fee schedules listed below are at the prevailing rates for the 2012-2013 academic year. The University reserves the right to change the fees herein stated at any time without notice.

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

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

General Tuition and Fees

Graduate Tuition, per credit, per semester	\$1,068.00
Pharmacy Graduate tuition, per credit, per semester	1,239.00
Physician Assistant, M.S., tuition per credit, per semester	1,088.00
Speech Language Pathology, M.S., tuition per credit, per semester	1,088.00
Special Programs tuition per credit, per semester	711.00
Audit fee (half tuition and full fees), per credit	534.00
Pharmacy Audit fee (half tuition and full fees)	620.00
Doctoral Tuition, flat rate, per semester:	
Psychology, Psy.D., 12 or more credits (year 1-3)	22,222.00

Doctoral Tuition, per credit, per semester:	
Psychology, Psy.D. (under 12 or over 18 credits)	1,421.00
Pharmacy, Ph.D.	1,263.00
Physical Therapy, DPT (800 and 900)	1,263.00
Physical Therapy, DPT (less than 800 level courses)	1,088.00
Tuition Deposit fee (nonrefundable)	100.00 - 500.00
Application fee (nonrefundable)	40.00
Orientation fee (entering and transfer students only)	55.00
Flex Dollar Program (students enrolled in 9 or more credits)	40.00
University fee, per semester:	
Students carrying 12 or more credits	720.00
Students carrying 11.9 credits or less	360.00
Student activity fee, per semester:	
Students carrying 12 or more credits	65.00
Students carrying 4.1 to 11.9 credits	55.00
Students carrying 4 credits	No Fee
Senior Adult Programs:	
Tuition per credit, per semester	534.00
Audit fee per credit, per semester	267.00
Maintenance of Matriculation fee:	
Graduate fee, per term	100.00
Pharmacy M.S. and Ph.D. candidates, per term	250.00
Class fees, per semester:	
PT 850	1,364.00
PT 950	1705.00
PT 955, 956	2,728.00
Course fees, per semester:	
SLP 6031, 6041, 6201	250.00
TAL 088, 099	290.00

Residence Life

RESIDENCE HALLS

Deposit (submitted with housing application)	\$ 150.00
Fall and Spring Accommodations, per semester:	
Standard Conolly:	
Double	3,610.00
Triple	2,720.00
Suite Conolly:	
Double	4,300.00
Triple	3,930.00
Quad	4,100.00
Apartment Conolly:	
Double	5,260.00
Triple	4,790.00
Quad	5,410.00
Suite Hoyt:	
Double	5,340.00
Triple	5,060.00
Quad	5,230.00
Quintuple	5,620.00
Apartment Hoyt:	
Double	6,760.00
Triple	6,760.00
Fulton Apartment (per semester):	
Studio	9,125.00
1 Bedroom	9,975.00
2 Bedroom	9,200.00-10,100.00
3-6 Bedroom	8,700.00-9,100.00
Intersession (per week)	260.00
Summer Accommodations, per session:	
Suite Conolly:	
Double	1,720.00
Triple	1,650.00
Quad	1,580.00
Apartment Conolly:	
Double	1,970.00
Triple	1,830.00
Quad	1,750.00
Suite Hoyt:	
Double	2,330.00
Triple	1,760.00
Quad	2,100.00
Quintuple	2,410.00
Apartment Hoyt:	
Double	2,710.00
Triple	2,460.00
MEAL PLANS, per term	
Fall and Spring, per term:	
Carte Blanche	2,240.00
Declining Dollars	370.00

Resident students not living in apartment accommodations are required to participate in a meal plan. Declining dollars can be used at point of sale locations across the campus.

Other Fees

Transcript of record (on-line, in-person, or via mail), per request	\$7.00
Replacement I.D. card	10.00
Late graduation application fee	50.00
Reinstatement of cancelled registration	100.00*
Delayed registration fee	200.00*
Late payment fees:	
First (assessed 45 days into the term)	50.00*
Second (assessed on the last day of the term)	100.00*
Deferred final examination fee per examination	
(maximum \$60.00)	20.00
General Comprehensive Examination fee	25.00
Graduate record examination, per test	10.00
Thesis binding fee:	
Graduate	20.00
Doctoral (including micro filming)	60.00
Returned check fee	25.00
University Payment Plan fee	35.00
Diploma Replacement fee	35.00

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

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

Student Health Insurance

Health Insurance:

Rates for the Annual Plan	TBD
Rates for the Spring Semester (newly enrolled students), covers the policy period 1/1/13 - 5/15/13	TBD
Rates for the Summer Semester, covers the policy period 5/1/13 - 8/15/13	TBD

Health insurance (Compulsory for domestic resident students, all international students, intercollegiate athletes, and students assigned field work in a health care curriculum). Charges are billed for an annual plan in the Fall semester, covering the policy period 8/15/12 - 8/15/13. Charges are not reduced if a student does not reside in the Residence Hall for the Spring semester, or is no longer in a health care curriculum, since coverage continues to be effective over the full policy period.

Withdrawal Policy

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

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

LIU Institutional Refund Schedule

Time of Withdrawal	Fall/Spring terms
Cancellation prior to beginning of term or session	Complete refund except for deposit.
During 1st calendar week	100%
During 2nd calendar week	75%
During 3rd calendar week	50%
During 4th calendar week	25%
After 4th week	No refund
Time of Withdrawal	3-Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 of Term	100%
Day 2 thru 8 of Term	60%
After Day 8 of the Term	No refund

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

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

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

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

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

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

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

Financial Obligations

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

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

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

Payment Arrangements

LIU offers convenient options to pay your account balance due. We offer many different payment methods, including check, all credit and debit cards, ACH, money order, and wire transfer.

My LIU: You can use your My LIU account to securely pay your balance online at my.liu.edu using a check, credit or debit card by clicking on the **Make a Payment** link from your **Student Center** homepage or from within the **Account Inquiry** section. To log into the Payment Gateway, enter your My LIU user name and password. From here, you may also set up an authorized user account so that a relative, guardian, or employer can pay any outstanding balance on your behalf. If you need assistance with making a payment online, please visit the **Center for Student Information** website at <http://csi.liu.edu>.

Payment by Mail: If paying with a check or money order by mail, please date the payment appropriately and make it payable to **Long Island University**. Any payment not honored by the bank is subject to a \$25 returned item fee and may restrict your future payment options to certified check, money order, or credit card. You may also receive an additional charge from your financial institution. The University is not responsible for fees assessed by your bank.

Third Party Payments: The University will temporarily clear student account balances if presented with written authorization from a third party or sponsoring company that intends to make payment on your behalf. Students must submit official written authorization and complete a Deferred Payment Plan Agreement Form, along with payment for any remaining balance due. Additional information on third party payments can be found online at www.liu.edu.

Payment Plans

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

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

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

STUDENT FINANCIAL AID

Financial Aid is awarded on an annual basis in the form of scholarships, grants, loans and part-time employment. Assistance is offered to students admitted into eligible graduate degree and advanced certification programs at LIU Brooklyn.

Application Process

All candidates for LIU scholarships or grants, Federal grant and loan programs, work-study opportunities, and New York State awards are required to complete the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA should be completed online at www.fafsa.ed.gov. The federal school code for LIU Brooklyn is **002751**. Continuing students at LIU must reapply for financial assistance each year. Applicants for financial aid may expect to be notified of the decision reached by the Office of Integrated Student Financial Services shortly after their files have been completed. No action will be taken until the candidate has been accepted by the Office of Admissions

Awards

LIU Scholarships and Awards

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

Federal Loan Programs

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

The New York State Higher Education Services Corporation (HESC) offers a variety of grants, scholarships, student loans and parent loans for part-time and full-time graduate study. Although students apply for financial aid directly to HESC, the funds are taken into account when developing the LIU financial aid package. You must be a U.S. citizen and resident of the State of New York to be eligible for HESC awards. Residents of New York State must also apply through the Higher Education Service Corporation at www.hesc.com using the LIU Brooklyn school code **5403**. Students who reside outside of New York State may be eligible for grants, scholarships and loans from their home state. Contact the Federal student aid agency at 1-800-433-3243 or www.federalstudentaid.ed.gov for more information. A detailed listing of Federal and State programs, including Direct Loans, can be found online at www.liu.edu/brooklyn/finaid/grants.

Veteran Benefits

LIU Brooklyn has a proud and distinguished history of serving its nation's military veterans and active duty service members. Our supportive community of staff and faculty is dedicated to seeing veterans succeed in their education, career and life. To accomplish this mission, LIU Brooklyn provides the resources needed to pursue educational opportunities while balancing the demands of life both inside and outside the classroom.

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

www.liu.edu/Brooklyn/StudentLife/Veterans.

Alternative Loan Program

If you find that you need funding beyond the limits of the Federal Direct Student Loan Program, you may wish to consider an Alternative Loan. These loans are not guaranteed by the Federal government and are considered private loans. We urge all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including:

- current interest rates
- co-signer requirements
- repayment options, both in school and out
- whether or not the loan may be sold to another provider

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

If you have considered applying for an alternative loan, you may be required to complete the Free Application for Federal Student Aid at www.fafsa.ed.gov in order for the University to certify your loan eligibility. Alternative loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

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

Terms and Conditions

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

Awards, grants, and scholarships listed are for graduate study only and do not apply to undergraduate or professional studies. Students enrolled in accelerated and dual degree programs are advised to contact the Undergraduate Admissions office to obtain information on aid for the undergraduate portion of their degree.

All awards from LIU Brooklyn are accompanied by a letter of stipulation detailing the terms of the award. Students are governed by the stipulations accompanying their specific awards. Part-time status, for the purpose of scholarship and grant renewal, is defined as carrying and earning a minimum of 6 credits per semester.

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

Standards for Satisfactory Academic Progress

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or Title IV eligible advanced certificate program in order to receive Title IV financial aid through the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (G.P.A.) and the amount of credits they have earned relative to their year in school and enrollment status.

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

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

The criteria below outline the progress that is required for a full time graduate student to be considered in good standing:

- **Completion Rate Requirements:** All students must earn at least 67% of their attempted hours. The maximum time frame to complete each degree varies by Department and is outlined herein under the specific degree program.
- **G.P.A. Requirements:** Students enrolled in the Schools of Business, Public Administration and Information Sciences must maintain a cumulative G.P.A. of 2.5. For all other Schools and Colleges, students who have earned fewer than 13 credits must maintain a 2.5 G.P.A.; students who have earned 13 credits or more must maintain a 3.0 G.P.A..

Notes:

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

New York State Awards

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

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

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

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

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

Graduate Semester Based Program Chart

Before Being Certified for Payment:

Semester	A student must have accrued at least this many credits	With at least this G.P.A.
1st	0	0
2nd	6	2.0
3rd	12	2.5
4th	21	2.75
5th	30	3.0
6th	45	3.0
7th	60	3.0
8th	75	3.0

Notes:

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

THE LIBRARY

Ingrid Wang, Associate Professor, Director;

Telephone: 718-488-1081

Fax: 718-780-4057

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

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

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

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

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

The Library is linked electronically to the libraries at other LIU campuses, and shares one catalog – LIUCAT. This resource provides information on all of the more than 2.6 million volumes held by the University. In addition to print materials, the Library has a large collection of electronic books, e-encyclopedias and full-text journals. The Library offers Information Literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.

LEARNING RESOURCES

Academic Reinforcement Center

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

The Academic Reinforcement Center (ARC) is a learning and resource center that offers tutoring across the disciplines to undergraduates of LIU Brooklyn. Our tutors and administrators represent the academic and cultural diversity of the student body, providing assistance in mathematics, education, business, languages and the humanities, as well as the social, physical and health sciences. We are dedicated to providing students with a productive learning experience. Tutoring sessions are designed to supplement in-class work and focus on providing opportunity for active learning, self-reflection and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and completing homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We offer weekly one-on-one or small-group sessions, walk-in tutoring sessions available on a limited basis, online tutoring, targeted group workshops, study skills support, mid-term & final exam science review sessions, and assistance with forming study groups. The English Summer Institute, a 4-week, reading- and writing-intensive course for pre-freshmen, is also coordinated by the ARC between July and August.

Mathematics Center

Dung Duong, Assistant Director
718-246-6317

The Mathematics Center, located in room M-1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking by offering the non-credit courses DSM-01 and DSM-09. Tutors are available as well as opportunities to learn how to use software in personal computers. The Mathematics Center is a place where students will be able to enhance their knowledge and understanding of mathematics. The Center provides help and tutoring for all students taking freshman level mathematics. 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.

Modern Language Center

Stanley J. Zelinski, III, Associate Dean, Director
Beth D. Meetsma, Assistant 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.

Multimedia Language Laboratory

Peter Kravsky, Associate Director
718-780-4568
Location: LLC-021

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

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

Testing Center

Andres Marulanda, Director
718-488-1392
Location: Pratt, Suite 110
Hours: Monday – Thursday, 9 a.m. - 6 p.m.
Friday, 9 a.m. - 5 p.m.

The Testing Center is committed to provide a nurturing, informative environment for students taking the LIU Brooklyn Placement Examination or other examinations deemed necessary by the University community. The placement examination is administered on campus or electronically through the Online Writing Assessment. Our Center supports student success by ensuring that entering students are placed in appropriate English and Mathematics courses. Other examinations administered by the Center include retests and exemption exams such as the Math 10 and language exams, Ability-to-Benefit exams required for some students for financial aid and exams to fulfill the core curriculum Computer

Literacy graduation requirement. Support and appropriate arrangements are available for out-of-state students or applicants with qualifying disabilities.

The Testing Center works collaboratively with the campus community and supports academic departments by providing testing and proctoring services. The office administers the HESI-A2 exam for the Nursing Department, the Teaching and Learning Assessment for the School of education, the ASSET Reading Test for the Higher Education Opportunity Program, Occupational Therapy, and the English Summer Institute, Accuplacer tests, and other professional and certification examinations.

Writing Center

Harriet Malinowitz, Director
Lynn Hassan, Associate Director
718-488-1095
Hours: Monday-Thursday: 9 a.m.-5 p.m.
Friday: 9 a.m.-5 p.m.
Saturday: 10 a.m.-4 p.m.

The Writing Center, located in Room H-218, offers one-on-one and small group tutoring to all matriculated students. Its mission is to help students become better writers over time. Tutors work with students at any stage of the writing process – understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for ongoing weekly 50-minute sessions, one-time appointments, or distance tutoring. In addition, students may schedule one-time appointments and/or on-line sessions. The Writing Center also serves as an on-campus resource and reference center for writing instruction and works closely with the Writing Across the Curriculum (WAC) program. Students registered at the Writing Center are welcome to use the dual-platform computer lab.

FACILITIES

Wellness, Recreation & Athletic Center (WRAC)

This 112,000 square foot facility supports the Campus' 18 Division I Athletic teams, provides a state-of-the-art workout facility and swimming pool for the Campus Community, and offers a broad array of health and wellness services to our students, faculty, and administrators, as well as the members of the Brooklyn community at large.

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

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

The Harriet Rothkopf Heilbrunn Academic Nursing Center is also located in the cellar level of the WRAC. The HRH Academic Nursing Center's mission is to reduce health disparities among high-risk populations by providing accessible and affordable, primary, secondary and tertiary prevention activities focusing on risk assessment, education, counseling, and referral for vulnerable, underserved populations in downtown Brooklyn including the students and employees of LIU Brooklyn. The Center provides free health screenings, programs to monitor existing health conditions, Mammogram and HIV testing and counseling and support programs.

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

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

Residence Life and Housing

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

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

Kumble Theater

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

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

This extraordinary theater was made possible through the generosity of LIU Trustee Steven J. Kumble. It is part of an ambitious campus

renovation that created an extensive performing arts complex also featuring a black box theater, dance studios and a glass-enclosed art gallery. Among other major supporters of the performing arts complex are the EAB/Citigroup Foundation, through LIU Board of Trustees Chair Edward Travaglini, trustees Bruce C. Ratner and Donald H. Elliott, the City of New York and the Independence Community Foundation.

Arnold & Marie Schwartz Gym

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

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

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

SERVICES

Department of Information Technology

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

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

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

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

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

Center for Student Information (CSI)

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

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

Faculty Media Resource Center (FMRC)

Devabrata Mondal, Director
Pratt Building, Room 321

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

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

General Support

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

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

Helpdesk

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

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

Network and Systems

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

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

Telephones

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

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

Genius Corner

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

Staffed by student technicians, this resource

provides hands-on hardware support to all students.

Computer Labs

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

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

My LIU

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

Audio Visual Services

Robert Barr, Director
718-488-1348

Audio Visual Services provides the LIU Brooklyn campus with instructional and interactive technologies designed to engage students and enrich the learning experience. AVS also serves to support on-campus activities and special events, such as LIU's Open Houses and Discovery Day, by providing sound and multimedia equipment and tech support. AVS also offers duplication services for the transfer from analog to digital media (i.e., VHS to DVD, Cassette to CD/MP3, etc). Many classrooms and lecture halls are equipped with state-of-the-art technology such as Smart Boards, LCD Projectors and Public Address Systems. Other equipment is available by submitting a request form.

AVS offers the following equipment:

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

Training is available, by appointment, on the use of AV equipment for faculty and students. Please feel free to call, send inquiries to av@brooklyn.liu.edu or stop by and see us in Pratt 325.

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

University Health & Medical Services

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

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

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

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

Develop your industry skills in health and medical services while earning your degree at UHMS.

Psychological Services Center

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

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

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

Veteran Services

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

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

Alumni Association

Office of Development and Alumni Relations
718-488-1016

The Office of Alumni Relations and Development is dedicated to advancing LIU's mission of Access and Excellence. Guided by the University's strategic priorities, the office nurtures lifelong relationships with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. All students of LIU Brooklyn become members of the Alumni Association upon graduation. There are no dues associated with membership.

Alumni Association benefits include the following:

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

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

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

STUDENT LIFE

Cultural Programs and Exhibitions

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

International Students' Services

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

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

Office of Institutional Advancement & Student Affairs

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

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

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

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

After School Program - FUN (Family UNiversity)

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

The FUN (Family UNiversity) After School Program has been designed to serve financially eligible LIU Brooklyn 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 LIU's School of Education. With support from LIU Brooklyn and the School of Education, we are able to provide a safe space for children to engage in community-building, explore their creativity through arts and literacy based activities, receive help with their schoolwork and eat a healthy dinner - leaving parents free to pursue their education.

Student Life and Leadership Development

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

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

Student Organizations

We guide and assist 30 academic student organizations, 22 social organizations 19 cultural organizations, 6 religious organizations, 11 honor

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

Leadership Training

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

Avena Lounge

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

Evening Recreation Program

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

Civic and Community Program

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

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

Grants and Funding

The Office administers the Campus Activity Program Grant, a \$2500.00 award given to students who are members of the Campus

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

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

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

Student Government Association

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

SPECIAL PROGRAMS

Student Support Services

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

Diana Voelker, Director;
(718) 488-1044

Students in need of additional support may investigate the services offered through the Student Support Services Program for physically and/or learning disabled and/or Academically At-Risk first generation low income students. This Federally Funded TRIO program provides students coordinated services to address individual needs

related to their disabilities or academically at-risk factors that would otherwise not afford students the educational and future career opportunities available to them through a degree of higher education.

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

RICHARD L. CONOLLY COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences at LIU Brooklyn offers the doctoral degree in clinical psychology, as well as the master's degree in biology, chemistry, English, media arts, political science, psychology, social science, speech-language pathology, urban studies, master of fine arts degrees in media arts and writing and producing for television and the United Nations certificate program. All degrees and certificates are registered with the New York State Department of Education. The College is named in honor of Admiral Richard L. Conolly, who was the University's president from 1953-1962.

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

David Cohen

Dean

david.cohen@liu.edu**Kevin Lauth**

Associate Dean

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

Assistant Dean

maria.vogelstein@liu.edu**Oswaldo Cabrera**

Assistant Dean

oswaldo.cabrera@liu.edu**Hamid Rahim**

Assistant Dean

hamid.rahim@liu.edu**Faye Pollack**

Executive Assistant to the Dean

faye.pollack@liu.edu**Judy Luu**

Assistant to the Dean

judy.fan@liu.edu**Michell Stanley**

Administrative Secretary

michell.stanley@liu.edu

ANTHROPOLOGY

Professor Hittman

Professors Emeriti Carden, Rosenberg

Associate Professors Hendrickson (Chair), Kim,
Barton, Ali, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood

Assistant Professor Emeritus Sherar

Adjunct Faculty: 8

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 Program, Urban Studies and Social Science.

Anthropology Courses

ANT 500 Reading In Anthro

Independent reading, research and study under the guidance of an anthropology faculty member; topic to be mutually agreed upon in advance.

Credits: 3

On Demand

ANT 510 World Cultures

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.

Credits: 3

On Occasion

DEPARTMENT OF BIOLOGY

Professors Chung, D. Cohen, Griffiths, Morin (Chair), Serafy
 Professors Emeriti Carito, Curley, Hammerman, Hirshon, Polak, Smith, Rothwell, Wendt
 Associate Professors Birchette, DePass, Haynes, Kovac, Marsh,
 Associate Professors Emeriti Dowd, McKenna
 Assistant Professors Kwak, Kwon, Leslie, Molina, Tello, Vogelstein
 Instructor Peckham
 Adjunct Faculty: 14

At the graduate level, the Biology Department offers the M.S. in Biology which offers concentrations in molecular/cellular biology, microbiology and medical Microbiology. Our core of 16 full-time faculty members augmented by over 14 adjuncts provides students with unrivaled expertise in a wide variety of subject areas including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology and marine biology. The goal of the Department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences.

M.S. in Biology

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

Students who elect to complete a thesis must complete a total of 30 credits (core plus electives). Students who elect to take the comprehensive examination must complete a total of 36 credits (core plus electives). For qualified students, financial aid packages are available in the form of teaching and graduate assistantships. These assistantships provide a stipend for the student and cover the cost of tuition for up to 12 credits per semester. Students can receive these assistantships for a maximum of four semesters.

A Master of Science degree can be used as a steppingstone for multiple career paths. Students may further their scientific pursuits by continuing on to earn a Ph.D. in the biological sciences. Alternatively, students may enter the work force and be employed in research laboratories in

pharmaceutical and biotechnology companies, hospitals and federal and state agencies.

Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, students can choose from a wide variety of health related fields, such as physical therapy, nursing, genetic counseling, radiologic technology, to name a few. Biology majors are encouraged to develop specific career objectives while pursuing their graduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Admission Requirements

To be admitted to this program you must:

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

Submitting an Application for Admission

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

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.

The following courses are required for the Biology, Microbiology, Master of Science plan

The following courses are required:

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

The following courses are required:

BIO	641	Advanced Microbiology	3.00
BIO	642	Advanced Microbiology	4.00
BIO	695	General Virology	3.00

The student must complete either Option A or Option B in order to satisfy the requirements for the Biology, Microbiology; Master of Science plan.

The minimum unit requirement for the Biology, Microbiology; Master of Science Option A plan is as follows:

If the student is completing the Thesis Track (Option A), a minimum of 30 units are required.

In addition to the required courses listed above (15 units), the following Thesis courses are required if completing Option A:

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

If the student is completing Option A, in addition to the 21 units of required courses (see above) a total of 9 units are required of electives from Graduate Biology courses:

BIO	500-599	all BIO SUBJECTS listed in catalog
BIO	600-699	all BIO SUBJECTS listed in catalog
BIO	700-799	all BIO SUBJECTS listed in catalog
Internship		maximum of 6 units

The minimum unit requirement for the Biology, Microbiology; Master of Science Option B plan is as follows:

If the student is completing the Comprehensive Exam (Option B), a minimum of 36 units are required.

If the student is completing Option B, in addition to the 15 units of required courses (see

above) a total of 21 units are required of electives from Graduate Biology courses:

BIO	500-599	all BIO SUBJECTs listed in catalog
BIO	600-699	all BIO SUBJECTs listed in catalog
BIO	700-799	all BIO SUBJECTs listed in catalog
Internship		maximum of 6 units

The following courses are required for the Biology, Medical Microbiology; Master of Science plan.

The following courses are required:

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

All of the following courses are required:

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

Of the following courses only one is required:

BIO	647	Immunology	4.00
BIO	648	Immunology	3.00

The student must complete either Option A or Option B in order to satisfy the requirements for the Biology, Medical Microbiology; Master of Science plan.

The minimum unit requirement for the Biology, Medical Microbiology; Master of Science Option A plan is as follows:

If the student is completing the Thesis Track (Option A), a minimum of 30 units are required.

In addition to the required courses listed above (27 units), the following Thesis course is required if completing Option A:

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

The minimum unit requirement for the Biology, Medical Microbiology; Master of Science Option B plan is as follows:

If the student is completing the Comprehensive Exam (Option B), a minimum of 36 units are

required:

If the student is completing Option B, in addition to the 27 units of required courses (see above) a total of 9 units are required of electives from Graduate Biology courses:

BIO	500-599	all BIO SUBJECTs listed in catalog
BIO	600-699	all BIO SUBJECTs listed in catalog
BIO	700-799	all BIO SUBJECTs listed in catalog
Internship		maximum of 6 units

The following courses are required for the Biology, Molecular-Cellular Biology; Master of Science plan.

The following courses are required:

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

The following courses are required:

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

Of the following courses only one is required:

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

Of the following courses only one is required:

BIO	609	Human Genetics	3.00
BIO	631	Genetics	3.00

The student must complete either Option A or Option B in order to satisfy the requirements for the Biology, Molecular-Cellular Biology; Master of Science plan.

The minimum unit requirement for the Biology, Molecular-Cellular Biology; Master of Science Option A plan is as follows:

If the student is completing the Thesis Track (Option A), a minimum of 30 units are required.

In addition to the required courses listed above (15 units), the following Thesis courses are required if completing Option A:

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

If the student is completing Option A, in addition to the 21 units of required courses (see

above) a total of 9 units are required of electives from Graduate Biology courses:

BIO	500-599	all BIO SUBJECTs listed in catalog
BIO	600-699	all BIO SUBJECTs listed in catalog
BIO	700-799	all BIO SUBJECTs listed in catalog
Internship		maximum of 6 units

The minimum unit requirement for the Biology, Molecular-Cellular Biology; Master of Science Option B plan is as follows:

If the student is completing the Comprehensive Exam (Option B), a minimum of 36 units are required.

If the student is completing Option B, in addition to the 15 units of required courses (see above) a total of 21 units are required of electives from Graduate Biology courses:

BIO	500-599	all BIO SUBJECTs listed in catalog
BIO	600-699	all BIO SUBJECTs listed in catalog
BIO	700-799	all BIO SUBJECTs listed in catalog
Internship		maximum of 6 units

Biology Courses

BIO 503 Evolution

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

Credits: 3

Every Fall

BIO 504 Evolution and Human Development

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

Credits: 3

Every Spring

BIO 505 Introduction to Biostatistics

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

Credits: 3

Cross-Listings: BIO 505, MTH 505

Every Spring

BIO 508 The Biology of Cancer

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

Credits: 3

Cross-Listings: BIC 508, BIO 508

Alternate Fall

BIO 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. (Same as BIO and BIC 531). Two hours of lecture per week. Offered on occasion.

Prerequisite: At least one semester of Biochemistry.

Credits: 3

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

On Occasion

BIO 536 Laboratory in Bacteriological and Molecular Techniques

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

Credits: 1

Every Fall

BIO 537 Laboratory in Biochemistry and Computer Use

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

per week. Prerequisite: An undergraduate degree in Biology.

Credits: 1

Every Spring

BIO 541 Special Topics in Biology

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

Credits: 3

On Demand

BIO 543 Current Topics in Biology

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

Credits: 1

Every Spring

BIO 550 Molecular and Cell Biology

An advanced course in the molecular biology of eukaryotic gene structure and regulation, with emphasis on mammalian cell and developmental biology and genetics. Biochemical and biophysical studies of nucleic acids, chromatin and chromosome structure, somatic cell and immunogenetics; DNA sequence organization and cell developmental biology are all considered. Two hours of lecture per week. Prerequisite: Biology 161 or permission of the instructor.

Credits: 2

Every Fall

BIO 551 Molecular and Cell Biology Laboratory

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

The co-requisite of Biology 550 is required.

Credits: 2

Every Fall

BIO 554 Principles of Molecular Pharmacology

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

distribution, and function of a selected drug group. Two hours of lecture per week plus term paper. Pre-requisites: Chemistry 121 and 122. (Biochemistry would be helpful but is not required).
Credits: 3
Alternate Spring

BIO 602 Conservation Biology

Conservation Biology is a study of the diversity of life and threats to that diversity. This course will include introductory topics that are the foundation for the field, issues at the levels of populations, communities and ecosystems, and end with the practical application of conservation biology in a real and complex world. Specific topics to be investigated are: the meaning and ethics of conservation and biodiversity, the recognition of species in danger of extinction (using techniques of population genetics and ecology, biogeography and systematics), and preservation of species. The course will consist of lectures, class discussions of original research and review papers, and a research paper and presentation. Two hours of lecture per week plus two field trips and a term paper.
Credits: 3
Alternate Spring

BIO 607 Neuroanatomy

A study of the organization of the human central nervous system. Emphasis is placed on the structures and organizations of the brain and spinal cord and on the cranial nerves, with additional material on the cranium and spinal column, the meninges, the blood supply, embryonic development, and histology of the central nervous system. Two hours of lecture per week. Prerequisite: General Biology. A course in anatomy is recommended.
Credits: 3
Every Fall

BIO 609 Human Genetics

A basic course in the principles of human genetics and molecular biology. Lecture topics include structure of the human chromosome; techniques in molecular biology and cytogenetics; structures of chromosomal abnormalities; abnormal chromosomes in humans and their related diseases; karyotype analysis; inheritance patterns of human diseases; mapping human chromosomes; and human gene isolation. Two hours of lecture per week plus term paper.
Credits: 3
Alternate Fall

BIO 611 Signal Transduction and Pharmacology

A study of the mechanisms by which molecules and drugs affect biological processes. Signaling on the organismal, cellular and molecular levels is described, with an emphasis on establishing a firm foundation of understanding of important signaling systems in biology. Molecular and genetic aspects of intracellular signal transduction are explored in depth. Topics also include quantitative and qualitative treatment of the interaction of ligands

with their receptors. Knowledge-based approaches to drug discovery are analyzed as well. Two hours of lecture per week plus term paper. Prerequisites: Undergraduate biochemistry.
Credits: 3
Alternate Spring

BIO 612 Cytology: The Nucleus

A detailed treatment of the structure and function of the cell, with particular attention directed toward the chromosome and its composition, structure and conformation during the cell cycle. Regulation of nuclear events by extracellular ligands and cytoplasmic signalling pathways are discussed. Two hours of lecture per week plus collateral reading and a term report.
Credits: 3
On Occasion

BIO 613 Cytology: The Cytoplasm

An investigation of the organization and structure of the cytoplasm, including a detailed treatment of cell organelles and their activities and interactions. The molecular and biochemical relationship among all cellular components is stressed. Two hours of lecture per week plus a term paper.
Credits: 3
Every Spring

BIO 615 Bioinformatics

The course covers modern approaches to analysis of the vast quantities of data generated by current biological studies. Advanced statistical methods are explored including Bayesian approaches. The uses of DNA sequence comparisons are explored. Finally the structural role of proteins in health and disease are covered and a statistical framework to explain structural features is developed. Three hours of lecture per week
Credits: 3
Every Fall

BIO 616 Biology of the Blood and Bone Marrow

This course presents an overview of hematology, including the structure and function of erythrocytes, leukocytes and platelets, and their development in the bone marrow. Mechanisms of normal and abnormal hemostasis (blood coagulation) will be covered. Recent findings in normal and in pathologic states will be discussed. Two hours of lecture per week plus a term paper.
Credits: 3
On Occasion

BIO 619 Structural Biology

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

Course includes a computer laboratory. Two hours of lecture per week plus term paper.
Credits: 3
Every Spring

BIO 620 Biochemistry

The course examines the synthesis and degradation of cellular macromolecules in prokaryotic and mammalian systems. Topics include the structure of macromolecules and sugar, lipid and amino acid metabolism. Emphasis is placed on the regulation, integration, and organ specialization of the metabolic pathways. Two hours of lecture per week plus term paper.
Credits: 3
Every Fall

BIO 622 Effective Communication in Science

Students will develop creative and imaginative means to produce a presentation. A highlight of the course will be when students present a seminar to the class. The means and needs for producing a visually pleasing poster and power point presentation, which holds interest, will be covered. The course will prove of benefit to the student whether they follow a research career or work for industry as in both circumstances the skills they learn will prove of great usefulness. Two hour lecture per week plus term paper.
Credits: 3
Every Fall

BIO 623 Molecular Genetics of Bacteria and Phage

Overall objective of this course is to offer a comprehensive vision of molecular genetics of prokaryotic microorganisms including Bacteria, Archaea, and Bacteriophages. This course is suited for advanced undergraduate and graduate students. Emphasis of the course will be placed on the molecular aspects of bacterial chromosomes, transformation, conjugation, transduction (lytic and lysogenic phages), genetic recombination, and global regulatory mechanisms in prokaryotic microorganisms. This course will also include a laboratory session to practice the lecture subjects. Two hours of lecture and three hours of laboratory per week. Prerequisites: BIO 101, BIO 109, BIO 126, BIO 128 or other lower-level microbiology-related courses.
Credits: 4
Every Spring

BIO 629 Molecular Biology of Infectious Diseases

A study of the mechanisms used by infectious organisms to infect their hosts and to evade the hosts immune response and the response by the host to the infectious organism. Topics include life cycles of relevant organisms, protein receptor binding, antigenic variation, antigen presentation and antibody/T-cell receptor diversity. Emphasis is on the molecular mechanisms of such processes. Two hours of lecture per week plus term paper.
Credits: 3
Alternate Spring

BIO 630 Systematic Biology

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

Credits: 4

On Occasion

BIO 631 Genetics

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

Credits: 3

Every Spring

BIO 632 Developmental Biology

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

Credits: 3

On Occasion

BIO 641 Advanced Microbiology

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

Credits: 3

Every Fall

BIO 642 Advanced Microbiology

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

Credits: 4

Every Spring

BIO 648 Immunology

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

The pre-requisite of BIO 604 is required.

Credits: 3

Every Fall

BIO 661 Endocrinology

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

Credits: 3

On Occasion

BIO 692 Molecular Biology

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

Credits: 3

Alternate Spring

BIO 695 General Virology

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

Credits: 3

Every Spring

BIO 697 Medical Microbiology

First semester of a two semester sequence (BIOs 697 & 698). 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. Two hours of lecture and one three-hour laboratory per week in the Spring semester.

The pre-requisites of BIO 603, 604, 641 and 642 are required or approval of the Department Chair.

Credits: 3

Every Fall

BIO 698 Medical Microbiology

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

The pre-requisites of BIO 603, 604, 641 and 642 are required or approval of the Department Chair.

Credits: 4

Every Spring

BIO 701 Seminar in Biology

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

Credits: 1

Every Fall

BIO 702 Seminar in Biology

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

Credits: 1

Every Spring

BIO 703 Seminar in Microbiology

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

The co-requisites of BIO 697 and 698 are required.

Credits: 1

Every Fall

BIO 704 Seminar in Microbiology

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

The co-requisites of BIO 697 and 698 are required.

Credits: 1

Every Spring

BIO 705 Seminar in Molecular Biology

Research presentations by students on current topics in molecular biology. Faculty discuss their

research interests with students. One hour per week.

Credits: 1

On Occasion

BIO 706 Seminar in Molecular Biology

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

Credits: 1

Every Spring

BIO 707 Research and Preparation of the Thesis

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

Credits: 3

Every Fall, Spring and Summer

BIO 708 Research and Preparation of the Thesis

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

Credits: 1 to 3

Every Fall, Spring and Summer

BIO 709 Independent Study

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

Credits: 1 to 3

On Demand

BIO 710 Independent Study

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

Credits: 1 to 3

On Demand

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

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

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

M.S. in Chemistry

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

Admission Requirements

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

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

Submitting an Application for Admission

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

Degree Requirements

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

Course		Cr.
CHM 503	Advanced Inorganic Chemistry	4
CHM 606	Advanced Physical Chemistry	3
CHM 525	Instrumental Methods of Analysis	4
CHM 621	Advanced Organic Chemistry I	3

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

1. An additional 18 graduate credits from among the courses offered by the 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 10 credits of graduate Chemistry courses, for a total of 30 credits.

Chemistry Courses

CHM 503 Advanced Inorganic Chemistry

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

Credits: 4

Every Fall

CHM 525 Instrumental Methods of Analysis

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

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

Credits: 4

Every Spring

CHM 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. (Same as BIO and BIC 531). Two hours of lecture per week. Offered on occasion.

Prerequisite: At least one semester of Biochemistry.

Credits: 3

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

On Occasion

CHM 541 Special Topics in Chemistry

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

Credits: 3

On Occasion

CHM 551 Environmental Chemistry

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

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

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

Credits: 3

On Occasion

CHM 606 Advanced Physical Chemistry

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

Credits: 3

Every Spring

CHM 621 Advanced Organic Chemistry I

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

Credits: 3

Every Fall

CHM 622 Advanced Organic Chemistry II

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

Credits: 3

On Occasion

CHM 623 Organo-metallic Chemistry

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

Credits: 3

On Occasion

CHM 626 Polymer Chemistry

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

The pre-requisite of CHM 621 is required.

Credits: 3

On Occasion

CHM 631 Spectroscopy

An illustration of modern spectroscopic methods for the structural elucidation of organic and inorganic compounds including UV/V, ^1H NMR, ^{13}C NMR, mass spectrometry, and IR. Prerequisites: CHE 606, 621.

Credits: 3

On Occasion

CHM 701 Seminar in Chemistry

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

Credits: 1

Every Fall

CHM 702 Seminar in Chemistry

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

Credits: 1

Every Spring

CHM 707 Research and Preparation of Thesis

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

Credits: 3

Every Semester

CHM 708 Research and Preparation of Thesis

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

Credits: 3

Every Semester

CHM 709 Research and Preparation of the Thesis

Prerequisite: Chemistry 708

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

Credits: 1

Every Semester

CHM 709X Research and Preparation of the Thesis

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

Prerequisite: CHM 708.

Credits: 1

Every Semester

Biochemistry Courses

BIC 508 The Biology of Cancer

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

Credits: 3

Cross-Listings: BIC 508, BIO 508

Alternate Fall

BIC 514 Bioanalytical Chemistry

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

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

Credits: 4

On Occasion

BIC 531 Neurochemistry

A discussion of the morphology, biochemical composition, metabolism, physiology and pharmacology of the nervous system. The course begins with the general principles of synaptic transmission and deals in depth with several of the neurotransmitter systems in terms of biosynthesis of the transmitter, storage, release, inactivation in the synapse, and receptor types and how they mediate their signals in the postsynaptic cells. Also included are discussions on aging and development in the nervous system, drug addictions, and the role of various dietary nutrients on nervous system function. (Same as BIO and BIC 531). Two hours of lecture per week. Offered on occasion.

Prerequisite: At least one semester of Biochemistry.

Credits: 3

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

On Occasion

BIC 541 Special Topics in Biochemistry

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

and carcinogenesis, and HIV and protease inhibitors.

Credits: 3

On Occasion

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

718-488-4122

Professor Moses (Chairperson)

Professor Emeriti: Geller

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

Associate Professor Emeriti: Walters

Assistant Professor Tyrone

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

Adjunct Faculty: 10

M.S. in Speech-Language Pathology

The Department of CSD seeks to advance the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The department fosters respect for diversity and a commitment to serve individuals with communication problems. The program is registered by the New York State Department of Education and is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates of the program receive a Master of Science Degree in Speech-Language Pathology that satisfies the academic and professional requirements specified by ASHA for the CCC-SLP, and are eligible to apply for licensure in SLP by the New York State Department of Education's Office of the Professions. Students who wish to satisfy the New York State Education Office of Teaching requirements for Teacher of Students with Speech and Language Disabilities (TSSLD) may also prepare for this certification as part of their graduate program. Students demonstrating proficiency (i.e., speaking, listening, reading, and writing) in a language other than English may further prepare for a certificate in Teacher of Students with Speech and Language Disabilities with a Bilingual Extension. This program will prepare students to work with individuals who are bilingual or speak a language other than English. Admissions procedures and requirements for admission to both the monolingual and bilingual specializations are detailed below .

Admissions Procedures

The institutional policy for admission of students to graduate study is a Bachelor's Degree from an accredited university indicating an acceptable record, with additional requirements set by individual graduate programs. The faculty of the Graduate Program in Speech-Language Pathology has set the following specific

admissions standards for entry into the program:

- B.A. or B.S. degree with a minimum grade-point average (G.P.A.) of 3.2 in Communication Sciences and Disorders; **or** B.A. or B.S. degree in another field plus completion of pre-requisite coursework in speech-language pathology and audiology. The following courses (or their equivalents at other institutions) must be taken (19 credits if taken at LIU):

SLP 104 Articulatory Phonetics

SLP 113 Anatomical and Physiological Bases for Speech & Language I

SLP 133 Speech Science I: Acoustic Phonetics

SLP 231 Language Acquisition Across Life Span I: Early Years

SLP 321 Audiology I-Hearing Science

SLP 410 or 411 Introduction to Communication Disorders Across the Life Span

- Three letters of recommendation (two must be academic)
 - Completion of a personal interview
 - Passing an oral and written language screening in English
 - Minimum grade of a B- in all pre-requisite courses and Grade Point Average of 3.2
 - Post-baccalaureate students must complete a minimum of 4 (out of 6) pre-requisite courses before applying to the program
 - Course credits may be granted for designated courses completed within **5 years**
- Students preparing to obtain the Bilingual Extension to the Teacher of Students with Speech and Language Disabilities Certification must also demonstrate written and oral language proficiency in a second language on the *Bilingual Education Assessment (BEA)* or other approved examinations.

International Students Admission

Applicants whose undergraduate, graduate or pre-requisite course work was completed in an institution where English was not the principle language of instruction must present scores for the Test of English as a Foreign Language (TOEFL).

Program Requirements

The Master of Science degree in Speech-Language Pathology at LIU Brooklyn can be completed in 2.5-3 years of intensive study. The time limit for the degree is 5 years. Candidates for the degree must have completed a minimum of 64 credits and a summative requirement.

The master's degree program offers two options:

1. A clinical Master's degree program with a comprehensive examination as the summative requirement
2. A clinical master's degree program with a research project in which the summative requirement is a presentation 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 and elective course work from the following categories: Professional Foundations, Speech Disorders, Language Disorders and Practica. Most course work is infused with multilingual/multicultural content.

Clinical Practicum

All students are required to complete a minimum of 400 competent clock hours of clinical practicum, including 25 hours of observation. Up to 50 clock hours of undergraduate practicum and 25 hours of observation may be credited toward clinical practicum requirements. Clinical practicums are completed in several locations: on campus, in the university clinic; at the University satellite centers; at off-campus hospital settings and in school settings. Clinical practicum requirements, facilities, and regulations are described in detail in the Clinic Procedures Manual. Students are advised that the specific hourly requirements listed here and by ASHA constitute minimum standards requirements, and may be adjusted upwards according to individual student needs and skill levels.

Grading Policy

The University grading policy involves a plus and minus grading system (e.g., A, A -, B+, B, B -, C+, C, C-).

Foundation Courses

Students receive a midterm evaluation in all Foundation courses. Students whose midterm evaluations are less than a B- may be directed to advisement, counseling, and support services (tutoring, Writing Center, Speech-Language-Hearing Clinic). Students may retake a maximum of two Foundation courses to remediate grades of C+ or below. Foundation courses may be retaken only one time.

Students who have failed to maintain satisfactory scholastic standing at the completion of the foundation sequence will not be permitted to continue with the program. Students must complete all undergraduate pre-requisites by the end of their first year of graduate coursework.

Higher Level Courses

Students may receive up to one grade of C (C+, C, and C-) in their non-foundation courses. Students may opt to retake only one higher-level course a single time to remediate a grade of C (C+, C, and C-).

Students must maintain an overall G.P.A. of 3.0 to continue in the program throughout their academic career. Students are only allowed one grade of C+, C, or C- in their graduate coursework. Students who earn two or more grades of C+, C, or C- will not be allowed to continue in the graduate program and will be referred to the Academic Standing Committee.

Students are placed on Academic Probation when they fail to maintain a minimum G.P.A. of 3.0.

Post-Baccalaureate

Post-Baccalaureate students must complete a minimum of four undergraduate pre-requisite courses (SLP 104, SLP 113, SLP 133, and SLP 231) prior to applying to the graduate program. Students admitted to the program must maintain a minimum G.P.A. of 3.0 in their pre-requisite coursework to matriculate fully and continue into the graduate program.

Summary of Master's Degree Graduation Requirements

Student may opt to complete ONE of the following (as partial fulfillment of the M.S in Speech-Language Pathology):

- 1. Comprehensive examination
- 2. Master's thesis

The student and the student's advisor will decide whether the student may elect the Master's program of study with a research option. It is recommended that this decision be reached as early as possible in the Master's program to allow for adequate planning and implementation. The deadline for application for the research option program will be at the end of the second semester when the student successfully completes the foundation sequence.

Comprehensive Examination Option

Students must take a comprehensive examination as part of the program and degree requirements. Students are generally advised to take the comprehensive exam during their last semester in the program, and may not take the exam before completing at least 30 graduate credits. The comprehensive examination consists of an essay component addressing the application of content from Foundations and Higher Level courses to speech-language assessment and intervention. Students who fail the exam must be counseled by the Department Chairperson, directed toward remedial instruction, and should retake the exam.

Students must also present a completed KASA disk indicating achievement of all objectives, a completed clinical hour spreadsheet for approval by clinic administrators, and a KASA Verification Form for approval by the advisement counselor and the program director.

Research Option

The research option requires a student to conduct empirical research on a topic relevant to communication sciences and disorders or dysphagia. Selection of the research option implies that completion of the requirements here listed is in lieu of the comprehensive examination. The chosen topic may involve basic or clinically oriented research. The precise topic addressed will be developed by the student and guided by an advisor.

Speech-Language Performance and Writing Proficiency

Graduate students admitted to the Speech-Language Pathology program must demonstrate English writing proficiency as a requirement for graduation. Therefore, all entering graduate

students must pass an 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 LIU. Enrollment must continue until the proficiency examination is passed. Alternatively, or in addition, students may also be required to complete SLP 500, Writing Seminar within the department.

Formative Assessment:

The ASHA has established a Knowledge and Skills Assessment (KASA) requirement. KASA objectives have been developed for each course. Students receive both a grade and an evaluation of KASA objectives for each course. A passing grade in the course does not necessarily indicate achievement of all KASA objectives. Therefore, a remediation plan will be developed to address those objectives not achieved. In order to graduate, students must achieve all KASA objectives and complete any required remediation(s).

Requirements for Speech Language Pathology, Master of Science plan.

The following are the required Foundation courses:

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

Higher Level Courses (Minimum 39 Credits):

SLP	604	Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials	3.00
SLP	605	Diagnostic Process	3.00
SLP	607	Clinical Audiology	3.00
SLP	609	Speech Science and Instrumentation	3.00
SLP	621	Fluency Disorders	3.00
SLP	622	Voice Disorders	3.00

SLP	626	Dysphagia	3.00
SLP	627	Motor Speech Disorders	3.00
SLP	630	Topics In Communication Disorders	3.00
SLP	640	Language Disorders in Children	3.00
SLP	641	Aphasia and Adult Neurogenic Disorders	3.00
SLP	642	Speech-Language-Hearing Services for Language-Learning Disabilities	3.00
SLP	644	Speech-Language-Hearing Services in Multicultural/Multilingual School Settings	3.00
SLP	720	Independent Study- Research on Disorders of Speech	1.00

A minimum of 9 units are required from the Practicum sequence:

SLP	610A	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610B	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610C	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	1.00
SLP	611A	Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders	1.00
SLP	611B	Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual.	1.00
SLP	611C	Intermediate Practicum in a School Setting/Bilingual	1.00
SLP	611D	Extended Intermediate Clinical Practicum in the treatment of Speech-Language and Hearing Disorders.	1.00
SLP	612A	Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders	1.00
SLP	613A	Extended Advanced Clinical Practicum	1.00

SLP	614A	Diagnostic Practicum: Children	1.00
SLP	614B	Diagnostic Practicum: Adults	1.00
SLP	614C	Extended Diagnostic: Practicum	1.00
SLP	615A	Audiology Practicum	1.00
SLP	616	Clinical Observation	1.00

Required units for the Speech Language Pathology; Master of Science plan:
A minimum of 64 units are required.

Alt Cert: Bilingual Extension

(TRANS B)

Bilingual Certificate (Extension) Program for Speech-Language Pathologists

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

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

Students seeking the MS/SLP degree with bilingual ext must take the following course of study.

Please note the italicized courses below, which define the required sequence of courses to fulfill the program requirements

MS-SLP, *w/Teacher of Students with Speech and Language Disabilities (with Bilingual Extension)*

Foundation Courses - Pre-requisite HL Courses

- SLP 601 Intro to Research in SLP
- SLP 602 Adv Lg Acq.
- SLP 603 Multicult. Fdns: Cul, Comm, and Lang. Lrng
- SLP 606 Adv. Neuroanatomy
- SLP 620 Comp. Phonol & Disrdrs & SLP 620.1
- SLP 608 Seminar in SLP (1 credit)
- SLP 421 Audiology Rehabilitation II (Aural Rehab) **

** SLP 421 is only required for students who did not take Aural Rehabilitation at the undergraduate level*

Higher Level Courses

- SLP 604 Biling. Multicult Fdns II*
- SLP 604.1 Biling. Ext. I Lab (0 credits)*
- SLP 604.2 Biling. Ext. II Lab (0 credits)*
- SLP 605 Diagnostic Process
- SLP 607 Topics in Audiol.
- SLP 609 Speech Sci & Instrum.
- SLP 621 Voice Disorders
- SLP 622 Fluency Disorders
- SLP 626 Dysphagia
- SLP 627 Motor Speech
- SLP 630 Topics in Communication Disorders
- SLP 640 Lang Disrdr Children
- SLP 641 Aphasia/Adult Neurogen
- SLP 642 S&H Svcs-Lg/Lrng. Disab*
- SLP 644 SLH Srvc/Multiling & Multicult Schls*

Practice

- SLP 610 A Clin Pract. I (2 cred)
 - SLP 610 B Clin Pract. I (2 cred)
 - SLP 610 C Clin Pract. I (1 cred.)
 - SLP 611 C Student Teach (Biling) (1 cred)*
 - SLP 611 D Interm. Practicum (extended) (1 cred)
 - SLP 612 A Adv. Pract (M/B) (1 cred)
 - SLP 612 A
 - SLP 613 Extended Adv. Pract (M/B) (1 cred) (A/B)
 - SLP 614 A Diag Practicum (M/B) (1 cred)
 - SLP 614 B Diag Practicum (M/B) (1 cred)
 - SLP 615 A Audiol. Practicum (1 cred)(A/B)
 - SLP 616 Observation in SLP (1 cred)
- Italics = required for Bilingual Ext.

Student Committees

Academic Advisory Graduate Committee

The Academic Advisory Graduate Committee was established to provide an opportunity for the graduate student body in the Department of Communication Sciences and Disorders to provide ongoing feedback to the faculty regarding academic issues, curricular issues, and any other concerns that may arise.

National Student Speech-Language-Hearing Association (NSSLHA)

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

Communication Sciences and Disorders Courses

SLP 500 Writing Seminar

The objective of this seminar is to improve the written literacy skills of graduate students in academic and clinical writing. Students will be guided in a writing process which emphasizes areas such as: organization, structure, form, content, and use of written language, etc. Students will be encouraged to develop the ability to reflect on their own writing process and individual style. This seminar will be conducted for one and half hours on a weekly basis. Students will be required to take this seminar based on performance in foundation courses and/or Admissions writing samples.

Credits: 1

Every Spring

SLP 601 Introduction to Research in Speech-Language Pathology

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

Credits: 3

Every Fall and Spring

SLP 602 Advanced Language Acquisition

Advanced study of typically achieving children and their developing language and communication system, focusing on syntactic, semantic and pragmatic abilities of children in relationship to their developing perceptual, social-emotional and cognitive 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.

Credits: 3

Every Fall and Spring

SLP 603 Bilingual/Multicultural Foundations I: Communication and Language Learning in Bilingual/Multicultural

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.

Credits: 3

Every Fall, Spring and Summer

SLP 604 Biling/Multicult Foundations II: Assessment and Intervention: Methods & Materials

This course provides an overview of the diverse cultural/linguistic groups in the United States with reference to how cultural and linguistic variations impact 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.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 604P Practicum Lab II

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

The pre-requisites of SLP 601 and 602 are required.

Credits: 1

Annually

SLP 605 Diagnostic Process

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

The pre-requisites of SLP 601, 602, 603, 606, 608, and 620 are required.

The co-requisite of SLP 607 is required.

Credits: 3

Every Fall, Spring and Summer

SLP 606 Advanced Neuroanatomy for Speech-Language Pathology

A broad survey of the structure, function and pathology of the brain and spinal cord as they relate to speech, language, and swallowing. The course 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.

Credits: 3

Every Fall and Spring

SLP 607 Clinical Audiology

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.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

The co-requisite of SLP 605 is required.

Credits: 3

Every Fall, Spring and Summer

SLP 608 Seminar in Speech-Language Pathology

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

Credits: 1

Every Fall and Summer

SLP 609 Speech Science and Instrumentation

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

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

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

The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.

Credits: 2

Every Fall, Spring and Summer

SLP 610B Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

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

The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.

Credits: 2

Every Fall, Spring and Summer

SLP 610C Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders

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 practical courses involve internship experiences and are completed at the Downtown Brooklyn Speech-Language-Hearing Clinic and/or LIU satellite centers. Students also participate in a weekly seminar focusing on intervention planning, development of goals and procedures, the relationship between assessment and intervention planning, and professional decision-making and problem solving. Weekly seminars are periodically devoted to special topics related to assessment and intervention.

The pre-requisites of SLP 601, 602, 603, 606, 608, 620 and 640 are required.

Credits: 1

On Demand

SLP 611A Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders

An intermediate level practicum within school or other pediatric settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children and adults at off-campus sites. Focus is on in-depth diagnosis and treatment of individuals with specific speech, language and hearing disorders. Students conduct diagnostic and treatment sessions in school, clinic and classroom settings and participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals, and professional decision-making and problem-solving. Prerequisite: Permission of the

Department.

The pre-requisites of SLP 604, 605, 610A and 614A are required.

Credits: 1

Every Fall, Spring and Summer

SLP 611B Intermediate Practicum in the Treatment of Speech-Language and Hearing Disorders/Monolingual.

An intermediate level practicum within school settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children 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 settings with monolingual English-speaking populations. Students participate in a weekly seminar. Emphasis of the practicum is on diagnosis, intervention planning, development of IEP goals and procedures, collaboration with allied professionals, and professional decision-making and problem-solving. Prerequisite: Permission of the Department.

The pre-requisite of SLP 604, 605, 610A and 614A are required.

Credits: 1

Every Fall, Spring and Summer

SLP 611C Intermediate Practicum in a School Setting/Bilingual

An intermediate level practicum within school settings. Students participate in the supervised treatment of speech, language, hearing and swallowing disorders in children 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 setting with bilingual populations. Students 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 profession, and professional decision-making and problem-solving. Prerequisite: Permission of the Department.

The pre-requisites of SLP 604, 605, 610A and 614A are required.

Credits: 1

Every Fall, Spring and Summer

SLP 612A Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders

An advanced-level practicum in which students participate in the supervised assessment, treatment and management of speech, language, communication and swallowing disorders in adults at area hospitals 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.

The pre-requisites of SLP 601, 602, 603, 606, 608, 611, 614A, 614B, 620, 626 and 640 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 613A Extended Advanced Clinical Practicum

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

Credits: 1

On Demand

SLP 613B Extended Advanced Clinical Practicum

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

SLP 614A Diagnostic Practicum: Children

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process. Prerequisite: Permission of the department.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620 and 640 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 614B Diagnostic Practicum: Adults

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 626, 640 and 641 are required.

Credits: 1

Every Fall, Spring and Summer

SLP 614C Extended Diagnostic Practicum

Prerequisite: Permission of the department.

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.

Credits: 1

On Demand

SLP 615A Audiology Practicum

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations. Practicum includes a review of basic

audiologic concepts and procedures in a weekly seminar.

The pre-requisite of SLP 601, 602, 603, 606, 607, 608, 620, and 640 are required.

Credits: 1

Every Spring and Summer

SLP 616 Clinical Observation

Students participate in supervised clinical observations of individuals with speech, language and communication disorders. Students have the opportunity to observe clinical assessment and intervention and to participate in a weekly seminar.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 1

Annually

SLP 620 Comparative Phonology and Phonological Disorders

This course involves the study of phonological theory and research associated with normal articulatory and phonological development, as well as factors related to articulation and phonological disorders. Cross-linguistic phonological systems are compared. Bilingual and dialectal developmental similarities and differences are explored.

Assessment and remediation principles and procedures for specific articulatory/phonological disorders are examined within a bilingual/multicultural perspective.

Credits: 3

Every Fall and Spring

SLP 621 Fluency Disorders

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

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 622 Voice Disorders

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.

The pre-requisites of SLP 601, 602, 603, 606, 608, 609 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 626 Dysphagia

A thorough examination of normal swallowing physiology and its related disorders across the life span. 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.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 627 Motor Speech Disorders

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.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 630 Topics In Communication Disorders

This course focuses on select topics in communication disorders to increase students' awareness and exposure to diverse communication disorders.

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 640 Language Disorders in Children

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, specific 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.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

SLP 641 Aphasia and Adult Neurogenic Disorders

A review of the array of communication disorders resulting from neurological impairment in adults. 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.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall and Spring

SLP 642 Speech-Language-Hearing Services for Language-Learning Disabilities

An historical-to-contemporary overview of the field of language-hearing disabilities, with attention to variations among cultural groups. The focus is on understanding the complex relationships among language, learning and literacy. Contemporary theoretical paradigms used in the assessment and treatment of 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 collaboration with other professionals.

The pre-requisites of SLP 601, 602, 603, 605, 608, 620 and 640 are required.

Credits: 3

Every Fall and Spring

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

This course provides an overview of the role and responsibilities of the speech-language specialist in varied school settings. The pre-referral, referral and assessment process is discussed. Formulation and implementation of linguistically and culturally appropriate therapeutic programs are considered. Family involvement and team-oriented approaches to school delivery are explored. School organization, bilingual and special education legislation and individualized education plans are described and discussed. Required for the Teacher of Students with Speech and Language Disabilities and the Bilingual Extension.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 3

Every Fall, Spring and Summer

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

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 sensori-motor integration disorders. Course work will include at least two outside observations of developmentally disabled clients in appropriate field sites.

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

SLP 720 Independent Study-Research on Disorders of Speech

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

The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.

Credits: 1 to 3

On Demand

DEPARTMENT OF ECONOMICS

Professor G. Rodriguez (Chair)
Professors: Emeriti Lombardi, Varma
Adjunct Faculty: 3

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 the United Nations Graduate Certificate Program, Urban Studies and the Master of Science degree in Social Science.

Economics Courses

ECO 500 Groundwork Readings in Economics

A study of significant economic works on a tutorial basis in order to overcome any undergraduate deficiencies in the study of economics. Three credits per semester.

Credits: 3
On Demand

ECO 501 Groundwork Readings in Economics

A study of significant economic works on a tutorial basis in order to overcome any undergraduate deficiencies in the study of economics.

Credits: 3
On Demand

ECO 507 Quantitative Methods for the Social Sciences

An introductory course in quantitative techniques commonly encountered in statistics, economics and other social sciences, with emphasis on economic applications of linear algebra and differential calculus. (Same as SOC 507 and URB 507)

Credits: 3
Cross-Listings: ECO 507, SOC 507, URB 507
On Occasion

ECO 531 Industrial Organization and Control

This course applies basic microeconomics and game theory to examine the behavior, structure and performance of industries, focusing on the strategic interaction among firms that seek to exploit profit opportunities. The course also examines the role of the government in either promoting competition or regulating imperfectly competitive industries.

Credits: 3
On Occasion

ECO 603 Microeconomic Analysis

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.

Credits: 3

Alternate Years

ECO 604 Macroeconomic Analysis

An analysis of Classical and 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.

Credits: 3
Alternate Years

ECO 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.

Credits: 3
On Occasion

ECO 611 Inferential Statistics

This course provides an introduction to statistical inference, with special emphasis on concepts that appear in economic applications, such as binomial, normal, Chi-square and F distributions; estimation, hypothesis testing, regression analysis; correlation; and curvilinear trends.

The pre-requisite of ECO 507 is required.
Credits: 3
On Occasion

ECO 624 International Economics

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

Credits: 3
Cross-Listings: ECO 624, PM 770
On Occasion

ECO 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.

Credits: 3
Alternate Years

ECO 636 Public Finance and Fiscal Policy

This course applies basic microeconomics to study the theory and practice of governmental taxation, expenditure and debt within the framework of a modern market economy.

Credits: 3
Cross-Listings: ECO 636, PM 720
Annually

ECO 641 Labor Economics

This course provides an introduction to the economic analysis of labor markets, exploring the role of technological progress and international

trade patterns as well as human capital, labor unions and employment discrimination in explaining the wage structure.

Credits: 3
On Occasion

ECO 651 Urban Economics

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.

Credits: 3
Cross-Listings: ECO 651, PM 788, SOC 651, URB 651
On Occasion

ECO 655 Introduction to Econometrics

This course provides an introduction to the application of statistical techniques to problems of economic analysis. Estimation of parameters in demand, supply and cost functions; problems of identification, multi-collinearity, specification errors, and other least-square complications; and forecasting models and linear programming are all examined.

Credits: 3
On Occasion

ECO 669 Comparative Economic Systems

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.

Credits: 3
Cross-Listings: ECO 669, PM 773
On Occasion

ENGLISH DEPARTMENT

University Professor Hagedorn

Professors Allen, Bennett, Dilworth, Haynes, Malinowitz, Matz, Mutnick, Parascandola, Pattison, Schweizer, Warsh

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

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

Associate Professor Emerita, Li

Assistant Professors Bokor, Peele

Instructors M. Berninger, Sohn, Yoffie

Adjunct Professor Berninger (Undergraduate Advisor), Boutwell (Graduate Advisor)

Adjunct Associate Professor Hassan

Adjunct Faculty: 20

The English Department offers a wide range of courses to meet the needs of a diverse student body. Beginning in the Writing Program, our courses provide training in textual analysis, interpretive skills and writing proficiency, skills that are crucial to success in graduate studies and beyond — as well as to the exercise of democracy and global citizenship.

The English Department offers two master's degree programs: an M.A. in English, and an M.F.A. in Creative Writing. Students seeking the M.A. in English may specialize in literature, professional writing, or writing & rhetoric. Our M.F.A. in Creative Writing program includes courses in poetry, fiction, non-fiction, and playwriting. Both graduate and undergraduate programs feature coursework in cultural criticism, literary analysis, the essay, rhetoric, and professional writing. The rigorous study of literary and cultural texts — from the canon and from traditions historically excluded from academic study — is at the center of our work.

M.A. in English

Concentration in Literature

The 33-credit **M.A. in English with a concentration in literature** is designed for teachers, future doctoral students and those interested in expanding their knowledge of literary traditions. The program is based predominantly on courses in American, British and comparative literatures. Our professors engage in a variety of critical approaches, helping students to develop as careful readers of literature, skillful writers and knowledgeable teachers.

Concentration in Professional Writing

The 33-credit **M.A. in English with a concentration in professional writing** is designed for students interested primarily in writing-related careers associated with business and nonprofit management, science and technology, and new electronic media. The concentration offers students individualized attention and professional guidance through writing workshops and independent studies. The goal of the program is to expand the student's knowledge and practice of professional writing genres while providing a solid base in history, theory, research and professional practices.

Concentration in Writing and Rhetoric

The 33-credit **M.A. in English with a concentration in writing and rhetoric** supports the development of non-fiction, academic and workplace writing; helps prepare teachers of writing in secondary and post-secondary education; and can lead to advanced work in rhetoric and related fields. Students receive extensive feedback on their own writing, in-depth instruction in rhetorical theory and research methods and training in the teaching of writing, from diagnostics to evaluation, including a practicum in which they teach composition under the guidance of experienced instructors. The program addresses writing problems – from pedagogical and theoretical perspectives – encountered at all levels of writing from very basic to advanced composition.

Admissions Requirements for M.A. in English

To be admitted to this program, students must:

- Submit an academic writing sample that reflects your writing and analytic abilities.
- Submit a letter of intent that describes why you want to pursue an M.A. in English.
- Submit two letters of recommendation from academic professors.
- Submit official educational transcripts with a grade-point average of 3.0 or better, preferable at least 6 credits in advanced English courses.
- Submit a completed application to the Office of Admissions (This package will be reviewed by an English Graduate Admissions Committee).

M.A. in English Requirements

A minimum of 33 units is required:

M.A. in English Core Requirement

All M.A. students must complete the following courses:

ENG	707	Methods of Research and Criticism	3.00
ENG	708	Thesis	3.00

M.A. in English Literature Concentration Required Courses

Twenty-one (21) credits in English literature are required:

ENG	546	Restoration and Eighteenth Century Literature	3.00
ENG	569	Jane Austen	3.00
ENG	571	The Eighteenth Century English Novel	3.00
ENG	573	The Nineteenth Century English Novel	3.00
ENG	574	The Twentieth Century English Novel	3.00
ENG	579	Seminar in Special Studies	3.00
ENG	580	Seminar in Twentieth Century Literature	3.00
ENG	624	Seminar in American Literature	3.00
ENG	624A	African American Literature	3.00
ENG	624B	Themes in American Drama	3.00
ENG	625	Nineteenth Century American Literature	3.00
ENG	626	Twentieth Century American Literature	3.00
ENG	631	Modern Poetry	3.00
ENG	634	Twentieth Century Drama	3.00
ENG	635	Seminar In Ibsen	3.00
ENG	636	Seminar in Literary Periods and Movements	3.00
ENG	643	Seminar in Shakespeare	3.00
ENG	649	Seminar in British Literature	3.00
ENG	650	Seminar in Medieval Literature	3.00
ENG	651	16th and 17th Century English Literature	3.00
ENG	654	Milton	3.00
ENG	655	Early Nineteenth Century English Literature	3.00

ENG 656	Studies in Victorian Literature	3.00
ENG 670	The Critical Tradition	3.00
ENG 671	Gender Theory and Literature	3.00
ENG 705	Independent Study	3.00
ENG 5791	The Modern Novel	3.00
ENG 5792	Literature & Slavery	3.00

Six (6) additional credits in English are required. These may be taken from courses in Professional Writing, Writing and Rhetoric or Literature.

English M.A. Writing & Rhetoric Concentration Required Courses

The following course is required:

ENG 620	Theories of Rhetoric and Teaching Writing	3.00
---------	---	------

One of the following courses is required:

ENG 508	General Linguistics	3.00
ENG 509	Sociolinguistics and the Teaching of Writing	3.00

One of the following courses is required:

ENG 646	Individual and Small Group Writing Instruction	3.00
ENG 700	Practicum in the Teaching of Composition	3.00

Six (6) credits are required from Writing and Rhetoric electives

ENG 508	General Linguistics	3.00
ENG 509	Sociolinguistics: Language in Social Context	3.00
ENG 522	Academic Writing Workshop	3.00
ENG 530	Topics in Writing	3.00
ENG 531	Topics in Rhetoric	3.00
ENG 532	Topics in Theory	3.00
ENG 533	Topics in Composition	3.00
ENG 640	Second Language Writing	3.00
ENG 641	Literacy and Basic Writing	3.00
ENG 642	Computers and Composition	3.00
ENG 646	Individual and Small Group Writing Instruction	3.00
ENG 700	Practicum in the Teaching of Composition	3.00

Three (3) credits are required from Professional Writing electives

ENG 508	General Linguistics	3.00
---------	---------------------	------

ENG 509	Sociolinguistics: Language in Social Context	3.00
ENG 510	Technical Writing	3.00
ENG 511	Health and Science Writing	3.00
ENG 512	Grant Writing	3.00
ENG 519	Editing	3.00
ENG 520	Nonfiction Writing Workshop	3.00
ENG 522	Academic Writing Workshop	3.00
ENG 530	Topics in Writing	3.00
ENG 531	Topics in Rhetoric	3.00
ENG 532	Topics in Theory	3.00
ENG 533	Topics in Composition	3.00
ENG 640	Second Language Writing	3.00
ENG 641	Literacy and Basic Writing	3.00
ENG 642	Computers and Composition	3.00
ENG 646	Individual and Small Group Writing Instruction	3.00
ENG 700	Practicum in the Teaching of Composition	3.00

Nine (9) credits are required from Literature electives

ENG 546	Restoration and Eighteenth Century Literature	3.00
ENG 569	Jane Austen	3.00
ENG 571	The Eighteenth Century English Novel	3.00
ENG 573	The Nineteenth Century English Novel	3.00
ENG 574	The Twentieth Century English Novel	3.00
ENG 579	Seminar in Special Studies	3.00
ENG 580	Seminar in Twentieth Century Literature	3.00
ENG 624	Seminar in American Literature	3.00
ENG 624A	African American Literature	3.00
ENG 624B	Themes in American Drama	3.00
ENG 625	Nineteenth Century American Literature	3.00

ENG 626	Twentieth Century American Literature	3.00
ENG 631	Modern Poetry	3.00
ENG 634	Twentieth Century Drama	3.00
ENG 635	Seminar In Ibsen	3.00
ENG 636	Seminar in Literary Periods and Movements	3.00
ENG 643	Seminar in Shakespeare	3.00
ENG 649	Seminar in British Literature	3.00
ENG 650	Seminar in Medieval Literature	3.00
ENG 651	16th and 17th Century English Literature	3.00
ENG 654	Milton	3.00
ENG 655	Early Nineteenth Century English Literature	3.00
ENG 656	Studies in Victorian Literature	3.00
ENG 670	The Critical Tradition	3.00
ENG 671	Gender Theory and Literature	3.00
ENG 705	Independent Study	3.00
ENG 5791	The Modern Novel	3.00
ENG 5792	Literature & Slavery	3.00

M.A. in English Professional Writing Concentration Required Courses

One (1) of the following courses is required:

ENG 510	Technical Writing	3.00
ENG 511	Health and Science Writing	3.00
ENG 512	Grant Writing	3.00
ENG 519	Editing	3.00
ENG 527	Topics in Professional Writing	3.00
ENG 642	Computers and Composition	3.00
ENG 705	Independent Study	3.00

Two (2) of the following courses are required:

ENG 510	Technical Writing	3.00
ENG 511	Health and Science Writing	3.00
ENG 512	Grant Writing	3.00
ENG 519	Editing	3.00
ENG 527	Topics in Professional Writing	3.00
ENG 642	Computers and Composition	3.00
ENG 705	Independent Study	3.00

Three (3) of the following courses are required:

ENG 508	General Linguistics	3.00
ENG 509	Sociolinguistics: Language in Social Context	3.00
ENG 510	Technical Writing	3.00
ENG 512	Grant Writing	3.00
ENG 519	Editing	3.00
ENG 520	Nonfiction Writing Workshop	3.00
ENG 522	Academic Writing Workshop	3.00
ENG 527	Topics in Professional Writing	3.00
ENG 530	Topics in Writing	3.00
ENG 531	Topics in Rhetoric	0.00
ENG 532	Topics in Theory	3.00
ENG 533	Topics in Composition	3.00
ENG 620	Theories of Rhetoric and Teaching Writing	3.00
ENG 640	Second Language Writing	3.00
ENG 641	Literacy and Basic Writing	3.00
ENG 646	Individual and Small Group Writing Instruction	3.00
ENG 700	Practicum in the Teaching of Composition	3.00
ENG 705	Independent Study	3.00

Nine (9) credits are required from Literature electives

ENG 546	Restoration and Eighteenth Century Literature	3.00
ENG 569	Jane Austen	3.00
ENG 571	The Eighteenth Century English Novel	3.00
ENG 573	The Nineteenth Century English Novel	3.00
ENG 574	The Twentieth Century English Novel	3.00
ENG 579	Seminar in Special Studies	3.00
ENG 580	Seminar in Twentieth Century Literature	3.00
ENG 624	Seminar in American Literature	3.00
ENG 624A	African American Literature	3.00
ENG 624B	Themes in American Drama	3.00

ENG 625	Nineteenth Century American Literature	3.00
ENG 626	Twentieth Century American Literature	3.00
ENG 631	Modern Poetry	3.00
ENG 634	Twentieth Century Drama	3.00
ENG 635	Seminar In Ibsen	3.00
ENG 636	Seminar in Literary Periods and Movements	3.00
ENG 643	Seminar in Shakespeare	3.00
ENG 649	Seminar in British Literature	3.00
ENG 650	Seminar in Medieval Literature	3.00
ENG 651	16th and 17th Century English Literature	3.00
ENG 654	Milton	3.00
ENG 655	Early Nineteenth Century English Literature	3.00
ENG 656	Studies in Victorian Literature	3.00
ENG 670	The Critical Tradition	3.00
ENG 671	Gender Theory and Literature	3.00
ENG 705	Independent Study	3.00
ENG 5791	The Modern Novel	3.00
ENG 5792	Literature & Slavery	3.00

M.F.A. in Creative Writing

An M.F.A. in Creative Writing is a terminal degree program designed to help meet the needs of students as they seek to become published writers and teachers. This program offers a solid foundation and practice through courses in literature, writing workshops and writing process and technique courses designed for the aspiring writer. In this vigorous and innovative program, students will have opportunities to work with a host of visiting writers and poets, as well as to participate in the vibrant writing and performing arts communities of both Brooklyn and Manhattan.

In the **39-credit M.F.A. in Creative Writing**, the focal point of the curriculum is the writing workshop. Students have opportunities to work in poetry, fiction, playwriting, creative non-fiction and on cross-genre projects. They explore a wide range of literary styles, from traditional narratives to the experimental, contemplative and avant-garde. In literature and theory classes, students look closely at the links between contemporary writing and literary traditions, writing and theory, and between writing, reading, music, and the visual arts. Students are encouraged to take artistic

risks while moving in the context of multiple traditions. A small intimate program setting allows for easy access to, and strong mentoring by faculty members who are deeply committed to their students.

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

- To be admitted to this program, students must:
- Submit a creative writing sample that reflects the genre/s of your specialties.
 - Submit a letter of intent that describes why you want to pursue an M.F.A.
 - Submit two letters of recommendation from academic/creative writing professors.
 - Submit Official educational transcripts with a G.P.A. of 3.0 or better, with at least 6 credits in advanced English courses (literature or creative writing).
 - Submit a completed application to the Office of Admissions. (This package will be reviewed by an English Graduate Admissions Committee.)

Creative Writing Master of Fine Arts

A minimum of 39 units are required for the Creative Writing Master of Fine Arts.

The following courses are required for the Creative Writing Master of Fine Arts (15 credits):

ENG 502	Writers on Writing	3.00
ENG 503	Theory of Writing	3.00
ENG 504	Traditions & Lineages	3.00
ENG 707	Methods of Research and Criticism	3.00
ENG 708	Thesis	3.00

Fifteen (15) credits required from Creative Writing workshops:

- Each student must take five workshops from the following list. Most workshops may be taken more than once but no more than 9 credits can be earned in the same course:
- ENG 520 Nonfiction Writing Workshop (may be taken only once)
 - ENG 523 Fiction Writing Workshop (may be taken three times)
 - ENG 524 Poetry Writing Workshop (may be taken three times)
 - ENG 525 Playwriting Workshop (may be taken three times)
 - ENG 526 Writing for Media I: The Story (may be taken only once)
 - ENG 528 Seminar in Creative Writing (may be taken three times)
 - ENG 529 Topics in Creative Writing (1 credit course)

Nine (9) credits required from Literature electives

ENG 546	Restoration and Eighteenth Century Literature	3.00
ENG 569	Jane Austen	3.00
ENG 571	The Eighteenth Century English Novel	3.00

ENG	573	The Nineteenth Century English Novel	3.00
ENG	574	The Twentieth Century English Novel	3.00
ENG	579	Seminar in Special Studies	3.00
ENG	580	Seminar in Twentieth Century Literature	3.00
ENG	624	Seminar in American Literature	3.00
ENG	624A	African American Literature	3.00
ENG	624B	Themes in American Drama	3.00
ENG	625	Nineteenth Century American Literature	3.00
ENG	626	Twentieth Century American Literature	3.00
ENG	631	Modern Poetry	3.00
ENG	634	Twentieth Century Drama	3.00
ENG	635	Seminar In Ibsen	3.00
ENG	636	Seminar in Literary Periods and Movements	3.00
ENG	643	Seminar in Shakespeare	3.00
ENG	649	Seminar in British Literature	3.00
ENG	650	Seminar in Medieval Literature	3.00
ENG	651	16th and 17th Century English Literature	3.00
ENG	654	Milton	3.00
ENG	655	Early Nineteenth Century English Literature	3.00
ENG	656	Studies in Victorian Literature	3.00
ENG	670	The Critical Tradition	3.00
ENG	671	Gender Theory and Literature	3.00
ENG	5791	The Modern Novel	3.00
ENG	5792	Literature & Slavery	3.00

English Department Courses

ENG 502 Writers on Writing

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

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

Credits: 3

Rotating Basis

ENG 503 Theory of Writing

This seminar concentrates on major twentieth and twenty-first century theorists of poetry and fiction, many of whom are great creative writers themselves. The course makes the connection between literary theory and the work of the creative writer. Among the works under discussion are the theoretical texts of Walter Benjamin, Charles Baudelaire, Julia Kristeva, Lyn Hejinian, Charles Olson, Frederico Garcia Lorca, Amiri Baraka, Virginia Woolf, M.M. Bakhtin, Alain Robbe-Grillet. The emphasis will be on a close reading of these texts in order to understand the place of theory in students' own creative writing.

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

Credits: 3

Rotating Basis

ENG 504 Traditions and Lineages

This seminar concentrates on the major literary movements of the twentieth and twenty-first centuries, including Dada, Imagism, Objectivism, The Harlem Renaissance, Surrealism, Black Mountain, The Beat Generation, Magic Realism, and The New York School. Among the writers under discussion are Gertrude Stein, Ezra Pound, Jean Toomer, Lorine Neidecker, Langston Hughes, Andre Breton, Allen Ginsberg, Garcia Marquez, and Frank O'Hara. Emphasis will be on a close reading of these writers in order to understand the traditions behind our own work.

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

Credits: 3

Rotating Basis

ENG 508 General Linguistics

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

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

Credits: 3

On Occasion

ENG 509 Sociolinguistics: Language in Social

Context

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.

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

Credits: 3

On Occasion

ENG 510 Technical Writing

This course introduces students to the theory and practice of producing and managing documents that are used in industry and other organizational settings. Assignments include analytical writing, editing, designing, and testing of texts. Attention will be given to style manuals, users' manuals, research-writing, and publication (as needed).

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

Credits: 3

On Occasion

ENG 519 Editing

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

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

Credits: 3

On Occasion

ENG 520 Nonfiction Writing Workshop

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

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

Credits: 3

Annually

ENG 523 Fiction Writing Workshop

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

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

Credits: 3

Every Semester

ENG 524 Poetry Writing Workshop

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 MFA program may take this class three times.

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

Credits: 3

Every Semester

ENG 525 Playwriting Workshop

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 M.F.A. program may take this class three times.

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

ENG 527 Topics in Professional Writing

An introduction to the theory, research, and practice of professional writing. Topics may include writing in such professions as medicine and law, writing for nonprofit 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.

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

Credits: 3

Annually

ENG 528 Seminar in Creative Writing

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

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

Credits: 3

On Occasion

ENG 571 The Eighteenth Century English Novel

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

Credits: 3

On Occasion

ENG 579 Seminar in Special Studies

An intensive study of special areas of interest in literature. Examples of special topics are the works

of a major author, literature and the arts, and detective fiction.

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

Credits: 3

On Occasion

ENG 620 Theories of Rhetoric and Teaching Writing

An introduction to rhetorical theories and the teaching of writing. Examines rhetorical trends across time and the impact of these trends on contemporary methods of teaching writing.

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

Credits: 3

Alternate Years

ENG 624 Seminar in American Literature

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.

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

Credits: 3

On Occasion

ENG 624A African American Literature

This course covers African American Literature from the eighteenth century to the present. The course will provide general information about the major writers and texts that have contributed to African American Letters. In addition to literary texts, assignments include criticism from noted scholars such as Houston Baker, Henry Louis Gates Jr., Hortense Spillers, Deborah McDowell, Mae Gwendolyn Henderson, and others. Fiction writers to be studied are Douglass, Hughes, Hurston, Wright, Brooks, Ellison, Walker, Morrison and more. The aim is to provide not only a sense of the African-American literary tradition but also where it stands in relation to Western humanities.

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

Credits: 3

On Occasion

ENG 625 Nineteenth Century American Literature

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

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

Credits: 3

On Occasion

ENG 626 Twentieth Century American Literature

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.

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

Credits: 3

On Occasion

ENG 631 Seminar in English and American Poetry

An intensive study of poetry and poetic traditions. Examples of special topics are experimental poetry, the lyric poem, poetic movements, political poetry, poetry in performance, and major authors.

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

Credits: 3

On Occasion

ENG 643 Seminar in Shakespeare

An intensive reading of a selection of Shakespeare's plays. In addition to studying the texts, students will be introduced to scholarly approaches to Shakespeare's work and to the contexts within which he worked.

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

Credits: 3

On Occasion

ENG 646 Individual and Small Group Writing Instruction

A 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.

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

Credits: 3

Every Fall

ENG 649 Seminar in British Literature

An intensive study of special areas of interest.

Examples of special topics are Africa in the British imagination, British writing in wartime, and British women novelists.

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

Credits: 3

On Occasion

ENG 650 Seminar in Medieval Literature

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.

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

Credits: 3

On Occasion

ENG 700 Practicum in the Teaching of Composition

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

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

Credits: 3

Every Spring

ENG 705 Independent Study

A tutorial designed for advanced individual research. Hours to be arranged. Permission of Department Chair required. Prerequisite: 12 graduate credits in English.

Credits: 3

On Demand

ENG 707 Methods of Research and Criticism

A study of research techniques and critical approaches to literature, rhetoric, and creative writing. The course guides students through the writing of a critical research essay. Required of all students in the MA and MFA programs. Students are encouraged to take English 707 in their first year.

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

Credits: 3

Every Spring

ENG 708 Thesis

The capstone project for the various MA/MFA concentrations may take the form of a critical research essay, a field project and documented report, or a portfolio of creative work with an analytical coda. Students work with thesis advisers. Prerequisites: At least 21 credits in graduate English courses completed with a 3.0 GPA and permission of the thesis director and the graduate adviser.

Concentrators in Professional Writing, Writing and Rhetoric, and candidates for the MFA degree must have completed at least 12 of their credits in writing.

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

Credits: 3

On Demand

DEPARTMENT OF HISTORY

Professors Dorinson, Warmund (Chair), Wilson
 Professors Emeriti Brennan, Fisher, Gabel,
 Horowitz, Lane, Necheles-Jansyn
 Associate Professors Jones, Horstmann Gatti, Xia
 Associate Professor Emeritus Reilly
 Assistant Professor Agrait
 Adjunct Faculty: 6

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.

History Courses

HIS 500 Germany 1870-1945, from Unification to Disintegration

A course that traces the story of Germany's unification, rapid rise to European prominence, and eventual transformation into the Nazi state. It introduces various interpretations of the course of German history and examines a variety of interrelated questions that might be reduced to one: Why Germany? Why did an apparently modern and civilized society accept barbarism on such an unprecedented scale?

Credits: 3

Rotating Basis

HIS 501 Slavery and Freedom: A Comparative Perspective

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

Credits: 3

On Occasion

HIS 502 The History of African American Women in the United States

This course examines the complex and varied experiences of African American women in the United States from slavery to the present. In the process of exploring the historical perspective of African American women's lives, students will draw upon other disciplines such as literature, sociology, media arts and political science in a thematic coverage of the myths and realities of "black womanhood".

Credits: 3

On Occasion

HIS 504 The Development of the American Metropolis

A study of the development of the American metropolis from the period of settlement to modern times. Special emphasis is placed on the relationship of physical development to the various

factors that affect urban growth and change. (Same as Urban Studies 504).

Credits: 3

On Occasion

HIS 524 The Civil War and Reconstruction (1850-1877)

An examination of the social, political and economic aspects of the Civil War and Reconstruction. Topics covered include the causes of the conflict; the impact of the war on the North and the South; issues of gender, slavery, and racism; the evolution of a free labor system; and the long-term effects of Reconstruction. (Formerly History 620)

Credits: 3

On Occasion

HIS 535 The Holocaust

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

Credits: 3

On Occasion

HIS 565 Latin America in World History

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

Credits: 3

On Occasion

HIS 583 The History of the City of New York

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. (Same as Urban Studies 583).

Credits: 3

Cross-Listings: HIS 583, URB 583

On Occasion

HIS 584 20th Century East Asian-American Relations

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.

Credits: 3

On Occasion

HIS 622 The Era of the American Revolution

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

Credits: 3

On Occasion

HIS 632 The World Since 1945

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

Credits: 3

Rotating Basis

HIS 699 Independent Study and Research

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

Credits: 3

On Demand

DEPARTMENT OF MATHEMATICS

Professors Myers, Park, Zuckerberg
Professors Emeriti Posmentier, Stanley,
Zuckerman

Associate Professors Allan (Chair), Bednarchak,
Knight, Mokhtari-Sharghi, Su

Associate Professors Emeriti Farber, Tucker
Assistant Professor Zablow Adjunct Faculty: 21

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

Mathematics Courses

MTH 505 Introduction to Biostatistics

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

Credits: 3

Cross-Listings: BIO 505, MTH 505

Every Spring

MTH 515 History of Mathematics

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

Credits: 3

On Occasion

MTH 550 Numerical Analysis I

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

Credits: 3

On Occasion

MTH 610 Differential Equations I

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

Credits: 3

Every Fall

MTH 611 Differential Equations II

Systems of differential equations, Fourier Series and Fourier transforms, selected topics from partial differential equations including heat equations and

wave equations. Prerequisite: MAT 610 or equivalent.

Credits: 3

On Occasion

MTH 620 Theory of Functions of a Real Variable I

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 621 Theory of Functions of a Real Variable II

Topologies on the real line, measurable functions, limit theorems, Riemann and Lebesgue integrals, metric spaces, measure spaces, normed linear spaces. Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 625 Theory of Functions of a Complex Variable I

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 626 Theory of Functions of a Complex Variable II

Preliminary geometrical and topological concepts; elementary, analytic and meromorphic functions; Cauchy theory; residues; Taylor and Laurent series; infinite products; entire and harmonic functions; conformal mapping; analytic continuation periodic and algebraic functions; Riemann surfaces.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 630 Linear Algebra

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

Prerequisite: One year of calculus.

Credits: 3

On Occasion

MTH 635 Abstract Algebra I

Basic theory of groups, rings, fields. Special topics from Galois theory, group representation, field extensions, rings, modules, Lie algebras.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 636 Abstract Algebra II

Basic theory of groups, rings, fields. Special topics from Galois theory, group representation, field extensions, rings, modules, Lie algebras.

Prerequisite: Advanced Calculus.

Credits: 3

On Occasion

MTH 650 Numerical Analysis II

Numerical differentiation and integration, summation, least squares, numerical solutions of differential equations, boundary value problems.

Prerequisite: One year of calculus.

Credits: 3

On Occasion

MTH 670 Topology

Topological spaces and functions. Compactness, connectedness, separation axioms, extension theorems, metrization theorems. Introduction to homotopy and homology theory. Prerequisite: Advanced calculus.

Credits: 3

On Occasion

DEPARTMENT OF MEDIA ARTS

University Professor Steinberg
 Professors Broe, Fishelson, Lauth, Moghaddam (M.F.A. Program Coordinator)
 Associate Professors Banks (Chair), Goodman (M.A. Program Coordinator)
 Assistant Professor Nappi, Molton
 Adjunct Faculty: 10

Media Arts is a powerful and influential field that can be defined as the art and science of artistic expression through media such as film, television, radio, video art, the Web, computer graphics, computer art, animation, video games, music production, sound design, photography, interactive media, screenwriting, media management, media-based performance and installation. Students trained in the above disciplines are employed in the entertainment, advertising, publishing and communications industries globally, in production and executive levels.

M.A. in Media Arts

The 36 credit 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 eight 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.

CONCENTRATIONS:

There are eight areas of Concentration in the Master's Program. A student must declare a Concentration in one of these areas and the Distribution Model (see below) appropriate to complete it:

1. Screenwriting: Film and Television
2. Photography: Traditional, Digital and Experimental
3. Film, Television and Video Production Including Acting and Directing
4. Digital Sound and Audio Design
5. Computer Graphics Imaging: Print, Animation, Interactive
6. Media Management: Producing, Financing, Programming *
7. Global Media Studies: Human Rights, Documentary**
8. Media Studies: History, Aesthetics, Visual Culture***

Academic Standards

On entry to the program all students are

apprised of the special policies on academic standards that 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

- Undergraduate degree in media arts, humanities or related subject
- Short personal essay stating applicant's experience, career goals, and what they hope to get out of the program.
- Two letters of reference (one professional, one academic)
- Writing Sample: Essay on media-related topic (undergraduate paper or article)
- Production Sample: A sample of work that best demonstrates student's media skills, creative range and potential (portfolio, sample reel or script).
- Personal Interview with M.A. Program Coordinator

M.A. in Media Arts Plan Requirements
A minimum of 36 credits are required for the M.A. in Media Arts Degree

* *Media Management Concentration requires the Integrated Model*

** *Global Media Studies requires the Integrated Model*

*** *Media Studies Concentration requires the Theory Model*

DISTRIBUTION MODELS:

1) Integrated Model: 15 credits of Theory courses (including MA 500 and MA 501) and 15 credits of Production courses

2) Theory Model: 21 credits of Theory courses including MA 500 and MA 501, and 9 credits of Production courses)

3) Production Model: 21 credits of Production courses, and 9 credits of Theory courses (including MA 500 and MA 501)

* *Where appropriate, and with the express, written permission of M.A. Program Coordinator, students may request that up to two Media Arts Theory courses be replaced with electives offered in graduate programs outside the Department (for example, English Literature, Creative Writing, Urban Studies, Psychology, United Nations Program etc.)*

M.A. in Media Arts Distribution

Must complete the following two (2) courses for six (6) credits

MA	500	Media Aesthetics	3.00
MA	501	Media Theory	3.00

According to student's chosen Distribution Model, a student must complete twelve (12) courses for twenty four (24) credits from the following:

Theory Courses

MA	502	Media: Race Gender, Class	3.00
MA	503	Creativity: Artist, Industry, Culture	3.00
MA	510	World Film History I	3.00
MA	511	World Film History II	3.00
MA	512	American Film History I (1895 - 1960)	3.00
MA	513	American Film History II (1960 - Present)	3.00
MA	514	History of the Still Image: Photography and CGI	3.00
MA	520	Artistic and Literary Movements and the Visual Media	3.00
MA	521	Social and Political Movements and the Visual Media	3.00
MA	522	Myth and Media	3.00
MA	524	The Notion of Motion	3.00
MA	525	The Celluloid Classroom	3.00
MA	526	Slavery: Roots to Rap	3.00
MA	530	Television Theory	3.00
MA	531	Survey of Contemporary Digital Media Art	3.00
MA	532	Contemporary Documentary	3.00
MA	533	Asian Cinema	3.00
MA	534	Latin American Cinema	3.00
MA	535	Global Net Art	3.00
MA	536	Bessie Basie, Billy, Bird	3.00
MA	537	Comparative Film Directors	3.00
MA	538	All About ...	3.00
MA	610	History of the Documentary	3.00
MA	620	Psychoanalysis and the Media	3.00
MA	621	Philosophy and Media	3.00
MA	622	Globalization and the Media	3.00
MA	623	Corporate Structure of the Media	3.00
MA	624	Media Bodies	3.00
MA	625	Sex, Gender, Media	3.00
MA	626	Crossing Borders	3.00
MA	630	Documentary: Fact/Fiction	3.00

MA	631	Global Documentary	3.00
MA	632	Topics in Visual Aesthetics	3.00
MA	633	Media Genres	3.00
MA	634	Genre Theory: Film, Television, Music	3.00
MA	635	Global Cinema	3.00
MA	636	Alternative Media	3.00
MA	637	Aesthetics of Rap and Music Video	3.00
MA	703	Independent Study I (Theory)	3.00

Production Courses

ENG	526	Writing for Media I: The Story	3.00
MA	550	Writing for Media I: The Story	3.00
MA	551	The Screenplay	3.00
MA	552	Playwriting Workshop	3.00
MA	556	Digital Photography I	3.00
MA	557	Experimental Photography	3.00
MA	560	Digital Video Imaging I	3.00
MA	561	Multi-Camera Production I	3.00
MA	562	DV Intensive	3.00
MA	563	Digital Media For Teachers	3.00
MA	570	Digital Sound Design I	3.00
MA	575	Digital Communications Design	3.00
MA	576	Motion Graphics Production	3.00
MA	577	3D Computer Graphics	3.00
MA	578	Interactive Media Production	3.00
MA	580	Independent Producer	3.00
MA	581	Music Entrepreneurship	3.00
MA	583	Art and Commerce	3.00
MA	584	Entrepreneurship	3.00
MA	650	Writing Genre	3.00
MA	651	From Page to Screen	3.00
MA	652	Memory and Imagination	3.00
MA	655	Photography Portfolio	3.00
MA	660	Digital Video Imaging II	3.00
MA	661	Film Production I	3.00

MA	662	Directing the Documentary	3.00
MA	665	Directing the Screen Actor II	3.00
MA	670	Digital Sound Design II	3.00
MA	671	Digital Sound Design III	3.00
MA	672	Digital Sound Design IV	3.00
MA	673	Digital Sound Portfolio	3.00
MA	675	Digital Sculpture	3.00
MA	677	Computer Graphics Imaging Portfolio	3.00
MA	680	Financing Features	3.00
MA	681	Developing Documentaries and Shorts	3.00
MA	682	High End Digital Production	3.00
MA	683	Producing Television Series	3.00
MA	703	Independent Study (Theory)	3.00
MA	704	Independent Study II (Production)	3.00
MA	705	Fieldwork Experience	3.00

M.A. in Media Arts Thesis Requirement
Must complete the following two (2) courses for six (6) credits

MA	707	Integrated Thesis Project I (Theory)	3.00
MA	708	Integrated Thesis Project II (Production)	3.00

M.F.A. in Media Arts

As a leader in the global cultural industrial complex, New York City is home to much of the cutting-edge creative content that is developed across all media. Conveniently located in the heart of Downtown Brooklyn, between Steiner Film Studios and the BAM cultural district, the M.F.A. in Media Arts is the highest, most advanced, and specialized degree, offered by the university for media artists and developers.

The 60 credit Master of Arts in Fine Arts degree offers the students hands-on experience with the latest technologies for content creation across multiple disciplines, in 6 concentrations: Film and Video; Computer Graphics, Animation and Interactive Media; Digital Audio and Sound Design; Photography; and Media Management. Using state-of-the-arts studios, students have the opportunity to learn and develop their full artistic vision for exhibition and screening using the most advanced techniques and toolsets. A studio-based curriculum supports every level of specialization and merit required by the field, while supporting

students in creating media arts projects of the highest quality.

Students have access to extensive media facilities such as: multiplatform and networked computer labs with production grade workstations for CG and animation; a multi-camera TV studio; Digital Video labs and editing bays; Digital Audio and MIDI labs with a full recording studio; wet and digital Photo labs; large format printers; cameras and assorted media peripherals, large theatrical screening spaces; 3 campus-based galleries for exhibitions; and smart classrooms.

A full complement of Media Theory classes support the critical development of a solid aesthetic and conceptual foundation for creative production. Competitive internships and job placement services additionally help students get placed in the industry while developing professional portfolios and reels for the competitive job market. This program is designed to help students achieve final academic mastery for the expression of their artistic vision in media form. As a terminal degree, this M.F.A. can lead to careers in the highest levels of production and management in media, in addition to college level teaching.

Admissions Requirements

- Bachelor’s degree
- Artist’s Statement
- Production Sample (portfolio or reel) submitted via mail or online
- A personal interview with the M.F.A. Program Coordinator.

Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining an overall grade-point average of 3.0
- Maintaining a grade-point average of 3.0 in the concentration

General Requirements for M.F.A. in Media Arts

	Credits
Theory	12
M.F.A. Seminars	3
Studio in Area of Concentration	24
Interdisciplinary Studio (outside Area)	6
General Electives	6
Thesis	9
M.F.A. Total	60

12 Credits in Media Theory
 MA 800 and 9 credits in Theory Electives with the permission of the M.F.A. Program Coordinator.

3 Credits in M.F.A. Seminars (1 Credit Seminars):

MA	801	M.F.A. Seminar I	1.00
----	-----	------------------	------

MA 802	M.F.A. Seminar II	1.00
MA 803	M.F.A. Seminar III	1.00
6 Credits in Interdisciplinary Studio (outside your Area of Concentration):		
Any studio/production class outside the primary area of concentration with the permission of the M.F.A. Program Coordinator.		
6 General Electives:		
Any graduate level class with the permission of the M.F.A. Program Coordinator.		
9 Credits in M.F.A. Thesis:		
MA 897	M.F.A. Thesis I	3.00
MA 898	M.F.A. Thesis II	3.00
MA 899	M.F.A. Thesis III	3.00
24 Credits of Studio in Area of Concentration:		
Film/Video Production, Screenwriting: Directing, Producing, Editing & Performing		
MA 590	Broadcasting I	3.00
MA 552	Playwright Workshop	3.00
MA 560	Digital Video Imaging I	3.00
MA 565	Directing the Screen Actor	3.00
MA 566	Production Development Skills	3.00
MA 567	The Art of Editing	3.00
MA 568	Lighting for Visual Media	3.00
MA 650	Writing Genre	3.00
MA 651	From Page to Screen	3.00
MA 652	Memory and Imagination	3.00
MA 653	Writing Documentaries	3.00
MA 654	TV Writer's Table	3.00
MA 660	Digital Video Imaging II	3.00
MA 661	Film Production I	3.00
MA 664	Components of Visual Story Telling	3.00
MA 665	Directing the Screen Actor II	3.00
MA 666	Cinematic Directing	3.00
MA 704	Independent Study	3.00
MA 894	Studio Specialisation	3.00
MA 895	Studio Specialisation	3.00
MA 896	Studio Specialisation	3.00
MA 705	Internship	3.00
Computer Graphic Imaging: Digital Design, Animation & Interactive Media		
MA 575	Digital Communication Design	3.00
MA 576	Motion graphics Production	3.00

MA 577	3D Computer Graphics	3.00
MA 578	Interactive Media	3.00
MA 579	Computer Graphics I	3.00
MA 675	Digital Sculpture	3.00
MA 676	3D computer Animation	3.00
MA 677	Computer Graphics Imaging	3.00
MA 678	Intro to Motion Capture	3.00
MA 679	Advanced 3D Character Animation	3.00
MA 695	Logo Animation	3.00
MA 696	3D Modeling I	3.00
MA 697	Motion Capture II	3.00
MA 698	Special Topics 3D CG	3.00
MA 699	Special Topics Special Effects	3.00
MA 698	Special Topics Special Effects	3.00
MA 705	Independent Study	3.00
MA 704	Independent Study	3.00
MA 894	Studio Specialization	3.00
MA 895	Studio Specialization	3.00
MA 896	Studio Specialization	3.00
MA 705	Internship	3.00
Audio: Music Production, Digital Audio & Radio		
MA 570	Digital Sound Design I	3.00
MA 571	Sound for Visual Media	3.00
MA 572	Location Sound Recording	3.00
MA 573	Music for Visual Media	3.00
MA 670	Digital Sound Design II	3.00
MA 671	Digital Sound Design III	3.00
MA 672	Digital Sound Design IV	3.00
MA 674	Digital Sound Portfolio	3.00
MA 581	Business of Digital Sound Design	3.00
MA 704	Independent Study	3.00
MA 894	Studio Specialization	3.00
MA 895	Studio Specialization	3.00
MA 896	Studio Specialization	3.00
MA 705	Internship	3.00
Photography: Traditional, Digital & Experimental		
MA 555	Photography	3.00
MA 556	Digital Photography	3.00

MA 557	Experimental Photographer	3.00
MA 558	The Business of Freelance	3.00
MA 559	Studio Photography	3.00
MA 655	Photography Portfolio	3.00
MA 656	Conceptual Digital Photography	3.00
MA 657	Digital Photography II	3.00
MA 568	Lighting for Visual Media	3.00
MA 704	Independent Study	3.00
MA 894	Studio Specialization	3.00
MA 895	Studio Specialization	3.00
MA 896	Studio Specialization	3.00
MA 705	Internship	3.00
Media Management: Programming, Marketing & Advising		
MA 683	Producing the Television Series	3.00
MA 690	Broadcasting II	3.00
MA 705	Field Work Experience	3.00
MA 581	Business of Digital Sound Design	3.00
MA 583	Art and Commerce	3.00
MA 584	Entrepreneurship	3.00
MA 586	New Media Management	3.00
MA 622	Globalization of Media	3.00
MA 623	Corporate Structure of the Media	3.00
MA 636	Alternative Media	3.00
MA 680	Financing Features Developing Documentaries	3.00
MA 682	High End Digital Production	3.00
MA 704	Independent Study	3.00
MA 894	Studio Specialization	3.00
MA 895	Studio Specialization	3.00
MA 896	Studio Specialization	3.00
MA 705	Internship	3.00

Note: In addition to production/studio classes in each area, M.F.A. students can do 9 credits in Studio Specialization: MA 894, MA 895, & MA 896 as independent studies in their field, plus MA 704 Independent Study.

Notes: Studio Credits in Areas of Concentration vary from area to area. Check with your advisors for the studio/production classes that apply. Interdisciplinary Studio must be production classes outside of your Area of Concentration. M.A. Thesis credits are not transferable to the M.F.A.

The M.F.A. Seminars are 1 credit classes offered every semester, and all 3 are required for the M.F.A. Your 9 credit M.F.A. Thesis can be entirely Production based, or 3 credits Theory, and 6 credits production. For additional questions, contact the M.F.A. in Media Arts Program Coordinator: Professor Marjan Moghaddam (marjan.moghaddam@liu.edu).

M.F.A. in Writing and Producing for Television

The M.F.A. in Writing and Producing for Television is a writing intensive program that uses a unique teaching and learning approach that mimics the real world of contemporary television. In particular, the notion of work done in collaboration as a cohort is the hallmark of this program since television demands that its writers work as a unit. The M.F.A. in Writing and Producing for Television is a full-time program. Classes are held during the day, and therefore, students must be able to commit to studying on a full-time basis. Students also must be able to work collaboratively in an environment that requires the exchange of ideas and the highest level of professional courtesy. Most classes are held at Steiner Studios, located at the Brooklyn Navy Yard. Students are expected to arrange their own transportation for those classes being held at Steiner as well as those held at LIU Brooklyn.

Admissions Requirements

The M.F.A. in Writing and Producing for Television is a highly competitive program, which seeks to recruit 20-25 students each year, who exhibit the ability to express themselves clearly and creatively in the written form. Applicants need not have a background in writing for TV or film, however, they will be required to submit, as part of the admissions process (see below), writing samples that demonstrate the potential required to write for the television medium.

To be admitted to this program you must submit:

- An application for admission
 - An original dramatic or comedic script written for film, TV or theater, or a sample of creative writing that reflects your story-telling ability.
 - Two written recommendations: one professional and one academic. Include contact information.
 - An up-to-date bio or CV
- In addition, applicants must:
- Have earned an undergraduate degree at an accredited college or university
 - Complete a personal interview, which will be scheduled once the writing samples have been reviewed

Continued enrollment in this program is contingent upon:

- Regularly attending classes (no more than three missed classes will be allowed).
- Submitting projects and writing assignments by

the predetermined deadlines.

The M.F.A. in Writing and Producing for Television is a full-time, 48-credit program, running two years; consisting of the following courses.

Semester One

WPT	610	Writing and Development - The Television Series	6.00
WPT	611	The History Of Television	3.00
WPT	612	The Writer's Table (January/Winter Intensive)	3.00

Semester Two

WPT	620	Television Series & Programs - Writing And Pre-Production	6.00
WPT	622	New Media: An Introduction	3.00
WPT	698	Individual Episode Writing	3.00
WPT	699	Internship	0.00

Semester Three

WPT	630	Television Series & Programs - Writing and Production	6.00
WPT	631	Single Camera Film-Style Video Production	3.00
WPT	632	Location Production (Winter Intensive)	3.00
WPT	699	Internship	0.00

Semester Four

WPT	642	Post Production	3.00
WPT	643	Intellectual Property And Cutting The Deal	3.00
WPT	621	Genre Theory and Writing the Pilot	3.00
WPT	700	Capstone Course	3.00

Media Arts Courses

MA 500 Media Aesthetics

An exploration of problems and issues related to theories of applied 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, mass culture and consumer engineering. Must be taken within the first year of study.

Credits: 3

Every Fall and Spring

MA 501 Media Theory

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. Must be taken within the first year of study.

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

Credits: 3

Every Fall and Spring

MA 502 Media: Race Gender, Class

An examination of how race, gender and class are constructed in the visual media and how they interact. Students become versed in the major historical and contemporary arguments and explore how those arguments apply to various media formations, ranging from film noir to the African-American gangster film to the independent feminist film. The course concludes with studies of media conjunctions in which class, race and gender relations are encoded in the same media formation.

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

Credits: 3

On Occasion

MA 504 Indie Sex

This new course investigates the counter-politics and aesthetic of how sex and gender are represented in the narratives of contemporary (mostly non-American) independent film. Analyzing films through the lens of globalism and its cultural contexts, students study a variety of genres including: documentary, hard-core art, horror, animation and experimental forms.

The pre-requisite or co-requisite of MA 500 or MA

800 is required.

Credits: 3

On Demand

MA 514 History of the Still Image: Photography and CGI

Prerequisite: Media Arts 500 or 501 or permission of instructor.

This course traces the history of the still image from its earliest chemically-based photographic form to the contemporary digital computer graphic image. Aesthetic theories of imaging, visual representation and veracity will be examined.

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

Credits: 3

On Occasion

MA 515 Class, Crime & Film Noir

An exploration of the history of those dark, seedy crime films that came to prominence in Hollywood in the late 1940s (The Maltese Falcon, Blue Dahlia) in a style that has become nearly the dominant in Hollywood today. The course examines noir's pre-history in the gangster film (Scarface, I Was A Fugitive From a Chain Gang), its development into a full blown validation of the sympathetic male and female fugitive outside the law (Out of the Past, Desperate), its brief flowering in the 70s (Chinatown) and its reemergence under Reagan and Bush (Bad Lieutenant, The Last Seduction). Topics include: femme fatales (Double Indemnity), international noir (Italy's Bitter Rice), black noir (A Rage in Harlem).

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

Credits: 3

On Occasion

MA 520 Artistic and Literary Movements and the Visual Media

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, Magic 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).

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

Credits: 3

On Occasion

MA 522 Myth and Media

How do humans relate to the great forces of life and death, male and female, creation and destruction, light and darkness? Movies along with all the other arts, have embraced myth; for story lines, to explain mysteries and for a deeper influence in structure, motifs and style. In this

course, students deepen their theoretical understanding of how mythic constructs, belief systems and ideologies function within film narrative. In particular, this course explores how definitions of myth, legend, fairytale or fable are often conflated within post-modern contemporary film idiom to reveal new meanings. Topics include: pastiche and satire, Magic Realism, science fiction and gender, the eco-disaster movie.

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

Credits: 3

On Occasion

MA 528 Production Management

This course surveys the nuts and bolts of production management in photography, film, television, and contemporary digital media. Topics include: entertainment and copyright laws, programming, operations, scheduling, hiring, budgeting and media management. Students complete an entire Production Handbook as their semester long assignment.

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

Credits: 3

On Occasion

MA 532 Contemporary Documentary

An exploration of the changing form and style of the documentary in the context of the democratization of access to information technologies and globalization. Topics include: the mockumentary, guerilla documentary, the video memoir, experimental and avant garde documentary.

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

Credits: 3

Annually

MA 533 Asian Cinema

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies. (Same as Sociology 526)

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

Credits: 3

Cross-Listings: MA 533, SOC 526

On Occasion

MA 535 Global Net Art

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 net 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.

Prerequisite: MA 500 or MA 501 or permission of instructor. This course has an additional fee.

Offered on occasion.

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

Credits: 3

On Occasion

MA 537 Comparative Film Directors

A focus on the work of either a single director/writer or on a comparative analysis of two directors/writers. Names include Katherine Bigelow, Ousmane Sembene, Stanley Kubrick, David Lynch, Fritz Lang, Spike Lee, Alfred Hitchcock/Claude Chabrol, Douglas Sirk/R.W. Fassbinder. (This course may be taken more than once for credit.)

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

Credits: 3

On Occasion

MA 538 All About ...

This course involves an intense study of a single media object, including the works that led up to it and the works that were subsequently influenced by it. Studies Include: Bonny and Clyde, 2001: A Space Odyssey; Blue Velvet. (This course may be taken more than once for credit.)

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

Credits: 3

On Occasion

MA 539 History of Special Effects

This seminar provides a historical and theoretical overview of special effects from their earliest inception in theatrical, photographic and cinematic productions to their current utilization in contemporary media arts. This class surveys the ubiquity of special effects used as either obvious tropes in visualizing the fantastical, or as invisible amplifiers in simulating a more plausible reality. The class also examines the relationship of SFX to both narrative realism, and to the fabrication of the simulacrum, by tracing the semiotic use SFX to both propel a narrative, and to maintain narrative coherence in what might otherwise be impalpable and disjointed exaggerations.

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

Credits: 3

On Occasion

MA 546 CyberCinema

As the moving image continues to morph into numerable metaforms of digital signals and electronic transmissions, (and is trademarked as cyber-cinema), this graduate seminar explores all things cyber in cinema. Cyber - short for cybernetics - an interdisciplinary study of

communications and control systems in animals, humans and machines, connects the fields of robotics, artificial intelligence, evolutionary biology, neuroscience, psychology, etc., and has been a longtime preoccupation in cinema, as seen in: Metropolis (1927), Frankenstein (1931), 2001: A Space Odyssey (1968), Blade Runner (1982), Artificial Intelligence (2001), Minority Report (2002), I, Robot (2004), etc. Through screenings, cyber-interactions, readings of cyber-SciFi, and discussions, this class probes such topics as gender guises in cyberspace, what it means to be human, consciousness, etc.

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

Credits: 3

On Occasion

MA 548 Cinema of India

The film industry in India releases more films per year than any other country in the world and is rapidly finding a global market, second only to Hollywood. This course examines the phenomenon by means of in-depth analysis of a wide range of national and regional Indian films. Topics include: The Merchant/Ivory effect; relationship of Indian mythology, literature and art to story construction; Bollywood influence on contemporary western movies and audiences: Indian women filmmakers; regional language cinemas.

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

Credits: 3

On Occasion

MA 551 The Screenplay

An intermediate course where students complete their own full-length screen/teleplay. Weekly writing groups provide feedback and evaluation. Workshops for directing actors/readers; guest speakers. (This course may be taken more than once for credit.)

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

Credits: 3

Rotating Basis

MA 552 Playwriting Workshop

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 work-shopping each student play-in-progress. (Same as ENG 525.)

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

Credits: 3

Cross-Listings: ENG 525, MA 552

On Occasion

MA 557 Experimental Photography

An examination of the relationship between technique and creative vision in photography. Students experiment using processes designed to expand the creative approaches available to the photographic artist, including alternative chemical processes (cyanotype, vandyke brown salt, platinum, gum), nontraditional mediums (wood, glass, sculpture), and alternative image sources. Particular emphasis is placed on the relationship between process and image and how invention and artistic interpretation are entwined in the photographic context.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

On Occasion

MA 558 The Business of Freelance

The course will explore aspects of working freelance in the media fields of graphic arts, photography, film and video production. The class will enable students to develop the skills necessary for a successful career using self-promotional tools and business practices involved in freelance work.

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

Credits: 3

On Occasion

MA 559 Studio Photography

This course is primarily about light and its control in the process of creating photographs. Students will be introduced to the fundamentals of studio lighting with an emphasis on practical applications for portraiture and still life photography. In-class demonstrations will cover the use of electronic flash equipment, portable flash equipment, tungsten lights, and the modification of light. Students will learn to consider the direction of light, proper exposure, and the effect on contrast and color balance. Students must submit a self-published body of work as a final portfolio, and complete a research project.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

On Occasion

MA 560 Digital Video Imaging I

An exploration, using state-of-the-art digital cameras and nonlinear editing systems, of all aspects and stages of the video production process from pre to post. Working as individuals or in small production teams, students complete a video project of their own design. Three credits. Prerequisite: MA 500 or professional/undergraduate video production experience or permission of instructor.

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

Credits: 3

Every Fall

MA 561 Multi-Camera Production I

An intensive exploration of the art and science of multi-camera production. Students work cooperatively at an accelerated pace on projects of their own design and examine various remote and studio technologies, directorial strategies, and production techniques.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 562 DV Intensive

Students join forces to complete a DV project in five days from inception to final 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.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Every Summer

MA 565 Directing the Screen Actor I

A hands-on workshop exploring how to direct an actor and how to write dialog for actors to speak in front of the camera. Students also learn how to meet the creative demands of their projects as a producer, how an actor creates a part and drops into that internal place on camera that makes the viewer really believe she/he is that character, to do pre-production script analysis.

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

Credits: 3

Annually

MA 567 Art of the Edit

This course explores the aesthetics and implementation of effective editing. It surveys examples of the craft in various iterations of its genre and modern forms of its application: theatrical narrative, commercial, montage, documentary, trailer, industrial and web-episodes. The class learns the in's and out's of story telling through the sequencing of shot and images, as well as gain a technical understanding of Codex's, transcoding, output formats, mixing and basic DVD authoring. This class takes a hands-on approach, balanced by the theoretical underpinnings of good cinema and offers students applicable skills in the grammar of editing.

The pre-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 568 Lighting for Visual Media

At the heart of the expression of visual media is light. This course will explore the nature, content, and the uses of light in film/video, stills, and

animation. We will look at how light creates mood, depth and an emotional experience within the media. This is a hands-on production class, which requires that each student have competency in his or her form of media. Most projects will be delivered in a media form of the students choosing. We will learn to work with natural light, lighting kits, and in some cases create our own lighting instruments to work with a variety of lighting styles, and shooting conditions. We will examine the additive and subtractive color modes and bring all of these tools together in a final project.

The pre-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 570 Digital Sound Design I

A survey course that introduces students to the technologies behind current audio production for music and sound design throughout media arts. Topics include microphones, mixers, multitrack DAT recorders, MIDI samplers, computer-based sequencing, hard disk recording, digital mixing and processing (Digital Performer and Pro tools). Also examined are output and production considerations for CD, CD-ROM, DVD video, digital video, film 5-1 surround, Internet distribution, Web pages and motion graphics.

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

Credits: 3

Annually

MA 571 Sound For Visual Media

This introductory course in sound for film, television and multi-media covers audio post-production for video, film and other multimedia formats with a focus on sound design, SFX editing, Foley, and ADR (dialog replacement). This class will provide an emphasis on sound and its effects on the dramatic impact and overall tone of visual imagery.

The pre-requisite or co-requisite of MA 570 is required

Credits: 3

On Occasion

MA 573 Music for Visual Media

This course focuses on music for visual media including film, television, gaming and multimedia. Topics include the psychology of music, music and emotions, music composition and the roles music plays in video, film, or other multimedia formats. The class will include an emphasis on storytelling through sound as well as on how sound can affect the dramatic impact and overall tone of images, helping to create a total artwork. Students will learn about a variety of approaches to music placement in media. In addition, class assignments give students a hands-on approach to music placement.

The pre-requisite or co-requisite of MA 570 is required.

Credits: 3

On Occasion

MA 575 Digital Communications Design

A Communications Design class using industry standard digital tools for media production. Students learn and work with graphics for print, video, film and web combining graphics, illustration and text. Special emphasis is placed on resolution, color, and design principals for various media.

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

Credits: 3

Rotating Basis

MA 576 Motion Graphics Production

An introductory level class in Motion Graphics production for Video, Film and the web using industry standard software. Students work with basic motion design for graphics, live action, and text elements, in addition to special effects.

The pre-requisite or co-requisite of MA 575 is required.

Credits: 3

On Occasion

MA 577 3D Computer Graphics

An introductory level class in 3D modeling, surfacing, texturing, lighting, rendering, special effects and basic digital cinematography. Students create 3D objects and renderings for film, video, web and print.

The pre-requisite or the co-requisite of MA 575 is required.

Credits: 3

Every Fall

MA 579 Computer Graphics I

An introductory level class in Computer Graphics for print, screen and the web using Adobe Photoshop. Students learn and work with with basic illustration, graphics, photo-illustration/retouching and typography. Additional topics include basic image acquisition and input with digital cameras and scanners for graphics production.

The pre-requisite or co-requisite of MA 575 is required.

Credits: 3

Cross-Listings: MA 579, NMP 579

On Demand

MA 580 Independent Producer

A hands-on approach to the production management tasks of the independent producer of film, video or multimedia. Topics include: script breakdown, scheduling, budgets, writing the business plan, marketing and distribution. Students will complete a production handbook and mock business plan as their final projects.

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

Credits: 3

On Occasion

MA 581 Music Entrepreneurship

This course provides an overview of how to succeed in today's changing music industry. The rules have changed and now more than ever each individual has the opportunity to take their careers into their own hands, making it a time for the entrepreneur. Throughout this course, emphasis will be given to the various aspects of the music business such as Contracts, Copyright Law, Business Plans, Music Publishing, Royalties, Performing Rights Organization, Niche Marketing Promotion, Creative Strategies for Marketing and Distribution, Online Presence and New Business Models. In addition, the class spends time developing the LIU record label and showcase featuring LIU artists.

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

Credits: 3

On Occasion

MA 585 Music Marketing

Marketing is an essential part of being successful in the music industry. This course explores topics related to current marketing techniques including identifying and connecting with a target audience, effective approaches to promotion and publicity and branding within a focused niche. Creative strategies for successful marketing are also explored, including online and non-traditional approaches. Students who are interested in promoting their own music projects will benefit from this course as well as students who are interested in expanding their knowledge of marketing in the entertainment industry as a whole.

The pre-requisite or co-requisite of MA 570 is required.

Credits: 3

On Occasion

MA 595 Music Production I

This is an intensive class, which covers the various stages of creating a professional music project, including composing, producing, recording, and mixing. Within a highly collaborative environment, students apply previously acquired technical skills to enact the roles of music producers, composers and recording engineers as they write and produce background music and lyrics. Emphasis is on organizational techniques, production details and deadline management as key aspects of the professional recording industry. This course is in Studios A and C and the media classroom, with Avids ProTools, Apples Logic Audio and Propellerheads Reason as creative tools.

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

Credits: 3

On Occasion

MA 610 History of the Documentary

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.

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

Credits: 3

On Occasion

MA 622 Globalization and the Media

An exploration of globalization as discourse, as a social and economic event and as a contested terrain. Analysis of media conglomeration; changes in local communities as depicted in films, television and popular music; the role of global institutions such as the World Trade Organization, the International Monetary Fund, the World Bank; and the anti-global movement.

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

Credits: 3

On Occasion

MA 623 Corporate Structure of the Media

This course acquaints the student with the business environment in contemporary media institutions, both as workplace and as economic formation. It explores the history and current changes in Hollywood studios and independent and foreign production, in network television, in the recording industry and 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. The pre-requisite or co-requisite of MA 500 or 800 is required.

Credits: 3

On Occasion

MA 624 Media Bodies

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.

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

Credits: 3

On Occasion

MA 625 Sex, Gender, Media

This course 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.

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

Credits: 3

Every Fall

MA 626 Crossing Borders

One of the key questions in contemporary media is

the representation of the border, be it physical, social, racial, or sexual. This course explores how visual artists have consistently crossed borders erected by their societies and how they have persistently been interested in questioning the notion of the border.

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

Credits: 3

On Occasion

MA 631 Global Documentary

The complex processes of globalization have occasioned a number of international co-productions of filmmakers intent on explaining those processes. The course will also study the financing of these documentaries and will consider as well the alter-globalist movement which also works through this medium. The course will in addition consider "documentary-like" fiction films that use these techniques to tell personal stories with a global impact. The rich treasure trove of documentaries on this process includes: Argentina's "Social Genocide" and "The Take", China's "West of the Rails." and Jamaica's "Life and Debt." Prerequisites: MA 500 or MA 501 or permission of instructor.

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

Credits: 3

On Occasion

MA 632 Topics in Visual Aesthetics

This course deals with various topics in visual aesthetics, outlining the history of the style or aesthetic formation, explaining its technological, industrial and cultural development, and encompassing its use in the media of film, television and video. Topics include: The Long Take, Hollywood Narration, The Experimental Film.

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

Credits: 3

On Occasion

MA 633 Media Genres

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.)

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

Credits: 3

On Occasion

MA 634 Genre Theory: Film, Television, Music

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.

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

Credits: 3

On Occasion

MA 635 Global Cinema

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.

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

Credits: 3

On Occasion

MA 636 Alternative Media

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, guerrilla video, independent cinema and the Web.

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

Credits: 3

On Occasion

MA 638 The Photo Mural

The course will explore the history and cultural influences incorporated in the art form now known as the Photo Mural. The class is a production-oriented workshop where students explore several avenues involved in the making of mural images - tile printmaking, wall cover billboard and fresco type photo images. Students use a variety of substances including canvas, vinyl, Tyvek, watercolor paper and silk fabric to produce their images. Advanced Photoshop techniques and printing using Color burst rip software is included in the class. Students are required to complete several murals and install them at designated locations through out the campus or community.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

On Occasion

MA 650 Writing Genre

An advanced course in writing scripts for a variety of genres: Hollywood formula, independent film, situation comedy, mystery/thriller/suspense, soap opera, television drama, animation, commercials. Students complete at least one script in a chosen

genre. (This course may be taken more than once for credit.)

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

Credits: 3

On Occasion

MA 656 Conceptual Digital Photography

This course introduces students to the creative world of conceptual photography. Using photographic reference and Adobe Photoshop to create photographic illustrations, students will create conceptual imagery assembled for a variety of sources. This course covers additional photographic lighting and imaging techniques, digital scanning, image enhancement and assembling, and digital printing. Hands-on activities and shooting assignments will enable each student to discover, explore, and understand the applications of conceptual "photo-illustration." In addition, there will be discussion and presentations introducing some of today's professional conceptual photographers.

The pre-requisite or co-requisite of MA 556 is required.

Credits: 3

On Occasion

MA 660 Digital Video Imaging II

Expanding on the knowledge and experience gained in MA 560, students use state-of-the-art digital cameras and nonlinear editing systems to complete an advanced level video project of their own design.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Every Spring

MA 663 Digital imaging Team Portfolio I

This advanced studio class allows students to develop and complete work on a highly specialized and involved Digital production. Students will work as a team (no-less than three) to create a project that is of "A" festival quality. The team will submit a proposal to the instructor before class begins. And if accepted they will take their project from treatment to festival submission. This course will cover how to utilize a team to maximize creativity, production value and presence in the market place. This is a two part course followed by Digital imaging Team Portfolio II.

The pre-requisite of MA 560 is required or professional / undergraduate documentary experience or permission of Instructor.

MA 664 Components of Visual Storytelling

This advanced courses is designed to explore the power and impact of visual elements that control the audience's experience of two-dimensional imagery. We will look at Space, Line, Shape, Tone, Color, Rhythm and Movement, breaking down these visual components then recombining them to create a more dynamic project that is visually and emotionally engaging. This class, for Directors,

Writers, Animators, Cinematographers, Editors, Storyboard Artists, New Media Artists and Producers, will increase their understanding of how and why a film with all the right stuff falls flat or a project with little going for it can become a powerful and influential visual statement.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 666 Cinemagraphic Directing

In this advanced production class in directing, students work collaboratively to develop projects as a team while focusing on the form and structure of all the stages of production. Through a hands-on approach, This class covers aesthetics, drama, the shooting script, working with actors, mood lighting framing,shot sequencing, editing and finishing.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

On Occasion

MA 667 Single Camera Film-Style Video Production

This is a joint endeavor. WPT and MA Production and Media Management students will become familiar with all phases of pre-production. This will include breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. WPT will make decisions as to which scenes to shoot.

This hands-on experience will allow students to learn what it is to actually produce a film from the ground up.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 667, WPT 631

Every Fall

MA 668 Location Production

This joint ten (10) day Intensive is part two of the production phase. During this phase, the scenes selected from the scripts written for the Central Project will be shot at locations in Brooklyn. WPT and MA students will work from WPT 631/MA667's pre-production plan. This course takes the production on location where a High Definition project will be completed. Students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Winter Intensive)

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 668, WPT 632

Every Fall

MA 677 Computer Graphics Imaging Portfolio

An advanced portfolio class in Computer Graphics focusing on the conceptualization, production and

output of portfolio pieces for video, film, print and the web using industry standard software. All students finish professional portfolios at the end of the class consisting of several projects for various media.

Credits: 3

On Occasion

MA 695 Logo Animation

An introductory level class in 3d logo animation for film, video and the web. Students learn basic 3d modeling of text and logo elements, texturing of logo elements, lighting, animating and rendering of basic logos. Other topics include basic special effects, and integration of live action.

The pre-requisite or co-requisite of MA 579 is required.

Credits: 3

On Occasion

MA 696 3D Modeling I

An introductory level class focusing on 3d modeling using Autodesk Maya. Students learn basic modeling techniques for organic and inorganic objects for film, video, web, print and video games.

The pre-requisite or co-requisite of MA 678 is required.

Credits: 3

On Occasion

MA 703 Independent Study I (Theory)

This course allows the student to complete a research paper to be arranged in close association with the student adviser.

Credits: 3

Every Semester

MA 704 Independent Study II (Production)

This course allows the student to complete a production project, to be arranged in close association with the student adviser.

Credits: 3

Every Semester

MA 705 Field Work Experience

As an alternative to a production course, students may undertake advanced field work experience (approximately 10 hours per week) with a media organization or company. Under the guidance of the Media Arts Director of Professional Development, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work or permission of instructor.

Credits: 3

Every Semester

MA 706 Internship

As an alternative to a production course, students may undertake an advanced field work experience (approximately 10 hours per week) with a media organization or company. Under the guidance of the Media Arts Director of Professional

Development, students integrate newly learned skills in a professional environment. A written critique is the final project. Prerequisite: Completion of 18 credits of course work or permission of instructor.

Credits: 1

On Demand

MA 707 Integrated Thesis Project I (Theory)

The Integrated Thesis Project (ITP) consists of both MA 707 (theory) and MA 708 (production) whereby students create a culminating project integrating the two modes. Media Arts 707 is the writing of a traditional research paper i.e., a significant piece of writing on a topic related to media theory. Students are guided on research resources and methods, thesis structure and writing organization.

Credits: 3

Every Semester

MA 708 Integrated Thesis Project II (Production)

The Integrated Thesis Project (ITP) consists of both MA 707 (theory) and MA 708 (production) and is designed to enable students to create a culminating project combining the two modes, linked by a common theme. Media Arts 708 is the completion of a production in a chosen medium for exhibition or demonstration purposes. Students are guided on process, resources and technique. A public exhibition of work is required.

Credits: 3

Every Semester

MA 800 Applied Contemporary Media Theory

This required foundation theory course recognizes the role that Contemporary Media Theory plays not only in defining media in an era of convergence but also in some ways in shaping the form and theme of media. This course is designed to acquaint the student both with select theories and theorists and to show how those theories either illuminate the work, or been used to shape the blend of feminism, Marxism, psychoanalysis, linguistics, semiotics, philosophy, sociology, political economy and aesthetics that comprises Contemporary Media Theory. Should be taken by students within their first year of study.

Credits: 3

Annually

MA 801 MFA Seminar I

The MFA Seminar I is designed to introduce students to the curricular, scholarly, technological and creative concepts and standards employed in their MFA studies. Students are encouraged to explore their artistic concepts in the Media Arts through various different class activities.

Credits: 1

Every Fall

MA 802 MFA Seminar II

The MFA Seminar II is designed to help students better develop and articulate their media art concepts as written Artist Statements and Bios, and

media-based presentations. Class activities include writing exercises, media art surveys, statement/bio surveys, class critiques and class media presentations.

The pre-requisite of MA 801 is required.

Credits: 1

Rotating Basis

MA 803 MFA Seminar III

The MFA Seminar III is designed to help students develop ideas and concepts for their MFA Thesis projects through survey, critique and discussion activities. Students develop Thesis proposal packages during this seminar. All Students are required to complete MFA Seminar II prior to taking their final Thesis credits.

The pre-requisite of MA 802 is required.

Credits: 1

Rotating Basis

MA 894 Studio Specialization I

Introductory level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Pre-requisites: Permission of Faculty Supervisor for the Studio Specialization.

Credits: 3

Every Fall, Spring and Summer

MA 895 Studio Specialization II

This is a Studio Specialization Intermediate level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Credits: 3

Every Fall, Spring and Summer

MA 896 Studio Specialization III

This is a Studio Specialization Advanced level graduate study in an area required for MFA study and specialization not supported by our existing studio or production class structures, either due to its technological or aesthetic innovation, interdisciplinary approach, or other unique requirements. Students will work with an Independent Study structure with the appropriate faculty member best qualified for supervision of this specialized study.

Credits: 3

Every Fall, Spring and Summer

MA 897 MFA Thesis I

The MFA Thesis is the culmination of a student's

MFA study and consists of an artistic project in Media Form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the department's MFA Thesis Committee for each concentration. A total of 9 credits are required for the MFA Thesis, in one of two Formats, as either a Full MFA Studio Thesis consisting entirely of an artistic project to be executed with all 9 credits, or an integrated Studio and Theory option to consist of 3 credits of a scholarly Thesis level research paper and 6 credits of an artist media project.

Credits: 3

Every Fall, Spring and Summer

MA 898 MFA Thesis II

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in Media Form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the department's MFA Thesis Committee for each concentration. A total of 9 credits are required for the MFA Thesis, in one of two Formats, as either a Full MFA Studio Thesis consisting entirely of an artistic project to be executed with all 9 credits, or an integrated Studio and Theory option to consist of 3 credits of a scholarly Thesis level research paper and 6 credits of an artist media project.

Credits: 3

Every Fall, Spring and Summer

MA 899 MFA Thesis III

The MFA Thesis is the culmination of a student's MFA study and consists of an artistic project in Media Form for public exhibition or screening, of the highest technical, aesthetic and conceptual merit as defined by the department's MFA Thesis Committee for each concentration. A total of 9 credits are required for the MFA Thesis, in one of two Formats, as either a Full MFA Studio Thesis consisting entirely of an artistic project to be executed with all 9 credits, or an integrated Studio and Theory option to consist of 3 credits of a scholarly Thesis level research paper and 6 credits of an artist media project.

Credits: 3

Every Fall, Spring and Summer

Writing and Producing for Television Courses

WPT 610 Writing and Development - The Television Series

An introduction to the basics and complexities of television script writing, and the seamless integration of the written script into the development phase of the television production process. Students begin work on the Central Project pilot script.

Credits: 6

Every Fall

WPT 611 The History of Television

An examination of the development and evolution of television as a creative medium, with an emphasis placed on the role of the writer and producer. How did we get from the dawn of the medium of TV to the digital age? Influential TV programs will be screened and technological advances will be highlighted. Important TV scripts of historical and contemporary importance will be studied.

Credits: 3

Every Fall

WPT 612 The Writers' Table - Revising and Delivering the Pilot

Students enter the inner sanctum of the creative television scripting world, the writers table. During this course students revise and complete a draft of the Central Project pilot script. (January/Winter Intensive)

Credits: 3

Every Fall

WPT 620 Television Series and Programs - Writing and Pre-Production

The completed draft of the Central Project has been submitted. Students will start to explore the intricacies of production as the pilot moves from the development stage into pre-production.

Credits: 6

Every Spring

WPT 621 Genre Theory and Writing the Pilot

This course will examine the concept and theory of genre as it applies to well-known television and film forms. In conjunction with this, the ongoing development of the students individual TV pilots, a component of the Capstone project, will be supervised and guided on a one-on-one basis.

Credits: 3

On Occasion

WPT 622 The New Media: An Introduction

This introductory course deals with the tectonic impact that the internet, New Media and the New Distribution Technologies have had on the television industry and the resulting phenomenon of digital television programming and the web series.

Through a practical discussion of the new media landscape, the students will be led through the digital series development process resulting in the writing of a viable web series pilot.

Credits: 3

Every Spring

WPT 630 Television Series and Programs - Writing and Production

During this course, students see their words and images come alive as the creative process transitions from the page to the screen.

Credits: 6

Every Fall

WPT 631 Single Camera Film-Style Video Production

This is a joint endeavor. WPT and MA Production and Media Management students will become familiar with all phases of pre-production. This will include breaking down the script, casting, location scouting, determining budgets, discussing the style in which this production will be shot, etc. WPT will make decisions as to which scenes to shoot. This hands-on experience will allow students to learn what it is to actually produce a film from the ground up.

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 667, WPT 631

Every Fall

WPT 632 Location Production

This joint ten (10) day Intensive is part two of the production phase. During this phase, the scenes selected from the scripts written for the Central Project will be shot at locations in Brooklyn. WPT and MA students will work from WPT 631/MA667's pre-production plan. This course takes the production on location where a High Definition project will be completed. Students will occupy crew and on-call writing positions, according to their respective skill sets. This is a hands-on learning experience where students will have the opportunity to hear the thoughts of both Director and DP. (January/Winter Intensive)

The pre-requisite or co-requisite of MA 560 is required.

Credits: 3

Cross-Listings: MA 668, WPT 632

Every Fall

WPT 642 Post Production

Students will expand upon the knowledge and skill sets they acquired in WPT 631 and 632 as they delve into the world of High Definition video editing or post-production. Topics to be covered include: Non-linear editing systems (Avid, Final-Cut, Vegas), SFX generation, color correction, audio sweetening techniques and aesthetics, advanced shooting for the edit techniques, advanced editing aesthetics, motion graphics and motion capture.

Credits: 3

Every Spring

WPT 643 Intellectual Property and Cutting the Deal

This course analyzes the business of being a professional screenwriter: developing an idea, pitching, working with a producer, with network executive and, ultimately, getting a job. Class will explore the how-to of obtaining an agent, working with an agent, as well as a manager and lawyer. Collaboration is a necessary aspect of screenwriting, whether it is working with a writing team, a writing partner, a producer or studio/network executive. Guest speakers will include screenwriters, producers, agents, network executives, lawyers and directors.

Credits: 3

Every Spring

WPT 644 The Internet and New Distribution Technologies

This is an advanced course dealing with the tectonic impact that the Internet and New Media and the New Distribution Technologies have had on the television industry.

Credits: 3

On Occasion

WPT 698 Individual Episode Writing

During the Spring semester students, will complete their individual episode script and refine their treatments for an original TV series together with a verbal pitch that could be made to a broadcast or cable network. A completed individual episode script must be submitted by the end of the first month of the coming Fall Term. Students will submit their individual episode scripts and begin to prepare their treatments for an original TV series together with a verbal pitch that could be made to a broadcast or cable network.

Credits: 3

Every Spring

WPT 699 Internship

Students will have the opportunity to do a prestigious internship placement at a media production company, or media organization. Internship placements must be cleared in advance with MFA Advisor.

Credits: 0

Every Semester

WPT 700 The Capstone Portfolio

The Capstone project will consist of the following elements:

- 1) The Central Project Pilot Script.
- 2) An individual four act episodic script of at least sixty (60) properly formatted pages in length.
- 3) A treatment for an original TV series including the premise, character breakdowns and story synopsis.
- 4) A verbal network "pitch."
- 5) A half hour genre script of at least 25 properly formatted pages.

Credits: 3

Every Spring

**DEPARTMENT OF
POLITICAL SCIENCE**

Professors: Ehrenberg (Chair), McSherry, Stevens Haynes, Sánchez

Professors: Emeriti DiMaio, Werner
Assistant Professors: Sheppard, Fahmy

Adjunct Faculty: 6

The Political Science Department’s central mission is to help students become informed citizens and effective professionals. We offer a comprehensive curriculum that examines domestic and international power structures, socioeconomic relations, and the building blocks of public life — government, ideas and activity — in their domestic, international, comparative, geographic and theoretical dimensions. We seek to further the University’s vision of “a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally responsible, sustainable fashion.”

M.A. in Political Science

Political Science traditionally is divided into four major subfields. Students pursuing the Master of Arts degree take a core course in each of them:

American Politics: Studies in the origins and operation of the U.S. constitutional order. Subfields might include political parties; campaigns and elections; the media; and race and gender.

International Relations: The study of both classical global politics – the balance of power among states – and the rise of non-state actors in an increasingly complex world, from transnational corporations to transnational terrorist groups.

Comparative Politics: Compares and contrasts forms of government and political organization, such as institutions (militaries, political parties) or types of political systems (democracies, autocracies).

Political Theory: From Socrates to John Rawls, an examination of the ideas and influence of the great schools of thought on history, politics and society.

The remaining eight courses are electives, chosen in consultation with the faculty adviser and reflecting the student’s particular area of interest. At the end of the 12-course, 36-credit course of study, students must pass the Department’s comprehensive examination in two of the four subfields. Students who choose to write an M.A. thesis do not have to take the comprehensive

exam. Normally the entire program takes two years to complete. Students in the United Nations Certificate Program also can earn a master’s degree after consultation with the Department.

M.A. in Political Science degree requirements

M.A. in Political Science Core Requirements:

POL	505	Foundations of Political Theory	3.00
POL	613	Comparative Politics	3.00
POL	630	The American Constitution and Political System	3.00
POL	638	International Relations	3.00
SSC	511	Theories, Ethics and Applications of Research Across Social Science Disciplines	3.00
URB	511	Theories, Ethics and Applications of Research Across Social Science Disciplines	3.00

Political Science Concentration:

Students should develop concentrations in at least two of the following subject fields:

American Political Institutions and Practices

PM	781	Urban Government and Politics	3.00
POL	521	The Electoral Process: Parties, Interest Groups and Voter Behavior	3.00
POL	522	Concepts of the American Presidency	3.00
POL	575	Concepts of the American Presidency: Executive Leadership and Power	3.00
POL	604	Urban Government and Politics	3.00
POL	605	Conflict Resolution	3.00
POL	637	The Legislative System	3.00
POL	674	Community Politics	3.00
POL	705	Internship in Public Affairs and Policy Administration	3.00
POL	706	Internship in Public Affairs and Policy Administration	3.00
SOC	705	Internship in Public Affairs and Policy Administration	3.00
SOC	706	Internship in Public Affairs and Policy Administration	3.00

URB	604	Urban Government and Politics	3.00
URB	705	Internship in Public Affairs and Policy Administration	3.00
URB	706	Internship in Public Affairs and Policy Administration	3.00

Comparative Politics and Political Theory

PM	768	Contemporary Nationalism	3.00
POL	508	Seminar on Political Theory	3.00
POL	509	Comparative Revolutions	3.00
POL	606	Marxism	3.00
POL	664	Contemporary Latin American Politics	3.00
POL	668	Contemporary Nationalism	3.00
POL	670	Third World Politics	3.00
URB	670	Third World Politics	3.00

International Relations

PM	767	International Organization, The United Nations and its Affiliated Agencies	3.00
POL	547	Human Rights in World Politics	3.00
POL	577	Problems in American Foreign Policy	3.00
POL	578	Problems of Military Strategy and World Security	3.00
POL	640	Public International Law	3.00
POL	642	International Organization, The United Nations and its Affiliated Agencies	3.00
POL	644	Small States, United Nations, and International Politics	3.00

Public Affairs, Criminal Justice and Policy Analysis

PM	704	Policy/Program Evaluation	3.00
POL	510	State Violence and Terrorism	3.00
POL	571	Public Administration and Public Policy	3.00
POL	572	Decision Making in the Public Service	3.00
POL	605	Conflict Resolution	3.00

POL	673	Policy/Program Evaluation	3.00	POL	508	Seminar on Political Theory	3.00	POL	706	Internship in Public Affairs and Policy Administration	3.00
POL	705	Internship in Public Affairs and Policy Administration	3.00	POL	509	Comparative Revolutions	3.00	POL	706	Internship in Public Affairs and Policy Administration	3.00
POL	706	Internship in Public Affairs and Policy Administration	3.00	POL	510	State Violence and Terrorism	3.00	SOC	705	Internship in Public Affairs and Policy Administration	3.00
SOC	705	Internship in Public Affairs and Policy Administration	3.00	POL	521	The Electoral Process: Parties, Interest Groups and Voter Behavior	3.00	SOC	705	Internship in Public Affairs and Policy Administration	3.00
SOC	706	Internship in Public Affairs and Policy Administration	3.00	POL	522	Concepts of the American Presidency	3.00	SOC	706	Internship in Public Affairs and Policy Administration	3.00
URB	510	State Violence and Terrorism	3.00	POL	547	Human Rights in World Politics	3.00	SOC	706	Internship in Public Affairs and Policy Administration	3.00
URB	572	Decision Making in the Public Service	3.00	POL	571	Public Administration and Public Policy	3.00	SOC	706	Internship in Public Affairs and Policy Administration	3.00
URB	673	Policy/Program Evaluation	3.00	POL	572	Decision Making in the Public Service	3.00	URB	510	State Violence and Terrorism	3.00
URB	705	Internship in Public Affairs and Policy Administration	3.00	POL	575	Concepts of the American Presidency: Executive Leadership and Power	3.00	URB	572	Decision Making in the Public Service	3.00
URB	706	Internship in Public Affairs and Policy Administration	3.00	POL	577	Problems in American Foreign Policy	3.00	URB	604	Urban Government and Politics	3.00
A minimum of 30 credits in Political Science plus 6 credits of thesis are required for the Master of Arts in Political Science degree with the thesis option.				POL	578	Problems of Military Strategy and World Security	3.00	URB	670	Third World Politics	3.00
M.A. in Political Science Thesis Requirement				POL	604	Urban Government and Politics	3.00	URB	673	Policy/Program Evaluation	3.00
Students must complete the following courses:				POL	605	Conflict Resolution	3.00	URB	705	Internship in Public Affairs and Policy Administration	3.00
POL	707	Research Methods/Thesis Seminar	3.00	POL	606	Marxism	3.00	URB	705	Internship in Public Affairs and Policy Administration	3.00
POL	708	Research Methods/Thesis Seminar	3.00	POL	637	The Legislative System	3.00	URB	706	Internship in Public Affairs and Policy Administration	3.00
A minimum of 36 credits are required for the Master of Arts in Political Science degree with the non-thesis option.				POL	640	Public International Law	3.00	URB	706	Internship in Public Affairs and Policy Administration	3.00
M.A. in Political Science Non-Thesis Option				POL	642	International Organization, The United Nations and its Affiliated Agencies	3.00	URB	706	Internship in Public Affairs and Policy Administration	3.00
Students must complete an additional six (6) credits and pass the Department's comprehensive examination.				POL	644	Small States, United Nations, and International Politics	3.00	URB	706	Internship in Public Affairs and Policy Administration	3.00
PM	704	Policy/Program Evaluation	3.00	POL	664	Contemporary Latin American Politics	3.00				
PM	767	International Organization, The United Nations and its Affiliated Agencies	3.00	POL	668	Contemporary Nationalism	3.00				
PM	768	Contemporary Nationalism	3.00	POL	670	Third World Politics	3.00				
PM	781	Urban Government and Politics	3.00	POL	673	Policy/Program Evaluation	3.00				
				POL	674	Community Politics	3.00				
				POL	705	Internship in Public Affairs and Policy Administration	3.00				
				POL	705	Internship in Public Affairs and Policy Administration	3.00				

Political Science Courses

POL 505 Foundations of Political Theory

A graduate-level survey of the threads of continuity and the sources of change in the development of political philosophy from Socrates through Marx. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 508 Seminar on Political Theory

A focus on selected topics in political theory.

Credits: 3

On Occasion

POL 510 State Violence and Terrorism

An examination of individual terrorism - its origins and theories offered to explain it - and the forms of state coercion known as state terror, which is often prompted by perceived domestic or foreign threats to survival, authority or national interest. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course.

Credits: 3

Cross-Listings: POL 510, URB 510

On Occasion

POL 521 The Electoral Process: Parties, Interest Groups and Voter Behavior

A study of the continuity and changes in the American electoral system. Consideration is given to the structure and nature of parties, the impact of interest groups, and select issues affecting voter behavior, including modern technology. (Same as URB 520.)

Credits: 3

On Occasion

POL 547 Human Rights in World Politics

An examination of the impact of human rights on state policies, theories of human rights, cross-cultural perspectives of human rights, and the question of universality. Also considered are the five categories of rights recognized by the international community, negative and positive rights, the three generations of rights and the evolution of international human rights and the legal instruments and covenants designed to protect them. Case studies of major human rights abuses and the efforts by the international community to deal with them - the role of the United Nations, particular states, nongovernmental organizations and individuals - are reviewed.

Credits: 3

On Occasion

POL 571 Public Administration and Public Policy

A study of administrative history, theories and

practices; policy formation and programs; and budget and personnel issues. Case studies are reviewed.

Credits: 3

On Occasion

POL 575 Concepts of the American Presidency: Executive Leadership and Power

An examination of the theories and practices of the American presidency, incorporating case studies comparing executive power in other countries. Consideration is given to constitutional factors, party politics, modes of executive leadership in light of new technology, and the evolving role of federalism and globalism.

Credits: 3

On Occasion

POL 577 Problems in American Foreign Policy

A consideration of selected topics in the analysis of the shaping, determination and conduct of American foreign policy since World War II, including domestic, institutional and global factors.

Credits: 3

On Occasion

POL 580 International Politics of Middle East

A study of the regional and international politics of the Middle East.

Credits: 3

On Occasion

POL 581 Iraq War: Causes and Consequences

This courses will examine the background process, and implications of the US led invasion of Iraq and its aftermath. This course will review Iraqi history, state-building, colonialism and the rise of Saddam Hussein to power, with special emphasis on both his domestic politics and foreign policy. Emphasis will be placed on systemic and structural changes in international relations, the role of international institutions and the new ways that power is being reproduced in world affairs.

Credits: 3

On Occasion

POL 582 Geopolitics

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

Credits: 3

On Occasion

POL 601 Capital Cities and Politics: Comparative International Urbanization

An examination of the political, physical,

economic, social and cultural aspects of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. (Same as URB 601.)

Credits: 3

On Occasion

POL 604 Urban Government and Politics

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

Credits: 3

Cross-Listings: PM 781, POL 604, URB 604

On Occasion

POL 605 Conflict Resolution

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

Credits: 3

On Occasion

POL 613 Comparative Politics

A basic introduction to theoretical frameworks, concepts, approaches and methodologies in the field of comparative politics. The course explores contending perspectives, foreign viewpoints and comparative case studies. The development of distinctive political systems in the industrialized world and the developing world and the utility of comparative theories to explain similarities and differences are considered. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 630 The American Constitution and Political System

A study of the U.S. Constitution, its historical and political background and its relationship to major political institutions and practices. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 637 The Legislative System

An in-depth study of the legislative process at the local, state and national levels. Focus is on legislative analysis, including the study of legislative histories, lobbying, the role of unions, elected officials, the media and the general public. (Same as URB 637).

Credits: 3

On Occasion

POL 638 International Relations

An intensive survey of major theoretical perspectives and conceptual frameworks in international relations as well as a historical grounding in major recent and contemporary issues

in world politics. Topics covered include realism, liberalism, Marxism and dependency, world systems theory, U.S. foreign policy, the role of the United Nations and international organizations, and globalization. Required of all candidates for the M.A. in Political Science.

Credits: 3

Alternate Years

POL 639 International Political Economy

A comprehensive study of political economy in the global system: the complex interactions between politics and economics, power and wealth. Students examine key theories, specific contemporary problems and major issues in political economy, including Third World development, the economic restructuring of former Communist countries, foreign aid, regional cooperation, the role of transnational corporations and the International Monetary Fund, and the relationship between democracy and free markets.

Credits: 3

Alternate Years

POL 642 International Organization, The United Nations and its Affiliated Agencies

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

Credits: 3

Cross-Listings: PM 767, POL 642

On Occasion

POL 664 Contemporary Latin American Politics

An examination of the history, politics and economics of Latin America and an analysis of theories offered to explain Latin American development (or underdevelopment). The region's uneven development and political turmoil are charted as the course traces the historical roots of the complexities of Latin America: history of Spanish colonialism; U.S. hegemonic power; revolutions, both liberal and socialist; military coups and regimes; and recent transitions to democracy. The political-economic impact of the current embrace of free-market capitalism is considered. Case studies of major Latin American countries and regional processes and transformations are reviewed.

Credits: 3

On Occasion

POL 668 Contemporary Nationalism

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order. (Same as PM 768)

Credits: 3

Cross-Listings: PM 768, POL 668

On Occasion

POL 674 Community Politics

An examination of citizen policy making and its impact on present systems. Charter reports on New York City are examined; trends are discussed. (Same as Urban Studies 674 and Public Administration 786).

Credits: 3

On Occasion

POL 685 Approaches to Political Inquiry

This course is a comprehensive survey of modern research techniques and methods in political science. It reviews the competing approaches to research in political science and evaluates the strengths and weaknesses of alternative methods of dealing with various research problems. Students will be trained in the proper methods of political inquiry for all subfields. These include building salient research questions, testing hypotheses, and evaluating theory. This course introduces students to both quantitative and qualitative methods of research and offers useful training in writing analytically and thinking logically.

Credits: 3

On Occasion

POL 700 Independent Study

The development of selected topics in conjunction with a faculty adviser. Prerequisite: Approval of the Department.

Credits: 3

All Sessions

POL 705 Internship in Public Affairs and Policy Administration

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. Prerequisite: Approval of the Department Political Science.

Credits: 3

Cross-Listings: POL 705, SOC 705, URB 705

Every Fall

POL 706 Internship in Public Affairs and Policy Administration

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. Prerequisite: Approval of the Department of Political Science.

Credits: 3

Cross-Listings: POL 706, SOC 706, URB 706

Every Spring

POL 707 Research Methods/Thesis Seminar

A year-long development of a research thesis. In the first semester, advanced study of scientific method in the discipline of political science, together with the preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Open only to matriculated Masters students.

Credits: 3

Every Fall

POL 708 Research Methods/Thesis Seminar

A year-long development of a research thesis. In the first semester, advanced study of scientific method in the discipline of political science, together with the preparation of a master's thesis proposal. In the second semester, the actual writing of the thesis. Pass/Fail only. Open only to matriculated Masters students.

Credits: 3

Every Spring

DEPARTMENT OF PSYCHOLOGY

Professors Duncan, Fudin, Hurvich, Kose
(Director, M.A. Program), Magai, Papouchis
(Director, Ph.D. Program), Penn (Director, LIU
Psychological Services Center), Ramirez,
Samstag, Schuman

Professor Emeriti Allen, Mcguire, Ritzler
Associate Professors Kudadjie-Gyamfi (Chair),
Wong

Assistant Professors Haden, Meehan, Saunders,
Cain

Adjunct Faculty: 10

The Psychology Department offers education and training in understanding emotions and behavior, at the undergraduate, master's and doctoral levels. The department is comprised of 16 full-time faculty members, with specialties including personality assessment, mentalization and reflective functioning, emotional regulation, psychotherapy process and outcome, cultural and ethnic issues, community violence, the development of aggression, abuse and trauma, racial stereotypes and prejudice, psychological problems with political refugees and psychodynamic and cognitive-behavioral models of treatment. Full-time faculty members teach at all levels of the department.

The Department offers two programs of graduate study, one leading to the Doctor of Philosophy in Clinical Psychology, and the other leading to the Master of Arts in Psychology. Candidates for any graduate degree in psychology may be terminated at any time by reason of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

Ph.D. in Clinical Psychology

The Doctor of Philosophy degree in clinical psychology is offered to a small and highly select group of full-time matriculated students.

The program has been continuously accredited by the American Psychological Association since 1974, and offers high-quality clinical and research training. Its most recent accreditation took place in 2007. Students in the Ph.D. program are prepared to function as clinical psychologists in a variety of settings and are carefully trained in the development of research skills through coursework and mentoring by program faculty members who help them to develop and carry out original research projects. The Ph.D. program operates the Psychological Services Center, in which members of the Campus community can receive psychological assessment and treatment at no cost.

Students complete courses and supervised clinical work in a variety of selected practicum settings. Courses are offered in the daytime. Students are expected to maintain steady, full-time progress toward the degree by completing a

minimum of 24 credits of course work per year during the first three years of residence, although students in the first year of the program are expected to take a minimum of 17 credits of coursework each semester.* Students in the fourth year are expected to work full time on their doctoral dissertations. 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.

Program Philosophy and Goals

The philosophy of the Ph.D. program is that a clinical psychologist is a psychologist first, and subsequently a specialist. That philosophy is based on the assumption that all the skills and services a clinician may develop are founded upon, and critically evaluated from, the science of psychology. The training model followed might best be described as a scholar practitioner model.

The primary goal of such a model is to prepare students to be clinical psychologists who are carefully grounded and competent in the scientific aspects of psychology. To achieve that goal, a variety of clinical courses, seminars and practicum experiences are available to students to develop their knowledge and skills in the areas of psychopathology, assessment and the fundamentals of a variety of intervention techniques.

At the same time, students are exposed to the experimental areas in general psychology and are trained in sophisticated statistical procedures, research design and methodology. Coursework in statistics and basic principles of research design are offered in the first year of training. Students are then expected to begin to develop independent research projects, the Second Year Research Project, under close faculty supervision in the Spring semester of the first year. The research projects should be completed no later than the beginning of the third year. Advanced courses in research design are part of the required curriculum in the second year of training. Students also have the opportunity to participate in other faculty research projects as part of the coursework in both the clinical and general/experimental areas.

Theoretical Orientation

The theoretical orientation of the Ph.D. program is strongly influenced by the spectrum of the various psychodynamic approaches to therapy. Cognitive-behavioral 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 January 5, although applications will be formally reviewed beginning on December 1st. Applicants are strongly encouraged to submit their applications as early as possible. Students whose applications are favorably reviewed will be interviewed for the program at the end of January and beginning of February. Notification of the final decision of the Admissions Committee will usually take place by the end of February or the beginning of March but 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 LIU Brooklyn M.A. program will receive 6 credits of 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 250 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. There is also new graduate housing provided by the University.

Psychological Counseling

The New York City metropolitan area is saturated with possibilities for low-cost counseling, psychotherapy and psychoanalysis, whether through neighborhood clinics or the clinical services attached to the various postdoctoral training institutes that abound in the city. Doctoral students are not required to be in psychotherapy, but such self-exploration is encouraged if it is at all possible.

Ph.D. in Clinical Psychology Requirements

A Minimum of 90 Credits Required

Required Course Work for the Ph.D. in Clinical Psychology plan.

PSY	600	Research Design I	3.00
PSY	603	Contemporary Psychological Theories	3.00
PSY	606	Statistics in Psychology I	4.00
PSY	607	Professional Ethics and Standards	3.00
PSY	620	Tests and Measurements	4.00
PSY	625	Psychological Assessment I	4.00
PSY	655	Psychopathology I	3.00
PSY	660	Intervention Techniques I	3.00
PSY	671	Dynamic Psychotherapy I	3.00
PSY	676	Psychological Assessment II	4.00
PSY	700	Research Design II	3.00
PSY	706	Statistics in Psychology II	4.00
PSY	710	Psychotherapy Research	3.00
PSY	755	Psychopathology II	3.00
PSY	771	Dynamic Psychotherapy II	3.00

Clinical Practice I

One Course Required

PSY	630A	Introduction to Clinical Interviewing and Practice I	3.00
-----	------	--	------

PSY	630B	Introduction to Clinical Interviewing and Practice I	3.00
-----	------	--	------

Clinical Practice II

One Course Required

PSY	631A	Introduction to Clinical Interviewing and Practice II	3.00
-----	------	---	------

PSY	631B	Introduction to Clinical Interviewing and Practice II	3.00
-----	------	---	------

Clinical Practice III

One Course Required

PSY	635A	Advanced Clinical Interviewing III	3.00
-----	------	------------------------------------	------

PSY	635B	Advanced Clinical Interviewing III	3.00
-----	------	------------------------------------	------

Clinical Practice IV

One Course Required

PSY	636A	Advanced Clinical Interviewing IV	3.00
-----	------	-----------------------------------	------

PSY	636B	Advanced Clinical Interviewing IV	3.00
-----	------	-----------------------------------	------

Clinical Practice V

One Course Required

PSY	691A	Clinical Practice V	3.00
-----	------	---------------------	------

PSY	691B	Clinical Practice V	3.00
-----	------	---------------------	------

Clinical Practice VI

One Course Required

PSY	692A	Clinical Practice VI	3.00
-----	------	----------------------	------

PSY	692B	Clinical Practice VI	3.00
-----	------	----------------------	------

Clinical Internship

PSY	840	Clinical Internship	0.00
-----	-----	---------------------	------

PSY	841	Clinical Internship	0.00
-----	-----	---------------------	------

Dissertation Courses

PSY	850	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	851	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	852	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	853	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	854	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	855	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	856	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	857	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

PSY	858	Doctoral Thesis Supervision	3.00
-----	-----	-----------------------------	------

M.A. in Psychology

Students enrolled in the M.A. in Psychology receive a mix of theoretical and applied coursework. The program is designed to provide a broad grounding in psychological principles and practice that ready the student for work in related fields or for continued education at the doctoral level.

Admission to the M.A. Program

Applicants to the M.A. program must have completed at least 12 undergraduate credits of psychology, including statistics, with a grade-point average of at least 2.75. In addition, they must submit letters of recommendation from two professors. Admission to the M.A. program in no way implies acceptance into the Ph.D. program. Nonetheless, outstanding master’s degree candidates are admitted into doctoral courses with the permission of the directors of both programs, and some M.A. graduates are accepted into the Ph.D. program. Both graduate programs are committed to increasing the enrollment of aspiring minority students.

All applicants to the Ph.D. program who were not accepted for admission to the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

M.A. Degree Requirements and Time Limits

The M.A. program is ordinarily completed in one and one half to two years of intensive study. The time limit for the M.A. degree is five years. Candidates must have completed 33 credits, which includes an acceptable thesis (10 courses plus Psychology 709M, Master’s Thesis Supervision), or 36 credits (12 courses) and pass a written comprehensive examination. These courses must be successfully completed before registration for the comprehensive examination. Credit for courses taken outside the 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

M.A. in Psychology Plan Requirements

M.A. in Psychology Core Course Requirements

Twelve (12) Credits Required.

PSY	603M	Contemporary Psychological Theories	3.00
PSY	616M	Statistical and Research Methodology I	3.00
PSY	617M	Statistical and Research Methodology II	3.00
PSY	665M	Professional Issues and Ethics in Psychology	3.00

M.A. in Psychology Course Requirements

At least Twenty-seven (27) Credits From Psychology Masters Courses

M.A. in Psychology Non-Thesis Option

Thirty Six (36) Total Credits Required

Non-Thesis Option

Six (6) Additional Credits in Psychology Written Comprehensive Examination

M.A. in Psychology Thesis Option

Thirty Three (33) Total Credits Required

Thesis Option

Three (3) Credits From Psychology 709M

Psychology Courses

PSY 600 Research Design I

An introduction to the basic theories, issues, concepts and constructs of what constitutes sound psychological research. Students are expected to develop the capacity to critically evaluate research, and to formulate research proposals on their own. Students complete a proposal for their second-year research project as part of the course requirement. Prerequisite: Psychology 606

Credits: 3
Annually

PSY 601M Human Sexuality

A survey of sexual behaviors (both normal and deviant), with emphasis on the dynamics of motivations. Developmental aspects: myths, fallacies and taboos associated with sex; and modern concepts based on research and clinical studies are all studied.

Credits: 3
On Occasion

PSY 602 Developmental Psychology

A consideration of developmental issues from empirical research, interpersonal-psychoanalytic theory and cognitive theory. Major theorists discussed include Piaget, Bowlby, and others. The aim of the course is to look at developmental issues from differing points of view and to examine points of convergence and divergence.

Credits: 3
Annually

PSY 603 Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined with an emphasis on history and systems of current psychological theories.

Credits: 3
Annually

PSY 603M Contemporary Psychological Theories

A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined. Required of all candidates for the M.A. in Psychology.

Credits: 3
Every Semester

PSY 605M Family Dynamics

An examination of the family: its structure and functions, its members and their interactions, the institutions of society that influence it, and how familial pathology is defined and treated.

Credits: 3
On Occasion

PSY 606 Statistics in Psychology I

A look at estimation and hypothesis testing and the power of a test and introduction to parametric statistics, multiple correlations and simple analysis of variance. Three hours lecture; one hour laboratory. Prerequisite: Undergraduate course in psychological statistics

Credits: 4
Annually

PSY 607 Professional Ethics and Standards

An examination of the broad spectrum of contemporary ethical issues encountered by psychologists as teachers, researchers and practitioners and a forum for increased ethical awareness and analysis. Pass/Fail only.

Credits: 3
Every Fall

PSY 609M Independent Study

Prerequisites: Completion of the 12-credit core, at least one required course in the area of specialization, and other courses as determined by the faculty supervisor.

An opportunity for practicum experience or an independent project for the advanced student. The course and its specific requirements are under the supervision of a faculty member. Successful completion requires submission of a final paper documenting the process and outcome. Requires the permission of the Chair of the Department and the Dean. May be repeated; maximum six credits. *The pre-requisites of PSY 603M, 616M, 617M and 665M are required.*

Credits: 3
Every Semester

PSY 611 Cognitive and Affective Issues in Psychology

This course will examine contemporary issues in psychology centering on emotion and motivation in cognition. Topics will include basic emotion research from social, cognitive, and neuroscientific perspectives, as well as research relevant to understanding emotion and motivation in an applied context. Core topics will be examined, during which participants will be exposed to essential questions and dimensions about: basic emotions; basic emotions and neuroscience; cognitive appraisals; unconscious emotional processes; repression-dissociation; the intersection of self, culture, and emotion; emotion in psychotherapy; and other similar topics. The course will draw upon primary sources, and will be conducted in a composite seminar-lecture style that encourages active participation in integrating the current literature with individual scholarly interests.

Credits: 3
Annually

PSY 613 Social Psychology

An analysis of fundamental concepts in interpersonal and group relations, with

consideration of the application of social psychology to contemporary human problems; for example, personality development and adjustment, ethnic attitudes and conflicts, social movements, and propaganda.

Credits: 3
Annually

PSY 614 Cross-Cultural Issues in Psychology

An examination of key issues and concepts in cross-cultural psychology as a growing area within psychology. A major goal of the course is to have students gain an appreciation of the impact of cultural factors on attitudes and behavior of those who are recipient of services as well as the service provider. Emphasis is placed on clinical and community psychology constructs and applications. African-American and Latino groups get special attention.

Credits: 3
Annually

PSY 614M Introduction to Consultation and Community Mental Health

This course offers an introduction to the major concepts and strategies of community intervention: situation analysis and case conceptualization, program development and implementation. Emphasis will be placed on community mobilization, collaboration, and program sustainability. Required for specialization in Community-Industrial Psychology.

Credits: 3
On Occasion

PSY 615 Personality Theory

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.

Credits: 3
Annually

PSY 615M Personality

A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization. Required for specialization in Clinical Psychology.

Credits: 3
On Occasion

PSY 616M Statistical and Research Methodology I

A study of how to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures, as well as how to read and critique a problem, design and execute a small-sample experiment, and interpret and critique the outcome. Required of all candidates for the M.A. in Psychology.

Credits: 3
Every Fall

PSY 617 Freudian Theory

A study of the basic principles and evolution of Freudian theory and empirical examinations of that

theory and later Neo-Freudian theories.

Credits: 3

On Occasion

PSY 617M Statistical and Research Methodology II

This course is the second in the series for Statistical and Research Methodology. See description for PSY 616M (the first in the series). Required of all candidates for the M.A. in Psychology Prerequisite: 616M must be taken before 617M.

The pre-requisite of PSY 616M is required.

Credits: 3

Every Spring

PSY 618M Modalities of Therapeutic Intervention

A discussion of various therapeutic strategies and tactical alternatives in a variety of settings.

Credits: 3

On Occasion

PSY 620 Tests and Measurements

A consideration of the principles of psychometric theory. Issues of test construction, validity and reliability are discussed. Principles of administration, scoring and interpretation of the Stanford-Binet, the Wechsler series, and a survey of personality inventories, occupational tests and neurocognitive tests are covered. Cultural differences related to test biases and performances are covered. Three hours lecture; one hour laboratory.

Credits: 4

Every Fall

PSY 621M Tests and Measurement

An introduction to concepts of psychological test construction and evaluation. Principles of ethical conduct, administration and interpretation are illustrated for standardized tests commonly used in vocational counseling, employment practices and clinical assessment.

Credits: 3

On Occasion

PSY 625 Psychological Assessment I

A study of the basic principles of assessment, including interviewing and psychological testing, with an emphasis on individual differences. Introduction is made to the Rorschach and other projective tests, as well as continued work with neurocognitive tests. Three hours lecture; one hour laboratory. Cultural differences are covered.

Corequisite: Psychology 620 or its equivalent

Credits: 4

Annually

PSY 630A Introduction to Clinical Interviewing and Practice I

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum

experience, role playing or observation of other students' clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Credits: 3

Every Fall

PSY 630B Introduction to Clinical Interviewing and Practice I

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students' clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Credits: 3

Every Fall

PSY 630M Practica

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

Credits: 3

On Occasion

PSY 631A Introduction to Clinical Interviewing and Practice II

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students' clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Credits: 3

Every Spring

PSY 631B Introduction to Clinical Interviewing and Practice II

An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other

students' clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Credits: 3

Every Spring

PSY 631M Practicum

Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.

Credits: 3

On Occasion

PSY 635A Advanced Clinical Interviewing III

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Credits: 3

Every Fall

PSY 635B Advanced Clinical Interviewing III

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Credits: 3

Every Fall

PSY 636A Advanced Clinical Interviewing IV

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed.

Pass/Fail only.

Credits: 3

Every Spring

PSY 636B Advanced Clinical Interviewing IV

An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.

Credits: 3

Every Spring

PSY 643 Teaching Seminar in Psychology

This course is designed to prepare psychology graduate students for the teaching of psychology at the undergraduate level and as teaching assistants. The course involves syllabus preparation, selection of instructional material, testing, evaluation, and demonstration lectures. Also included in the course is a discussion of classroom management strategies and techniques, as well as other practical and theoretical issues relating to the teaching of psychology.

Credits: 0

Annually

PSY 644M Group Processes and Techniques

An examination of groups and of such group techniques that may be used for treatment, promotion of growth, or improvement of relationships in diverse settings. The format of the course may be both didactic and experiential. The empirical literature is considered.

Credits: 3

On Occasion

PSY 646 Cognitive Behavior Modification I

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.

The pre-requisite of PSY 646 is required.

Credits: 3

On Occasion

PSY 648M Developmental Psychology I: Childhood and Adolescence

A consideration of issues that concern the development of the individual from conception to late adolescence. Theories of development are surveyed. Attention is given to the impact of biological and social factors that influence the course of development. Required for specialization in Developmental Psychology.

Credits: 3

On Occasion

PSY 654 Research in the Study of Anxiety

A review of theories and research in the area of anxiety.

Credits: 3

On Occasion

PSY 655 Psychopathology I

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.

Credits: 3

Every Fall

PSY 655M Psychopathology

A study of the genesis, course, conceptualization, diagnosis and treatment of mental illness. Required for specialization in Clinical Psychology.

Credits: 3

On Occasion

PSY 657 Childhood Psychopathology

A study of the essentials for understanding the diagnosis of childhood psychopathology and its assessment. The empirical literature of a range of diagnostic categories is reviewed as well as the impact of cultural factors. Prerequisite Psychology 655

Credits: 3

Annually

PSY 658 Psychotherapy of Children

An in-depth study of the theory and practice of child psychotherapy. Emphasis is on psychodynamic approaches as well as some application of behavioral management and family systems theory. The empirical literature in this area is also examined.

Credits: 3

Annually

PSY 660 Intervention Techniques I

This course is designed to orient students to current theory and research in intervention techniques, including cognitive behavioral models, psychodynamic models, interpersonal models, and humanistic models with a particular emphasis on short-term psychotherapies. This course will elucidate why (or for what purpose) therapists of different orientations use certain intervention techniques as opposed to others and will focus on areas of convergence as well as discrepancies between the various models. Finally, this course will provide an overview of important issues facing contemporary clinical psychologists, including cultural competence, psychotherapy integration, and empirically supported treatments. Corequisite: Psychology 655

Credits: 3

Every Fall

PSY 665M Professional Issues and Ethics in Psychology

A seminar devoted to discussions and the evaluation of various theoretical and practical issues in psychology. Problems of ethics and the roles of the psychologist receive particular attention.

Required of all candidates for the M.A. in Psychology.

Credits: 3

Every Fall

PSY 668M Ethnic Cultural, and Minority Issues in Psychology

An examination of the impact upon gender, racial, ethnic, religious and other minorities of stereotyping, discrimination, and efforts to ignore differences or compel uniformity.

Credits: 3

On Occasion

PSY 670M Seminars in Special Topics

Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.

Credits: 3

On Occasion

PSY 671 Dynamic Psychotherapy I

This course examines the theory and techniques of dynamic psychotherapy with the neurotic and character disordered individual. The emphasis is on the beginning phase of treatment, the therapeutic alliance, transference, resistance and other key issues in dynamic psychotherapy. While focusing on common principles shared by varied schools of dynamic psychotherapy, we will also look at areas of difference between schools, at empirically supported techniques, and at treatment issues raised by clients with diverse cultural backgrounds. Concurrent supervised experience (Clinical Practice III) is required. Prerequisite: Psychology 655
Corequisite: Psychology 635

The pre-requisite of PSY 655 is required and the co-requisite of PSY 635A is required and is only open to students in the PhD program.

Credits: 3

Annually

PSY 671M Topics In Cognition

This course will study the history and development of Cognitive psychology in the late twentieth century. This course will also review contemporary research on perception, language, concept formation, imagery, and reasoning.

Credits: 3

On Occasion

PSY 672 Community Mntl Health

The major issues in community mental health are examined with an emphasis on the impact of social and community issues on mental health. Intervention strategies for addressing these issues are examined with a special emphasis on social psychological interventions.

Credits: 3

On Occasion

PSY 672M Forensic Psychology

This graduate course considers a range of topics that are of concern to both psychologists and members of the legal profession. In this course, we will investigate how psychology works with the legal system as social scientists, consultants, and expert witnesses. We will examine how psychological theories, research data, techniques and methods can enhance and contribute to our understanding of the judicial system. In addition to offering an introduction to the field of forensic psychology, this graduate course will focus on: 1) psychological assessment of competency, malingering, and criminal responsibility, 2) jury selection process and jury decision making, and 3) psychological treatment for crime victims and perpetrators.

Credits: 3

On Occasion

PSY 674 Psychology of Gender

An introduction to the psychological study of gender. A study of the traditional perspectives of gender, means by which psychologists attempt to study gender, the relationship of gender to traditional issues in psychology, causes of sex differences and similarities, and how biological and cultural factors influence the development of gender roles and identities. Understand how stereotypes of masculinity and femininity affect our lives.

Credits: 3

On Occasion

PSY 676 Psychological Assessment II

The purpose of this course, which is a continuation of Psychology 625, is to provide participants with the theoretical knowledge and practical skills necessary to conduct an individual, comprehensive psychological assessment in a mental health setting. Participants will learn about test selection, as well as approaches to working with a multi-method test battery. Tests covered will include cognitive (e.g., WAIS-IV), self-report personality tests (e.g., MMPI-2), and projective (or performance-based) personality tests (e.g., TAT; Rorschach). While participants will learn test administration and scoring, a major goal of the course will be on interpretation and integration of findings in the context of writing a comprehensive report for use in diverse clinical settings. The course will consist of weekly class meetings in a composite lecture-seminar format, and weekly lab meetings. Three hours lecture; one hour laboratory. Prerequisite: Psychology 625

Credits: 4

Annually

PSY 678 Clinical Neuropsychology

An introduction into the interrelation between human biology, physiology, neurology and human behavior. The literature and research concerned with the assessment of organicity or pathology,

conceptions of the physiological basis of abnormal behaviors, and related topics are presented.

Credits: 3

Annually

PSY 679 Family Therapy

A study of a variety of conceptual approaches to family therapy. These approaches include, but are not limited to, structural systems theory and object relations approaches to family therapy practice. The empirical literature evaluating such approaches is discussed as are ethnic and cultural differences.

Credits: 3

Annually

PSY 680 Neuropsychological Assessment

An examination of the variety of assessment techniques designed to evaluate and interpret neuropsychological functions. It is recommended that this course follow Psychology 678.

Credits: 3

Annually

PSY 691A Clinical Practice V

An intensive case seminar taken in conjunction with a two to two-and-a-half day per week practicum placement. This advanced seminar utilizes student practicum experiences to focus on more complex clinical issues in psychodynamic psychotherapy primarily through specific clinical case presentations. The empirical literature on clinical supervision is also discussed as are empirically supported therapies. Pass/Fail only

Credits: 3

Every Fall

PSY 691B Clinical Practice V

See the description for Psychology 691A for a full description of this clinical case seminar. Pass/Fail only.

Credits: 3

Every Fall

PSY 692A Clinical Practice VI

This case seminar is a continuation of Psychology 691A. Pass/Fail only

Credits: 3

Every Spring

PSY 692B Clinical Practice VI

This clinical case seminar is continuation of Psychology 691B. Pass/Fail only.

Credits: 3

Every Spring

PSY 699 Sec Yr Rsrch Project

This seminar may be enrolled in when working on a Second Year Research Project and may be taken only once. Pass/Fail only. The one credit may not be used toward the 90 credits required for graduation.

Credits: 1

On Occasion

PSY 700 Research Design II

This seminar, an extension of Psychology 600,

involves a detailed examination of methods used in experimental psychology that have implications for conducting research related to psychodynamic theory and treatment. Drawing upon specific studies in social, cognitive, and clinical psychology, participants will examine a variety of approaches that rely on explicit and/or implicit methods. In doing so, participants will examine different topics, including: self/self-descriptions, object relations, unconscious processes, attachment, and personality. Emphasis is placed on learning practical skills both to assess existing studies, and to develop future studies (including a doctoral dissertation research proposal). Prerequisites: Psychology 600 and 706

Credits: 3

Annually

PSY 701 Seminar and Readings in Contemporary Psychology

The reading and criticism of more recent literature in psychology including significant books and articles on personality, perception, learning theory, theory construction, and application in such fields as development psychology, clinical psychology, social psychology and personality theory.

Credits: 3

On Occasion

PSY 703 Current Issues in Clinical Psychology and Psychopharmacology

A review of current readings in clinical psychology and psychopharmacology.

Credits: 1

On Occasion

PSY 704 Advanced Personality Theory

A review of a variety of new empirical and theoretical developments in the psychology of personality. Conceptual topics include neo-analytic, cognitive-developmental, and factorial models of personality organization. Study of research in those spheres of personality psychology is central to course work, including examination of the content and methodological issues that are unique to this area of psychology.

Credits: 3

On Occasion

PSY 706 Statistics in Psychology II

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. Prerequisite: Psychology 606

Credits: 4

Annually

PSY 707 Issues in Trauma Research and Treatment

A review of the theoretical and methodological approaches to the investigation and treatment of trauma. Ethical issues are discussed.

Credits: 3

On Occasion

PSY 709M Master's Thesis Supervision

Master's degree candidates receive assistance in completing their theses.

Prerequisite: Permission of the Chair of the Department. Pass/Fail only.

Credits: 3

Every Semester

PSY 710 Psychotherapy Research

An examination of the history of psychotherapy research that focuses on such major topics as therapeutic alliance, alliance ruptures and treatment failures, common versus specific factors, and differential treatment outcome. Significant psychotherapy research studies and programs (e.g., the NIMH depression study), and empirically validated treatments are reviewed. A number of psychotherapy research assessment instruments that measure different change mechanisms in therapy are demonstrated using vignettes of videotaped sessions. Students interested in pursuing psychotherapy research are thus provided some hands-on experience with a number of measures. This course is the equivalent of Research and Design II. Prerequisite: Psychology 600

Credits: 3

Annually

PSY 750 Individual Research I

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.

Credits: 3

Annually

PSY 751 Individual Research II

Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.

Credits: 3

Annually

PSY 755 Psychopathology II

A study of contemporary theory and research of psychopathology, with special emphasis on developmental etiological factors, symptom formation and maintenance and the rationale for different interventions. Psychodynamic and cognitive behavioral theories are emphasized as is the interaction with cultural factors. Prerequisite: Psychology 655

Credits: 3

Every Spring

PSY 760 Ego Functions

A focus on the definition of the major ego functions as described in psychoanalytic literature. Those functions include reality testing, impulse control, defensive functioning, object relations and synthesis. Emphasis is given to assessment, therapeutic implications and empirical research.

Credits: 3

On Occasion

PSY 761 Borderline and Narcissistic Psychology

A review of the historical background of borderline and narcissistic syndromes. Key literature is discussed, and differential diagnostic and therapeutic issues are extensively considered as is the efficacy of empirically supported techniques.

Credits: 3

On Occasion

PSY 765 Object Relations Theory

An in-depth study of the contributions of the major British object-relations theorists and the place of such theory in psychoanalytic thought. The empirical support for these theories is also discussed.

Credits: 3

On Occasion

PSY 771 Dynamic Psychotherapy II

A study of the way in which principles of psychodynamic psychotherapy may be applied to severe psychopathology and to short-term therapies. The application of such principles to the psychoses, and borderline conditions is discussed. The empirical literature related to such psychotherapeutic issues is discussed as are the interactions with cultural and ethnic factors. Empirically supported therapies for these more severe disorders are also discussed. Concurrent supervised clinical practice is required. Three credits. Prerequisite: Psychology 671

Credits: 3

Annually

PSY 775 Seminars in Special Topics

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester. Offered every semester

Credits: 3

Annually

PSY 776 Special Topics

An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety. One to three credits each semester

Credits: 1 to 3

On Occasion

PSY 840 Clinical Internship

Each candidate for the doctorate in clinical psychology must spend one year full time or two years half time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy.

Pass/Fail only. No credit. This course has an additional fee.

Credits: 0

Every Fall

PSY 841 Clinical Internship

Each candidate for the doctorate in clinical psychology must spend one year full time or two years half time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.

Credits: 0

Every Spring

PSY 842 Second-Year Internship

Available to those students who wish to pursue a second year of clinical internship. Not required for the doctorate. Pass/Fail only. No credit.

Prerequisite: PSY 840-841. This course has an additional fee.

Credits: 0

Every Fall

PSY 843 Second-Year Internship

Available to those students who wish to pursue a second year of clinical internship. Not required for the doctorate. Pass/Fail only. No credit.

Prerequisite: PSY 840-841. This course has an additional fee.

Credits: 0

Every Spring

PSY 849A Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.

Credits: 3

Every Fall

PSY 849B Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.

Credits: 3

Every Spring

PSY 849C Dissertation Topic Seminar

Students develop the conceptual rationale and methodology for their dissertation topics. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only.

Credits: 1

On Occasion

PSY 850 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only.

Credits: 3

Annually

PSY 851 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Annually

PSY 852 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students received an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

PSY 853 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

PSY 854 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

PSY 855 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

PSY 856 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

PSY 857 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

PSY 858 Doctoral Thesis Supervision

Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.

Credits: 3

Every Fall and Spring

SOCIAL SCIENCE

Professor Wilson (History), Director; 718-488-1041

Professors Dorinson (History), Ehrenberg (Political Science), Hendrickson (Sociology/Anthropology), Ramirez (Psychology), Rodriguez (Economics), Sanchez (Urban Studies), Warmund (History)

M.S. in Social Science

LIU's multidisciplinary Graduate Social Science Program is designed for professionals seeking to enhance their career opportunities within their respective fields. Students receive a Master of Science in Social Science degree following completion of twelve courses (thirty-six credits) in a variety of related disciplines. Depending on a student's particular career aspirations, a course of study, determined in consultation with the program director, will provide the appropriate academic and analytical background for professionals in the chosen field. In all courses, writing skills will be emphasized. LIU Career Services counselors will be available upon request.

Degree requirements are as follows:

1. Twelve credits (four courses) in a social science (anthropology, economics, history, political science, psychology, sociology, UN studies, urban studies);
2. Six credits (two courses) in a second social science;
3. Three credits in research methods or statistics;
4. Comprehensive exam.

Each semester, in consultation with the program advisor, students may select courses in the social sciences listed above.

Social Science Courses

SSC 512 Readings in the Social Sciences

Intensive readings in themes in the social sciences. Focus is on such global issues as religion, race and racial attitudes, class, and social change.

Credits: 3

Annually

SSC 611 Independent Study

Prerequisite: Approval of the Department

Credits: 3

On Demand

SSC 707 Thesis Supervision

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

Credits: 3

Every Semester

SSC 708 Thesis Supervision

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

Credits: 3

Every Semester

**SPEECH-LANGUAGE
PATHOLOGY**

See Communication Sciences and Disorders.

SOCIOLOGY

Professor Hittman

Professors Emeriti Carden, Rosenberg

Associate Professors Hendrickson (Chair), Kim, Barton, Ali, Juwayeyi

Associate Professor Emeriti Gritzer, Harwood

Assistant Professor Emeritus Sherar

Adjunct Faculty: 8

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 Social Science.

Sociology Courses

SOC 526 Asian Cinema

A focus on cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society. Through a range of feature films from the region, this course examines these cultural products as collective expressions of some enduring concerns in modern Asian societies. (Same as Sociology 526) *The pre-requisite or co-requisite of MA 500 or MA 800 is required.*

Credits: 3

Cross-Listings: MA 533, SOC 526

On Occasion

SOC 601 Readings in Sociology

Independent reading, research and study under the guidance of a sociology faculty member; topic to be mutually agreed upon in advance.

Credits: 3

On Occasion

SOC 651 Urban Economics

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.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651, URB 651

On Occasion

SOC 654 Methods of Social Research

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.

Credits: 3

On Occasion

SOC 705 Internship in Public Affairs and Policy Administration

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. Prerequisite: Approval of the Department Political Science.

Credits: 3

*Cross-Listings: POL 705, SOC 705, URB 705
Every Fall*

SOC 706 Internship in Public Affairs and Policy Administration

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. Prerequisite: Approval of the Department of Political Science.

Credits: 3

*Cross-Listings: POL 706, SOC 706, URB 706
Every Spring*

**UNITED NATIONS
GRADUATE PROGRAM**

Professor Lester Wilson (History), Director
718-488-1041

Professors: Rainer Braun (Adjunct Lecturer, Freie Universität Berlin), Beng Yong Chew [Deputy Directory, Political Affairs Department, United Nations, Ret.]; Special Adviser to the Director-General of UNIDO (United Nations Industrial Development Organization); Ret.], Qazi Shaukat Fareed [Special Adviser to the Director-General of UNIDO (United Nations Industrial Development Organization), Ret.]; Jacques Fomerand (Head, United Nations University Office in North America), Akira Kusakawa (Director, European Council United Nations Fund for Population Activities, Ret.), Phyllis J. Lee (Secretary, High-Level Committee on Programmes, UN System Chief Executives Board), Joseph J. Stephanides (Director, Security Council Affairs Division, U.N. Secretariat, Ret.), James Sutterlin (Director, Office of the UN Secretary-General, 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 Advanced Graduate Certificate Program at LIU offers a unique opportunity to students seeking to enter or advance in careers in international organizations or related institutions. Because of the uniqueness of the program, it appeals to students from a variety of disciplines—communications, health, education, political science, psychology, etc. The student body reflects a mix of mid-career professionals, UN staffers, diplomats from Permanent Missions and traditional graduate students.

The 24-graduate credit program combines an extensive study of the UN system as a whole with rigorous individualized research, particularly in the Specialized Agencies and in social and economic development. After completing the program, students may choose to pursue a master's degree in Social Science (12 additional credits), Political Science (12 additional credits) or Public Administration (16 additional credits).

UN Graduate Certificate courses are offered

primarily in Manhattan, at 225 East 43rd Street (Lyceum Kennedy). They are scheduled during evening hours and meet once a week, Monday through Thursday. For further information: www.liu.edu/un.

**Requirements for the Advanced
Certificate, United Nations Studies Plan
Twelve (12) Credits Required.**

POL	642	International Organization, The United Nations and it's Affiliated Agencies	3.00
HIS	632	The World Since 1945	3.00
UN	710	Research Methods	3.00
UN	711	Research Seminar	3.00

**Twelve (12) Credits of Electives Required.
ELECTIVE COURSES (Offered on Occasion)**

ECO	626	Problems of Economic Development	3.00
ECO	661	International Economic Relations	3.00
HIS	626	The United States since 1914	3.00
POL	547	International Human Rights	3.00
POL	605	Conflict Resolution	3.00
POL	640	Public International Law	3.00
POL	670	Politics of Developing Nations	3.00
SOC	553	World Social Development	3.00
SOC	606	Sociology of Population and Demography	3.00
UN	691	Global Issues and Interdependence	3.00
UN	692	Modern Diplomacy	3.00
UN	693	Future World Orders	3.00
UN	694	Management of International Organizations	3.00
UN	695	Statistics for the Social Scientist	3.00
UN	700	Independent Study	3.00
UN	704	Issues in International Labor 1919 - Present	3.00
UN	705	Internship	3.00
UN	706	International Humanitarian Assistance	3.00
UN	707	Population Displacement and Migration	3.00

UN	708	Seminar, Non-Governmental Organizations	3.00
UN	709	Seminar, Issues in International Ethics	3.00
UN	712	Advanced Seminar: Topics to be Determined	3.00
UN	713	The UN and Preventive Diplomacy	3.00
UN	714	UN and International Security: Disarmament and Non-Proliferation	3.00
UN	715	Seminar: The United Nations and Peacebuilding	3.00
UN	717	The United Nations and Global Terrorism	3.00

United Nations Courses

UN 692 Modern Diplomacy

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.

*Credits: 3
On Occasion*

UN 694 Management of International Organizations

A focus on structural and managerial issues within international organizations and an examination of the tools needed to function within such an environment.

*Credits: 3
Cross-Listings: PM 761, UN 694
On Occasion*

UN 700 Independent Study

Development of selected topics, in conjunction with faculty adviser.

Prerequisite: Approval of the Department.
*Credits: 3
On Occasion*

UN 701 The United Nations and Human Security

The course will focus on such global/cross border and interrelated threats as poverty, population growth and migration, global warming, energy and water scarcity, "failed states", terrorism and weapons of mass destruction and the denial of human rights. The "new dimensions" of these threats to human security will be explored and assessed, along with

the range of global governance instruments that might be used by the international community to meet the challenges that they pose.

Credits: 3

On Occasion

UN 706 International Humanitarian Assistance

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.

Credits: 3

Annually

UN 708 United Nations Nongovernmental Organizations

A study of the premises and functions of private voluntary organizations in the UN non-governmental 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.

Credits: 3

Annually

UN 710 Research Methods

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.

Credits: 3

Annually

UN 711 Research Seminar

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.

Credits: 3

Annually

UN 712 Advanced Seminar

An exploration of selected United Nations issues through intensive study in a seminar format.

Credits: 3

On Occasion

UN 713 The UN and Conflict Prevention

This seminar will explore the role of the United

Nations in conflict prevention. More specifically, drawing from history and on the basis of case material, the seminar will seek to explain the concept and evolving practice of prevention by the United Nations with particular attention to the institutions involved and the modalities and impact of their interventions.

Credits: 3

On Occasion

UN 715 The UN and Peacebuilding

This seminar will examine the role of the United Nations in peacebuilding, with specific reference to selected problem areas in developing countries.

Credits: 3

On Occasion

UN 716 United Nations and The Middle East

The seminar will examine the events that led to the initial involvement and continued engagement of the United Nations in the Middle East. Starting with the Balfour Declaration through the independence of Israel followed by the various Security Council and General Assembly resolutions on the situation to the present "road map," the student will explore the role of the United Nations in the Israel/Palestine questions. The seminar will also discuss the impact of the Golf War, the recent intervention in Iraq, and the current challenges facing the United Nations in the fields of democratization, disarmament, and human rights in the region.

Credits: 3

On Occasion

UN 717 United Nations and Global Terrorism

This course explores these questions with particular attention to the novel features of the threat posed by terrorism to international peace and security, the effectiveness of applicability of traditional models and mechanisms for dealing with the security challenges posed by terrorism and addressing its root causes, and what can be done through the United Nations to contain and suppress terrorism.

Credits: 3

On Occasion

UN 798 Internship in Non-Governmental Organizations: Field Experience in Central America

This course is designed to provide direct exposure to what it means to represent the United Nations abroad. The Chair of the UN DPI/NGO Executive Committee formally designates students as ambassadors on the Committee's behalf to recruit NGOs for association with the UN Department of Public Information. Students work closely as a team in preparing all aspects of the field trip, including hosting a major event with the participation of the heads of 60 or more NGOs and hosting bilaterla meetings with NGO's at their headquarters and/or visiting their projects. Students work closely with the UN Country Team, whose Resident Coordinator opens the recruitment event, and research its in-cpountry programs.

Students learn about the national priorities of the country and , dependent upon the interest of the Government, also meet with government officials, at the hosted event and/or separately. The student is also expected to keep a log of all fieldwork experience and contribute to a formal report to be submitted to the DPI/Executive Committee, the UN Country Coordinator and the NGOs recruited for association.

Credits: 3

On Demand

UN 799 Internship in International Organizations

A course designed to provide direct exposure to and experience in the work of a UN department or UN-related agency. 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 fieldwork experience and complete a seminar-length paper analyzing a specific problem of the agency or department.

Credits: 3

On Demand

URBAN STUDIES PROGRAM

Professor Jose R. Sanchez (Political Science),
Chair; 718-488-1057; e-mail:
jose.sanchez@liu.edu

Professors: Dorinson (History), Wilson (History)
Associate Professor: Kim (Sociology)
Adjunct Faculty: 4

The Urban Studies Program provides students with a behind-the-scenes look at urban administration, economics, government, history, management, planning and sociology. It offers a comprehensive curriculum for administrators, economists, managers and planners in unrelated fields, who are interested in career change or in working in urban agencies, in addition to those already employed in the field, who lack the academic credentials needed to advance professionally.

Faculty members are experts in their areas of specialization and provide fascinating insight and an insider's perspective into the daily business, politics and economics of urban life and administration. Guest lecturers from public and private agencies visit the classroom often, offering their commentary on a wide range of urban-related topics.

M.A. in Urban Studies

The M.A. in Urban Studies 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, geographic information systems and sociology.

The program's faculty members are drawn from the fields of 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, geographic information systems (GIS) and planning. Guest lecturers from public and private agencies also contribute to courses that deal with specialized subjects.

The program will interest persons who have varied interests and experiences: those seeking new career paths in such fields as administration, management, planning and public history; those working in a city or suburban 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 exploring various aspects of the metropolis including Brooklyn studies, city planning, community planning and New York City history.

The master's program in urban studies 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 in Urban Studies. Courses at the 500-level are available to qualified undergraduates in their junior and senior years.

The M.A. in Urban Studies is more than a narrow professional degree. It provides a broad exposure to the essential elements of urban studies while developing skills in writing, research and critical analytical thinking that prove necessary and valuable in a wide range of professional fields. Graduates can look forward to a wide range of career opportunities. Planning and GIS skills are always in demand by government and non-profit organizations as well as private companies. There are also many opportunities in real estate, education, non-profit management, economic development, international development, neighborhood/community development, health care, social services, and public administration.

Admission to Degree Program

Applicants to the program leading to the Master of Arts in Urban Studies, must meet these requirements:

- Have a bachelor's degree or its equivalent
- Have 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.

M.A. in Urban Studies Plan Requirements

Of the following courses only one is required:

HIS	583	The History of the City of New York	3.00
URB	504	The Development of the American Metropolis	3.00
URB	583	The History of the City of New York	3.00

Of the following courses only one is required:

PM	781	Urban Government and Politics	3.00
POL	604	Urban Government and Politics	3.00
URB	601	Capital Cities and Politics: Comparative International Urbanization	3.00
URB	604	Urban Government and Politics	3.00

Of the following courses only one is required:

PM	787	The Role of Ethnicity in the Metropolis	3.00
----	-----	---	------

PM	795	Race Relations and Intergroup Tensions	3.00
SOC	666	Race Relations and Intergroup Tensions	3.00
URB	608	The Role of Ethnicity in the Metropolis	3.00
URB	666	Race Relations and Intergroup Tensions	3.00

Of the following courses only one is required:

PM	783	Principles and Practices of City Planning	3.00
URB	614	Principles and Practices of City Planning	3.00
URB	629	Community Planning and Metropolitan Economic Development	3.00

Of the following courses only one is required:

ECO	507	Quantitative Methods for the Social Sciences	3.00
PM	780	Computer Technology Application to Metropolitan Affairs	3.00
SOC	507	Quantitative Methods for the Social Sciences	3.00
SSC	511	Theories, Ethics and Applications of Research Across Social Science Disciplines	3.00
URB	507	Quantitative Methods for the Social Sciences	3.00
URB	511	Theories, Ethics and Applications of Research Across Social Science Disciplines	3.00

URB	605	Computer Technology Application to Metropolitan Affairs	3.00
URB	7071	Metropolitan Areas Research Methods Seminar	3.00

The following are the course requirements for the Urban Studies, Master of Arts plan. Either Option A (the Thesis) or Option B (the Project) must be completed.

Completion of the following course is required:

URB	7072	Metropolitan Areas Research Seminar	3.00
-----	------	-------------------------------------	------

Completion of the Thesis/Project course is required:

URB	708	Thesis Project Seminar	3.00
-----	-----	------------------------	------

A maximum of 12 units are permitted of appropriate graduate work in related disciplines for the Urban Studies, Master of Arts plan.

The minimum unit requirement of 36 units must be completed for the Urban Studies, Master of Arts plan.

Urban Studies Courses

URB 500 Introduction to Urban Theory

An introductory course that centers on readings in urban history and sociology in order to give graduate students a grasp of the language and literature of urban studies.

Credits: 3

Alternate Years

URB 503 Brooklyn's Community Tradition

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.

Credits: 3

Every Summer

URB 504 The Development of the American Metropolis

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. (Same as History 504)

Credits: 3

Alternate Years

URB 506 The Geography of New York City

A field-based course that explores the relationships between the physical, economic and social geography of the city's development.

Credits: 3

On Occasion

URB 510 State Violence and Terrorism

An examination of individual terrorism - its origins and theories offered to explain it - and the forms of state coercion known as state terror, which is often prompted by perceived domestic or foreign threats to survival, authority or national interest. Underlying conditions such as civil strife, separatist movements, racial cleavages and ideological rationales are examined. Examples of both categories of terrorism are drawn from history and from different world regions and are analyzed via theories learned in the course.

Credits: 3

Cross-Listings: POL 510, URB 510

On Occasion

URB 550 The Ghetto from Venice to Harlem

An intensive examination of the primary and secondary literature on a modern phenomenon: 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.

Credits: 3

On Occasion

URB 560 The City through Film

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.

Credits: 3

Alternate Years

URB 583 The History of the City of New York

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. (Same as Urban Studies 583).

Credits: 3

Cross-Listings: HIS 583, URB 583

On Occasion

URB 601 Capital Cities and Politics: Comparative International Urbanization

An examination of the political, physical, economic, social and cultural aspects of urbanization as a worldwide development, with particular emphasis on selected great cities and their regions and on regional urban/suburban interaction. (Same as Political Science 601)

Credits: 3

Alternate Years

URB 603 Urban Ministry

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.

Credits: 3

On Occasion

URB 604 Urban Government and Politics

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

Credits: 3

Cross-Listings: PM 781, POL 604, URB 604

On Occasion

URB 605 Computer Technology Application to Metropolitan Affairs

The use of computer technology in metropolitan matters. An overview of general applications with specific attention to geographic information systems.

Credits: 3

Cross-Listings: PM 780, URB 605

On Occasion

URB 608 The Role of Ethnicity in the Metropolis

A consideration of the roles played by some of New York City's ethnic, cultural and national groups in the development of urban neighborhoods.

Credits: 3

Cross-Listings: PM 787, URB 608

On Occasion

URB 619 Planning in Developing Nations

An exploration of the social, environmental and cultural elements of the comprehensive planning process at various levels of government in developing nations.

Credits: 3

On Occasion

URB 623 Independent Research

Selection and completion, under supervision, of a research project.

Credits: 3

On Demand

URB 624 Independent Research

Continuation and completion, under supervision, of a research project.

Credits: 3

On Demand

URB 629 Community Planning and Metropolitan Economic Development

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.

Credits: 3

On Occasion

URB 651 Urban Economics

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.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651, URB 651

On Occasion

URB 680 Education Issues Inner-City Family

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 urban families and schools.

Credits: 3

On Occasion

URB 705 Internship in Public Affairs and Policy Administration

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. Prerequisite: Approval of the Department Political Science.

Credits: 3

Cross-Listings: POL 705, SOC 705, URB 705
Every Fall

URB 706 Internship in Public Affairs and Policy Administration

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. Prerequisite: Approval of the Department of Political Science.

Credits: 3

Cross-Listings: POL 706, SOC 706, URB 706
Every Spring

URB 708 Thesis Project Seminar

Completion of a master's thesis or project, research and writing of the thesis or development and presentation of the project. Pass/Fail only. Prerequisite: URB 7072 and Departmental permission

Credits: 3

Annually

URB 7072 Metropolitan Areas Research Seminar

Development of a research thesis or terminal project proposal, urban methods, demographic data, bibliographical research, research design, and writing. Prerequisite: Departmental permission.

Credits: 3

Every Spring

SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES

The School of Business, Public Administration and Information Sciences at LIU Brooklyn prepares students for professional careers in business and government. In addition to excellence in teaching, the depth and variety of academic study options and professional enrichment offerings combine to create a dynamic learning environment that provides students with the stimulation, networking opportunities, diversity and inspiration required for true academic success and professional development. Students are engaged and challenged by an internationally recognized faculty. Small classroom environments allow students to better gain knowledge, skills and ethical values in their study areas, as well as to develop the ability to evaluate current and emerging global issues and opportunities. Students' experiential learning includes multidisciplinary teamwork, case studies and consulting projects, all of which have helped our students gain national recognition and placement in top firms and government agencies.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Computer Information Systems, Finance, Management, and Marketing; Accelerated Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) with concentrations in Finance, Management, International Business, Management Information Systems, Human Resource Management, and Marketing; Master of Business Administration in Accounting (M.B.A. Accounting); Master of Science in Accounting; Master of Science in Human Resource Management; Master of Science in Taxation; Master of Science in Computer Science; Master of Public Administration (M.P.A.) with tracks in Public Administration and Health Administration; Advanced Certificates in Gerontology Administration, Human Resource Management and Non-Profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.

The School consists of four academic units which offer graduate degrees: Department of Accounting, Taxation and Law; Department of Computer Science; Department of Managerial Sciences; and Public Administration.

For information, please contact the Dean's Office at 718-488-1130, fax 718-488-1125, email us at business@brooklyn.liu.edu, or visit the website at www.liu.edu/brooklyn/business.

Mohammed Ghriga

Dean

mohammed.ghriga@liu.edu**Linette Williams**

Assistant Dean

linette.williams@liu.edu

Mission Statement

The mission of the School of Business, Public Administration and Information Sciences at LIU Brooklyn is to academically and professionally prepare undergraduate and graduate students for successful lives in a global society, as well as for meaningful careers in business, commerce, public service and technology.

The goal of undergraduate education is to provide a systems approach to academic preparation in fields related to the conduct of business including: accounting, management, marketing, finance, banking and computer science. At the graduate level, the goal is to provide advanced knowledge preparation to address the challenges of the global economy and to furnish the skill sets and research tools needed for management positions as well as for those positions that call for professional responsibility in the private, public and non-government organization sectors of the world economy.

To support its mission, the School of Business, Public Administration and Information Sciences has developed a learning environment that promotes the globalization of both undergraduate and graduate curricula, such that graduates are prepared for local, national and global opportunities.

The School of Business also strongly supports students in the integration of appropriate technologies, enabling them to use computer software applications, online services and the internet to facilitate knowledge acquisition, communication, and research and analysis that is relevant to business, government and professional pursuits.

Academic Policies

Transfer Credits

A maximum of 6 credits, earned at an accredited college or university graduate program, may be transferred to the master programs. A maximum of 12 credits may be transferred to the Master of Public Administration program. Grades earned for transfer credits are not included in calculation of the cumulative grade point average. In all instances, transfer credits will not be granted where the grade is less than 3.00. Transfer credit will be accepted only for courses taken within the last five years preceding enrollment in a School of Business, Public Administration, and Information Sciences graduate degree program. Courses taken at another university after admission to LIU Brooklyn may not be used for transfer credit unless prior written permission is obtained from the Dean.

Time Limits

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

Dean approves an extension in writing.

M.B.A. Waiver Policy

Students with undergraduate or graduate business administration work may have courses waived in the general business core of the M.B.A. program. Students must have received grades of at least 3.0 (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.

Probation/Unsatisfactory Grades

Students are expected to maintain at least a 3.00 cumulative grade-point average in any of the graduate programs of the School. Students who do not maintain this standard will be placed on probation. The Academic Standing Committee will make a recommendation to the Dean concerning the student's potential to successfully complete the program. The Dean will make the final disposition of the case.

Plagiarism

Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties up to and including failure in an individual course and/or expulsion from the School of Business, Public Administration and Information Sciences and the University.

Application for Degree

A candidate for graduation is expected to file a degree application well in advance of Commencement and to notify the Registrar of his or her expected date of graduation by the deadline specified in the Academic Calendar.

Academic Advisement and Career Counseling

The School of Business, Public Administration, and Information Sciences provides professional academic advisement and career counseling to assist all students in academic planning and career preparation for all programs of the School. The School of Business, Public Administration and Information Sciences Advisement Office can be reached by phone at 718-488-1121 or e-mail at joan.pierre@liu.edu. The advisers are located in the Humanities Building 700.

DEPARTMENT OF ACCOUNTING, TAXATION AND LAW

Professor Fischman (Chair)

Professors Emeriti Canavan, Lee, Rochlin, Wolitzer

Associate Professor Scerbinski

Assistant Professor Morgan-Thomas

Adjunct Faculty: 11

Accountants provide financial information for evaluating the present and planned activities of companies and organizations. Accounting prepares those planning a career in business with a solid, yet versatile professional background. The field offers employment opportunities in a wide variety of areas. Every company, regardless of its size or structure, has an accounting function and employs the services of certified public accountants, auditors, tax advisors, financial managers and consultants. According to the U.S. Department of Labor's Bureau of Labor Statistics, accounting jobs are expected to grow nearly 22% by 2018.

Accountants evaluate past performances of companies and make recommendations for improved performance. It's the accountant's responsibility to devise effective cost-cutting strategies aimed at improving an organization's overall performance. They are essential to the effective operations of businesses, government agencies and not-for-profit organizations.

The Department of Accounting, Taxation and Law offers the accelerated Bachelor of Science/Master of Science in Accounting, Master of Business Administration in Accounting (M.B.A. Accounting), Master of Science in Accounting, and Master of Science in Taxation.

Master of Business Administration (M.B.A.) in Accounting

The M.B.A. in Accounting is a master's degree in business administration with an advanced concentration in accounting. The accounting focus is designed to expand the knowledge of students preparing to work in the fields of financial management and control to enter or to advance in the field of professional accounting in corporate, government and not-for-profit organizations. The degree is ideal for career advancement in the areas of accounting and financial management.

Admission Requirements:

The standards for admission as a fully matriculated student in the M.B.A. program are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade-point average from an accredited institution.
2. Results of the Graduate Management Admission Test (GMAT) or Graduate Record

- Exam (GRE) unless the applicant already holds a master's or a J.D. degree from an accredited institution or holds a Certified Public Accountant license.
3. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
 4. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
 5. A written statement outlining applicant's objectives for seeking admission into the program.
 6. A current résumé.
 7. Two letters of recommendation.
 8. A completed application submitted to the Office of Admissions.

Limited Matriculation Status

A student admitted with technical or academic deficiencies is granted limited matriculation in the program. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program.

In addition, a student admitted with pending GMAT or GRE scores is granted limited matriculation for a maximum of one semester. The receipt of the official GMAT or GRE scores by the Office of Admissions is a prerequisite for continued enrollment in the program.

**Accounting M.B.A. Plan Requirements
Must Complete The Following Requirements:
General Business Core: 24 Credits**

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	513	Marketing Management	3.00
GBA	514	Money Banking and Capital Markets	3.00
GBA	515	Managerial Communications	3.00
GBA	516	Business Statistics	3.00
GBA	517	Fundamentals of Management Information Systems	3.00

Advanced Business Core: 18 Credits

MBA	612	Marketing Strategy	3.00
MBA	613	Organizational Behavior	3.00
MBA	620	Behavioral Finance	3.00
MBA	621	Service and Operations Management	3.00

MBA	625	Management of Innovation and Technology	3.00
-----	-----	---	------

MBA	626	Risk Management	3.00
-----	-----	-----------------	------

Accounting Specialization Requirements: 12 Credits

ACC	741	Budgeting and Controllershship	3.00
-----	-----	--------------------------------	------

ACC	742	Financial Statement Analysis	3.00
-----	-----	------------------------------	------

ACC	770	International Accounting	3.00
-----	-----	--------------------------	------

TAX	716	Federal Income Tax Principles	3.00
-----	-----	-------------------------------	------

Capstone Courses - 6 Credits

MBA	800	Business Policy I	3.00
-----	-----	-------------------	------

MBA	801	Business Policy II	3.00
-----	-----	--------------------	------

Total Degree Credit Requirement: 36-60 Credits depending on course waivers

M.S. in Accounting

The 36-credit M.S. in Accounting is designed for students and professionals who have completed an undergraduate accounting degree (or equivalent*) and who seek to enhance their technical and professional skills through completion of an advanced degree in accounting.

*To establish the equivalency requirements, applicants with degrees other than accounting must fulfill the following undergraduate courses:

- 1-year sequence of the principles of Accounting (Or Graduate Financial Accounting)
- Intermediate Accounting I
- Intermediate Accounting II
- Managerial or Cost Accounting
- Advanced Accounting
- Auditing

In today's complex world, the impact of accounting plays a crucial role in how companies structure business transactions. The M.S. in Accounting provides a body of knowledge of the principles and the doctrines of accounting that prepare graduates to participate in the business decision-making process. The program stresses real-world learning that prepares you to become a knowledgeable and well-rounded accounting professional. Instruction is delivered by professors who are experienced and respected professionals and who bring their day-to-day experiences to the classroom. Students interested in becoming certified public accountants should consult the chair of the department.

The M.S. in Accounting is registered with the New York State department of Education and the National Association of State Boards in Accountancy (NASBA). Certified Public Accountants can earn Continuing Professional Education (CPE) credits by enrolling in 700-level graduate accounting courses. All 700-level accounting and taxation courses at LIU Brooklyn

earn CPE credits. State boards of accountancy have final authority on the acceptance of individual courses for CPE credits. Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Suite 700, Nashville, TN, 37219-2417. Website: www.nasba.org.

Students graduating from an approved undergraduate program in accounting or in business administration who aspire to become CPAs in New York State are required to meet the 150 hours of education which must include a total of 33 credits in Accounting and a total of 36 credits in Business and one year of experience. M.S. degree courses taken should include one course in each of the following: economics, quantitative measurements, finance, taxation, advanced auditing, and accounting and reporting I. In consultation with an adviser, the program of study can be made to fulfill the above requirements. For those individuals who wish to sit for the New York State CPA licensing exam and who do not hold an undergraduate degree in accounting, consult with the department chair or your adviser.

Admission Requirements:

In addition to the admission requirements in Section Admission Requirements for the M.B.A. Accounting degree, a bachelor's degree with major in accounting or its equivalent; CPA license or a J.D. is required.

**M.S. in Accounting Plan Requirements
A minimum of 36 units is required.**

Must complete eighteen (18) units from below.

ACC	712	Accounting Information Systems	3.00
ACC	720	Not-for-Profit/Governmental Accounting	3.00
ACC	735	Internal Auditing	3.00
ACC	737	Advanced Cost/Managerial Accounting	3.00
ACC	741	Budgeting and Controllershship	3.00
ACC	742	Financial Statement Analysis	3.00
ACC	752	Advanced Auditing	3.00
ACC	760	Fiduciary Accounting	3.00
ACC	765	Accounting and Reporting I	3.00
ACC	766	Accounting and Reporting II	3.00
ACC	770	International Accounting	3.00
Must complete six (6) units from below.			
TAX	716	Federal Income Tax Principles	3.00

TAX	722	Corporate Taxation	3.00
TAX	723	Planning and Administration	3.00
TAX	724	Partnerships, Corporations, LLP	3.00

*Plus an additional twelve (12) credits of electives to be determined in conjunction with your departmental advisor.

Total Degree Credit Requirement: 36 credits

M.S. in Taxation

The 36-credit M.S. in Taxation provides students with a comprehensive understanding of the sources of federal taxes and the ways in which to apply tax laws in all types of business scenarios. Graduates of this program greatly enhance their career options, whether they are already in a tax-related position or are in any other business venture, by gaining a solid foundation in how to comply with the rules and regulations of taxation and how to apply them.

In today’s complex world, the impact of taxation plays a crucial role in how companies structure business transactions. The M.S. in Taxation provides a body of knowledge of the principles and the doctrines of taxation that prepare graduates to participate in the business decision-making process.

The program, which is registered with the New York State Education Department and the National Association of State Boards of Accountancy, stresses real-world learning that prepares you to become a knowledgeable and well-rounded tax professional. You will learn from professors who are experienced and respected professionals and who bring their day-to-day experiences to the classroom. In addition, CPAs can earn Continuing Professional Education (CPE) credits by enrolling in Graduate Taxation Courses.

Admission Requirements:

In addition to the admission requirements in Section Admission Requirements for the MBA Accounting degree, a bachelor’s degree; Accounting 501 and Taxation 716 or equivalent; or CPA license or a J.D. is required.

M.S. in Taxation Plan Degree Requirements

A minimum of 36 units is required for the Master of Science Degree

M.S. in Taxation specialization

requirements is a total of 18 credits.

A total of 18 credits are required from the following group.

TAX	716	Federal Income Tax Principles	3.00
TAX	722	Corporate Taxation	3.00
TAX	723	Tax Planning and Administration	3.00

TAX	724	Partnerships, Corporations and Limited Liability Entities	3.00
TAX	725	Federal Estate and Gift Taxation	3.00
TAX	726	Business Tax Decision	3.00
TAX	729	State and Local Taxation	3.00
TAX	730	Corporate Reorganizations	3.00
TAX	745	International Taxation	3.00
TAX	750	Current Developments in Taxation	3.00
TAX	760	Tax Practice and Procedure	3.00
TAX	761	Tax Practice from the IRS Perspective	3.00
TAX	780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX	781	Advanced Problems in Qualified Employee Benefit Plans	3.00
TAX	783	Plan Benefit Concepts and Funding Requirements	3.00
TAX	785	Disclosure Requirements of Employee Benefit Plans	3.00
TAX	787	Employee Benefit Programs	3.00

A total of 6 credits in Advanced Taxation or Accounting courses are required.

A total of 6 credits are required from the following group.

ACC	712	Accounting Information Systems	3.00
ACC	742	Financial Statement Analysis	3.00
ACC	752	Advanced Auditing	3.00
ACC	765	Accounting and Reporting I	3.00

*Plus an additional twelve (12) credits of electives to be determined in conjunction with your departmental advisor.

Total Credit Requirement: 36 Credits

Accounting Courses

ACC 501 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

Credits: 3

Cross-Listings: ACC 501, GBA 510

Every Fall and Spring

ACC 712 Accounting Information Systems

An examination of accounting systems from the point of view of their objectives: effective internal control and integration with the total information system. Includes a review of computer-based information systems and their applications to new or revised systems of accounting. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Every Fall

ACC 720 Not-for-Profit/Governmental Accounting

A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 720, PM 723

Every Spring

ACC 735 Internal Auditing

An examination of the principles of internal auditing as they apply to large corporate enterprise. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 735, PM 726

On Occasion

ACC 737 Advanced Cost/Managerial Accounting

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 737, PM 722

On Occasion

ACC 741 Budgeting and Controllershship

An examination of the practice of controllership in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 741, PM 724

Every Spring

ACC 742 Financial Statement Analysis

An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 742, PM 727

Every Fall and Spring

ACC 752 Advanced Auditing

A study of auditing concepts and methods embodying standard auditing procedures as well as departures. Audit evidence, sampling, diagnostic analysis, internal control evaluation and its effect on test of transactions, and problems encountered in statement preparation are reviewed and discussed. (45 CPE credits)

The pre-requisites of ACC 142 or equivalent and ACC 501 are required.

Credits: 3

Every Spring

ACC 754 Fraud Examination

The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered. (45 CPE credits)

Credits: 3

Every Fall

ACC 760 Fiduciary Accounting

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. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is

required.

Credits: 3

On Occasion

ACC 765 Accounting and Reporting I

A review and exploration of the concepts and developments relating to financial accounting and reporting for business enterprises. SFAS's and other recent pronouncements are analyzed in depth; problem-solving is stressed. (45 CPE credits)

The pre-requisite of ACC 501, and ACC 742 or permission of the Department chair, are required.

Credits: 3

Every Fall

ACC 766 Accounting and Reporting II

An in-depth study of advanced subject matter, including recent professional qualifying examinations. Topical material focuses on income taxes, not-for-profit accounting, managerial accounting and cost concepts. Individual research is encouraged. (45 CPE credits)

The pre-requisite of ACC 501, and ACC 737 or permission of the Department chair, are required.

Credits: 3

Every Spring

ACC 770 International Accounting

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 770, IBU 770

Every Fall

Law Courses

LAW 790 Commercial Law I

A study of the subjects required to pass the law portion of the CPA examination. Introduction is made to the law and the legal system, torts, contracts, agency, personal property, real property, partnerships and corporations. This is the first of two required law courses for CPA students, and it is recommended for all graduate business students as an elective.

Credits: 3

On Occasion

LAW 791 Commercial Law II

A consideration of the study of legal topics covered in the CPA examination. The course covers sales, secured transactions, commercial paper, estates and trusts, antitrust law, securities regulation, employment law, accountants, professional responsibilities, bankruptcy, suretyship and insurance.

Pre-requisite of LAW 790 is required.

Credits: 3

On Occasion

Tax Courses

TAX 716 Federal Income Tax Principles

A study of the determination of income, deductions and exemptions in computing taxable income and tax liability of individuals, including the general rules applicable to all tax entities. Ordinary income, capital assets, gains and losses, involuntary conversions and tax-free exchanges, depreciation methods, passive activities, portfolio income, and alternative minimum tax are all examined.

Credits: 3

Every Fall and Spring

TAX 722 Corporate Taxation

A study of the following: choice of entity for conducting business; taxation of corporations, partnerships, and S corporations; tax accounting methods and taxable years; tax credits; alternative minimum tax, and reconciliation of book and taxable income; and corporate redemptions and liquidations. An overview of corporate reorganizations is included. Three credits. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

Every Fall and Spring

TAX 723 Tax Planning and Administration

An advanced course in current tax practices and planning methods, with emphasis on planning, formation, operation and liquidation of corporate entities. Some topics considered are the effects of tax-free incorporation, personal holding companies, professional corporations, accumulated-earnings tax and collapsible corporations. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 722 or permission of the Professor, are required.

Credits: 3

On Occasion

TAX 724 Partnerships, Corporations and Limited Liability Entities

An advanced course in the provisions governing the taxation of partnerships, corporations, limited liability entities and their partners/shareholders. Tax compliance and tax reporting for such pass-through entities are covered. The tax advantages, the opportunities inherent in the choice of such entities, and the detriments and traps for the unwary are reviewed. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 722 are required.

Credits: 3

On Occasion

TAX 725 Federal Estate and Gift Taxation

A study of tax-related factors that enter into the planning of estates for various types of taxpayers, such as those with closely-held businesses, investors, professional persons and corporate executives. Included are studies of federal estate and gift taxes

and their effects on estate planning; the role of trusts in estate planning; and estate planning methods available to reduce tax liabilities. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510 and TAX 722 are required.

Credits: 3

On Occasion

TAX 726 Business Tax Decision

An examination of federal income tax and other business taxes that influence management decisions. Consideration is given to the major types of business transactions affected, including financing of a corporation, acquisitions and dispositions, and the purchase, leasing and maintenance of plant equipment. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

On Occasion

TAX 729 State and Local Taxation

An analysis of state and local taxes affecting individuals and businesses in the tristate area (New York, New Jersey and Connecticut). Included is a study of issues involving residency and non-residency, domicile, and sources of income taxed in each jurisdiction. New York State income, sales and general business taxes, rent taxes, and franchise taxes are covered. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

On Occasion

TAX 730 Corporate Reorganizations

A study of reorganizations, recapitalizations, stock redemptions, acquisition and disposal of assets, mergers, divisive reorganizations, and corporate liquidations. (45 CPE credits)

Pre-requisite of ACC 510/GBA 510, and TAX 722 or the equivalent, are required.

Credits: 3

On Occasion

TAX 745 International Taxation

A study of U.S. corporations doing business in foreign countries; U.S. taxation of foreign income and foreign tax credits; allocation of income among related entities; and tax treaties. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 723 or the equivalent, are required.

Credits: 3

Cross-Listings: IBU 745, TAX 745

On Occasion

TAX 750 Current Developments in Taxation

An analysis of current trends in federal taxation. Tax cases, rulings and new developments are examined for their significance to the tax practitioner. (45 CPE credits)

The pre-requisite of TAX 722 or the equivalent is required.

Credits: 3

On Occasion

TAX 760 Tax Practice and Procedure

A review of the organization of the Internal Revenue Service. Selection of returns for audit, protests and conference rights, tax fraud, statute of limitations, and claims for refund are studied. In addition, research techniques such as the use of tax services, court decisions and rulings are emphasized. (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

On Occasion

TAX 761 Tax Practice from the IRS Perspective

An insight into IRS examination practices and an opportunity to exchange views with IRS personnel, who will serve as participating faculty. The course includes topics such as auditing through the corporate balance sheet, coordinated examination programs, computer audit techniques, bankruptcy, and IRS authority to obtain information and documents. (45 CPE credits)

Credits: 3

On Occasion

TAX 780 Fundamentals of Qualified Employee Benefit Plans

An introduction to employee benefit plans that covers the analysis of types of plans that can be established by the employer; reviews tax rules involving participation, vesting, deduction limitations, benefit limitations and other requirements for plan qualification; and considers group insurance, flexible benefit plans, IRAs and simplified employee pensions (SEPs). (45 CPE credits)

Pre-requisites of ACC 501/GBA 510 and TAX 716 are required.

Credits: 3

On Occasion

TAX 781 Advanced Problems in Qualified Employee Benefit Plans

A study of the taxation of distributions from qualified plans, including alternate methods of payment of plan benefits; loans from plans and constructive receipt problems; advantages and disadvantages of lump-sum distribution from plans; the interrelationship between plan death benefit distributions and estate taxation; IRS audits of qualified plans; plan disqualification and its impact on the employer and the employee; plan termination rules and government regulation of plan termination; and IRS rulings and tax cases involving plan distributions and plan disqualification. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510, and TAX 780 or the equivalent are required.

Credits: 3

On Occasion

TAX 783 Plan Benefit Concepts and Funding Requirements

This course covers: design of plan benefit formulas including actual case studies; Social Security integration of pension and profit sharing plans; plan funding requirements, funding deficiencies, funding penalties and hardship waivers, role of the enrolled actuary and actuarial concepts and terminology; actual preparation of IRS pension returns and an overview of financial accounting for pension costs. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510 and TAX 780 are required.

Credits: 3

On Occasion

TAX 785 Disclosure Requirements of Employee Benefit Plans

This course covers: plans governed by the reporting and disclosure requirements under the Employee Retirement Act of 1974 (ERISA); Summary Plan Descriptions, Summary Material Modification and Updated Summary Plan Descriptions; annual reports and triennial reporting, accountants' reports and Summary Annual Reports; disclosure information available to plan participants; fiduciary responsibility and liability; claims procedure and participant-rights prohibited transactions; exemptions and fiduciary insurance. (45 CPE credits)

The pre-requisite of TAX 780 is required.

Credits: 3

On Occasion

TAX 787 Employee Benefit Programs

This course covers: non-qualified deferred compensation arrangements; life insurance, medical and dental plans, prepaid legal plans, stock options, thrift plans, stock purchase plans, ESOPs, 401k plans, cafeteria plans, VEBAs, Educational Benefit Trusts and other employee fringe-benefit programs. (45 CPE credits)

Pre-requisite of ACC 501/GBA 510 and TAX 780 are required.

Credits: 3

On Occasion

**DEPARTMENT OF
COMPUTER SCIENCE**

Professor Rodriguez
Professors Emeriti Edelson, Vasilaky
Associate Professors Ghriga (Dean), P. Chung
(Chair), League
Adjunct Faculty: 9

In the global marketplace, no company or organization can exist without computers and technology. Companies rely on highly skilled and technically adept people to maintain software and hardware and provide support. New uses for computers emerge continuously and the potential for technology is unlimited. The outlook for continued technological development is positive, especially in the fields of communication, transportation, biotechnology, and service industries. Wireless technology, broadband and security technology are all growing fields and technology skills are still in high demand in the government and military, health care and pharmaceuticals. As computer applications expand, jobs for system analysts, computer scientists, and database and network administrators are expected to be among the fastest growing occupations. The Department's primary goal is to instill in students sound analytical reasoning in the latest technologies so that they have long, successful careers in fields that are continually evolving and that offer a broad array of professional opportunities.

The Department of Computer Science offers the Master of Science in Computer Science.

M.S. in Computer Science

The 36-credit M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science. It is open to students from all undergraduate fields. The program provides the foundations and advanced applications with an emphasis on the design and development of large software systems.

Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle

This program is offered in a **NEW blended learning format**, where nearly half of the course will be delivered online and the balance will be offered in a traditional classroom setting. Please speak with a representative from the Office of Admissions or the School of Business Advisement Office about this option.

Admission Requirements:

The standards for admission to the program are as

follows:

1. A bachelor's degree from an accredited institution
2. An undergraduate grade-point average of 3.0
3. A written statement outlining applicant's objectives for seeking admission into the program
4. A current résumé
5. Two letters of recommendation
6. A completed application submitted to the Office of Admissions

Candidates meeting the admission requirements will be placed into one of the following two tracks depending upon the candidate's undergraduate degree and background in fundamentals of computer science and programming. Other evidence of competence may be required to grant a limited matriculation status in the program.

Track 1 – Candidates admitted into Track 1 will have a bachelor's degree in computer science or management information systems and will begin their program with the required core courses.

Track 2 – Candidates without a bachelor's degree in computer science or management information systems will be admitted into Track 2 and required to demonstrate proficiency in computer programming and foundations by passing the competency waiver exam or completing two preparation courses: Computer Science 601 and 605 or their equivalents.

Computer Science Background Requirements

A candidate who is not proficient in the C programming language must take CS 601 (no credits toward Computer Science master's degree). A candidate who does not have sufficient background in computer science foundations (i.e., operating systems, computer architecture, discrete structures, advanced programming) must take CS 605 (3 credits). Candidates who successfully complete both CS 605 and CS 601 will get three (3) elective credits for CS 605.

Transfer Credits

Students are permitted to transfer a maximum of six (6) graduate Computer Science credits from other institutions with the approval of the Department chair. Industry training courses that meet time and content requirements may, with the approval of the chair, qualify for transfer credits.

Competency Equivalencies

Students who can demonstrate competency in core courses may request that the course(s) be waived. The student will substitute an elective course, with the approval of the Department chair.

M.S. in Computer Science Plan Requirements

M.S. in Computer Science Core Requirement: 21 Credits

The following seven (7) courses are required:

CS	631	Algorithms and Data Structures	3.00
CS	633	Structured System Analysis and Design	3.00

CS	641	Computer Architecture	3.00
CS	643	Operating Systems	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00
CS	666	Artificial Intelligence	3.00

Master of Science in Computer Science Elective Requirement: 9 to 12 Credits

Three (3) Advanced Computer Science Courses with **Thesis Option**

Four (4) Advanced Computer Science Courses with **Software Development Project**

Thesis Option Requirement: 6 credits

CS	698	Computer Science Thesis	3.00
CS	699	Computer Science Thesis	3.00

Software Development Project Option: 3 credits

CS	690	Software Development Project	3.00
OR			
CS	691	Software Development Project	3.00

Total Degree Credit Requirement: 36 credits

Computer Science Courses

CS 601 Principles of Computer Science and Structured Programming C

A study of the fundamentals of structured program design using a block-structured language such as C, functions and file organization, and processing. Students are required to design and run multiple programs for problem solving on a computer. Not credited to M.S. in Computer Science.

Credits: 3

Every Fall and Spring

CS 605 Fundamentals of Computer Science and Systems Programming

A study of the fundamental concepts of machine architecture and operating systems, including assembly language programming, data structures and algorithms used in advanced C programming. Students are required to design and run computer programs. Not credited to M.S. in Computer Science.

Credits: 3

Every Fall and Spring

CS 631 Algorithms and Data Structures

An intensive treatment of the application of data structures and algorithms in Computer Science. Topics include recursion; sequential, linked and dynamic allocation of storage stacks; queues; trees; graphs; hash tables; and internal and external sorting and searching. Emphasis is placed on the design, implementation and evaluation of algorithms.

Pre-requisite of CS 601 or equivalent is required.

Credits: 3

Every Spring

CS 633 Structured System Analysis and Design

Successful system development entails much more than just coding. We will survey various models of the software development process, learn how to elicit and analyze system requirements, and how to apply various design strategies, notations, and tools. In the end, you will understand why quality is so elusive in the development of information systems, and you will be comfortable with a range of processes, methods, and tools to help achieve it.

Pre-requisite of CS 631 is required.

Credits: 3

Every Fall

CS 641 Computer Architecture

A study of computer architecture and organization, with emphasis on quantitative analysis. Boolean algebra is introduced to teach digital devices. Students are required to design and implement on paper a simple microprocessor by the end of the semester. Microprogramming and conventional machine level are taught. Programming is expected in an assembly programming language.

Pre-requisite of CS 601 or equivalent, and CS 605 or equivalent, are required.

Credits: 3

Every Fall

CS 643 Operating Systems

An introduction to the algorithms and data structures of operating systems and their performance in various environments. Topics include CPU scheduling, memory management, virtual memory, mutual exclusion and deadlock concurrent processes, and protection and security.

Credits: 3

Every Spring

CS 645 Computer Communications and Networking

An introductory course in computer networks, with emphasis on the physical and logical design of computer networks using the OSI and TCP/IP layered models as conceptual frameworks. The physical, data link, network, and transport layers are discussed in detail. Examples are provided from existing network architectures. The TCP/IP protocol suite is studied in the contexts of the network and transport layers.

Credits: 3

Every Spring

CS 649 Database Management Systems

An examination of the concepts and practical aspects of database management systems and how data resources can be designed and managed to support information systems in organizations. Topics include data models and data and storage structures and their relation to data access; use and management of database systems, data independence; and data sharing, availability, security, integrity and consistency. Students are required to design and implement a database using a relational database management system, such as SQL.

Credits: 3

Every Fall

CS 653 Software Engineering

An examination of the software management spectrum - metrics, project planning and scheduling, SQA and SCM. Also introduced are ISO and ANSI/ IEEE standards and the SEI process maturity model. An overview of analysis and design methods and real-time systems design is presented as are user interface evaluation and design; programming environments; verification and validation techniques; reuse-driven software engineering; and object-oriented development. The role of automation is considered.

The pre-requisites of CS 631 and 633 are required.

Credits: 3

On Occasion

CS 655 Object-Oriented Software Methodology - C++

A study of object-oriented analysis and design techniques. Several case studies with C++ are used to implement the object-oriented design techniques. Topics include design of classes, class interfaces, overloading (functions and operators),

inheritance, polymorphism, dynamic binding, reusability and aspects of software quality modularity. Students are required to complete projects with C++.

Pre-requisite of CS 601 or knowledge of the C language is required.

Credits: 3

On Occasion

CS 664 Compiler Theory and Design

A study of the following: compiler organization - symbol table, lexical analysis, syntactic analysis, semantic analysis, object code generation and code optimization techniques; polish notation, triples, trees; the translation of arithmetic expressions and programming constructs; the impact of various language designs on the compilation process; compilation of ambiguous and non-deterministic languages; formal languages, parse techniques; and optimization techniques.

Credits: 3

On Occasion

CS 666 Artificial Intelligence

An examination of the concepts and methodologies used in constructing intelligent computer programs. Areas covered are state space representation, knowledge representation and reasoning techniques, and search strategies, including heuristic search and genetic algorithms. Application areas are selected from game playing, expert-systems, natural language processing and machine learning. Overview of AI tools and languages is included. Students are required to implement an AI project.

Pre-requisite of CS 631 is required.

Credits: 3

Every Spring

CS 668 Advanced Topics in Data Base Technology

A study of the following: business and industrial application development; graphical user interfaces with client/server computing distributed data bases; interface of relational data bases with software packages.

Pre-requisite of CS 649 is required.

Credits: 3

Every Spring

CS 669 Expert and Knowledge Base Systems

A study of the methodologies for designing and implementing expert and knowledge-based systems. Topics are expert and knowledge-based problem solving, knowledge acquisition, explanation generation, and expert system development tools. Comprehensive treatment of an expert system design and development tool such as ECLIPSE is conducted. Students are required to implement an expert system project.

Pre-requisite of CS 666 is required.

Credits: 3

On Occasion

CS 670 Neural Networks

A study of the fundamental concepts and various

applications of artificial neural networks 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.

Pre-requisite of CS 666 or permission of the instructor is required.

Credits: 3

On Occasion

CS 673 Internet Programming with JAVA

A look at programming for the Internet and concepts that relate to Internet technologies. Topics include JAVA, object-related programming, CGI and Dynamic HTML. JAVA topics include classes, interface classes, exceptions, libraries, threads, network programming and database access. Writing CGI code for Web servers and JDBC for database connectivity is also covered. Students are required to complete projects with JAVA.

The pre-requisites of CS 601 and 645, and the co-requisite of CS 631 are required.

Credits: 3

On Occasion

CS 674 Distributed Systems

A detailed treatment of distributed systems in applications such as databases, computer networks and communication, architecture, and operating systems. Guiding theory, design principles, and tools for analyzing and performing system trade-offs are presented. Case histories of distributed systems are reviewed.

Credits: 3

On Occasion

CS 675 Parallel Programming

A study of parallel random access machine (PRAM) model, as well as processor organizations and parallel architectures. Design, analysis and implementation of parallel algorithms are studied. Case studies of parallel algorithms in various problem domains are examined. An introduction is made to fault tolerant computing. Students are required to do assignments using a parallel extension of the C language such as C*, nCUBE C or C-LINDA.

The pre-requisites of CS 631 and CS 641 are required.

Credits: 3

On Occasion

CS 676 UNIX Programming

An in-depth study of the UNIX system called interface which allows programmers to write applications that take advantage of the services provided by the UNIX kernel. Topics include file system, processes and threads, and signals. Interprocess communication: pipes, message queues, shared memory, semaphores are studied. An introduction is made to network programming using the socket interface and RPC.

Pre-requisite of CS 601 or knowledge of the C language is required.

Credits: 3

On Occasion

CS 678 Data Security

A consideration of security problems in computing, with emphasis on legal issues. Topics include cryptography fundamentals and data security; NP-completeness and security of cryptosystems; DES; IDEA; hashes and message digests; RSA; authentication of people and systems; signature schemes; access controls, information flow controls, and inference controls; and e-mail security.

Pre-requisite of CS 631 is required.

Credits: 3

On Occasion

CS 679 Local Area Networks

A study of local area network (LAN) technology, including topologies, communications media, communication protocol, interfacing equipment, and hardware and software. Students work on problems of planning, designing, installing and maintaining a LAN.

Credits: 3

On Occasion

CS 690 Software Development Project

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

Credits: 3

Every Fall

CS 691 Software Development Project

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

Credits: 3

Every Spring

CS 695 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 696 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 697 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 698 Computer Science Thesis

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

CS 699 Computer Science Thesis

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

DEPARTMENT OF MANAGERIAL SCIENCES

Professors Sherman (Chair), Stucke
Associate Professor S. Chung, A. Dinur, J. Kaplan,
Y. Minowa, H. Uzun
Assistant Professors Aditya, Amrouche, Zheng
Adjunct Faculty: 7

Change is the norm for 21st century and therefore the management of change, especially technological change, is paramount for anyone desiring a successful career in business, government, and not-for-profit administration. Whether a student is interested in finance, human resource management, international business, management, management information systems or marketing as a career path, or even starting their own business, knowledge is the key to successfully managing in turbulent times. The Department of Managerial Sciences therefore provides all graduates a common knowledge and skill set abilities developed to prepare students for managing in the global marketplace. These skills include: communication, critical thinking and analysis, teamwork, appreciation of global and ethnic diversity, ethics and social responsibility, functional and technical skills.

Master of Business Administration (M.B.A.)

Harry Stucke, Professor
Director, M.B.A. Program
718-488-1126
harry.stucke@liu.edu

The 36-to-60-credit Master of Business Administration (number of credits is based on prior undergraduate and graduate coursework) provides the knowledge base and skills that enable professionals to become leaders in business by offering a comprehensive program which meets the needs of an ever-changing, global business environment. The program is offered on a part-time basis during the evenings and weekends with 15- and 8-week semesters, to accommodate the schedules of busy working professionals who are interested in advancing their careers. The program is open to students from all undergraduate fields.

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 Accounting (see M.B.A. Accounting), Finance, Human Resource Management, 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 integrative capstone experience. The result is a powerful combination of in-depth knowledge and skill set development that will increase students' marketability and expand their career options.

The diverse student body includes individuals representing every continent and possessing a variety of professional backgrounds, including those who work in corporate entities, nonprofit organizations and government agencies.

Admission Requirements:

The standards for admission as a fully matriculated student in the M.B.A. in Accounting program are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade-point average from an accredited institution.
2. Results of the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) unless the applicant already holds a master's or a J.D. degree from an accredited institution or holds a Certified Public Accountant license.
3. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
4. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
5. A written statement outlining applicant's objectives for seeking admission into the program.
6. A current résumé.
7. Two letters of recommendation.
8. A completed application submitted to the Office of Admissions.

Limited Matriculation Status

A student admitted with technical or academic deficiencies is granted limited matriculation in the program. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. If full matriculation status is not attained after 12 credits, the student may not enroll for any additional credits in the degree program.

In addition, a student admitted with pending GMAT or GRE scores is granted limited matriculation for a maximum of one semester. The receipt of the official GMAT or GRE scores by the Office of Admissions is a prerequisite for continued enrollment in the program.

M.B.A. Degree Requirements General Business Core

The general business core courses are designed for students who have not had undergraduate work in business studies. A student who studied business administration as an undergraduate may be exempt from some or all of the general business core courses, reducing the total requirements of the program. Further information about waivers is found in the Academic Policies Section above.

The general business core courses not only provide a basis for advanced studies, but also offer an opportunity to explore the various fields of business before selecting an area of concentration. It is mandatory, therefore, that the students complete these courses before starting upon the

advanced portion of the program.

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 chosen concentration electives, and 6 credits of Capstone course work.

The MBA Advanced Core is academically rigorous and responsive to the demands often marketplace. Students are exposed to the complexities of global business through a series of courses: Marketing Strategy, Organizational Behavior, Behavioral Finance, Service and Operations Management, Management of Innovation and Technology, and Risk Management. Internationally renowned experts are invited to discuss some of the most vital trends and issues in the areas of study. The Advanced Business Core must be completed before the student starts the Concentration classes.

Concentrations

Students are required to 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, Human Resource Management, 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 and control, to enter or to advance in the field of professional accounting in corporate and not-for-profit organizations. For more information on combining the benefits of an M.B.A with an advanced Accounting concentration, please consult the section on M.B.A. in Accounting.

Finance

The finance concentration develops technical and managerial skills for global financial careers. Courses cover global financial instruments and markets while developing analytical and strategic decision-making abilities. The approach considers macroeconomics as well as financial aspects of individual business organizations.

Human Resource Management

Proper management of human resources (human capital) has the potential to be a source of sustainable competitive advantage for high-performance organizations. Students develop skill set abilities needed for managing more efficient and effective organizational systems. Based on different assumptions about people, their motivation, how they work and what they seek out of their work experiences.

International Business

The international business concentration focuses on decision-making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the socio-cultural, political, legal and labor forces that affect global

corporations. The international business concentration evaluates, both theoretically and practically, the opportunities and risks of doing business in an increasingly complex and interdependent world.

Management

The management concentration focuses on the interrelated functions of business enterprises, large and small, which determine their viability in the service global marketplace of the 21st century. Strategic goal setting, organizational structures, management philosophies and cultures, ethics, production and service processes, problem analysis and decision-making techniques are explored within a range of internal and external environments.

Management Information Systems

The management information systems concentration provides the necessary information for managing an organization, and explores how an effective management information system provides decision-oriented information to assist managers in planning, organizing and controlling the organization. The management information systems curriculum teaches information system concepts within organization functions, as well as management knowledge and technical information systems knowledge. The graduate can work within the environment of a modern organization and can interact with both organizational functions and computer technology.

Marketing

The marketing concentration is designed for students who wish to pursue careers in brand management, B2B marketing, marketing research, technology marketing, new product development or other leadership roles in sales management. Courses focus on the multiple dimensions of the decision-making process in a marketing setting, and the application of the analytical tools of economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives

Master of Science in Business

Administration (M.B.A.) Requirements

This program requires 36-60 credits. Upon evaluation of your official academic transcripts, your advisor will officially communicate the required number of credits to fulfill the M.B.A. degree requirements.

M.B.A. General Business Core Requirements: Up to 24 Credits

Courses may be waived subject to prior undergraduate or graduate academic coursework.

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	513	Marketing Management	3.00

GBA	514	Money Banking and Capital Markets	3.00
GBA	515	Managerial Communications	3.00
GBA	516	Business Statistics	3.00
GBA	517	Fundamentals of Management Information Systems	3.00

M.B.A. Advanced Core Requirements: 18 Credits

The following courses are required:

MBA	612	Marketing Strategy	3.00
MBA	613	Organizational Behavior	3.00
MBA	620	Behavioral Finance	3.00
MBA	621	Service Operations Management	3.00
MBA	625	Management of Innovation and Technology	3.00
MBA	626	Risk Management	3.00

M.B.A. Specialization Requirements: 12 Credits

Four (4) Advanced Courses in the Specialization of Choice. Available Specializations are: *Accounting, Finance, Human Resource Management, International Business, Management Information Systems, Management, and Marketing.*

M.B.A. Capstone Requirements: 6 Credits

MBA	800	Business Policy I	3.00
MBA	801	Business Policy II	3.00

M.B.A. Specializations

Accounting Specialization Requirements: 12 Credits

Please Consult M.B.A. Accounting Degree Requirements.

Finance Specialization Requirements: 12 Credits

Four (4) Advanced (700 Level) Finance Courses

Human Resource Management Specialization Requirements: 12 Credits

Required Courses: 9 Credits

HRM	721	Industrial Relations	3.00
HRM	722	Human Resource Management	3.00
HRM	726	Legal and Regulatory Environment in Human Resource Management	3.00

and one (1) of the following courses: 3 Credits

HRM	797	Case Studies in Human Resource Management	3.00
HRM	798	Special Topics in Human Resource Management	3.00

HRM	799	Advanced Topics in Human Resource Management	3.00
-----	-----	--	------

International Business Specialization

Requirements: 12 Credits

Four (4) Advanced (700 Level) International Business Courses

Management Specialization Requirements: 12 Credits

Four (4) Advanced (700 Level) Management Courses

Management Information System Specialization Requirements

The following four (4) courses are required: 12 Credits

CS	601	Principles of Computer Science and Structured Programming C	3.00
CS	633	Structured System Analysis and Design	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00

Marketing Specialization Requirements: 12 Credits

Four (4) Advanced (700 Level) Marketing Courses

Total Credit Degree Requirements: 36 - 60 Credits

M.S. in Human Resource Management

Jordan Kaplan, Associate Professor
Director, M.S. in Human Resource Management
718-488-1126
jordan.kaplan@liu.edu

The 36-credit M.S. in Human Resource Management degree is designed to prepare students to enter the profession at the generalist level by providing a broad overview of the functional areas of human resource management (HRM). The program stresses the integration of the functional areas of HRM within the broader context of the organization and its mission, goals and values.

The Society for Human Resource Management (SHRM) has acknowledged that its Master of Science in Human Resources fully aligns with SHRM's HR Curriculum Guidebook and Templates. Throughout the world, 196 programs in 165 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. They are part of SHRM's Academic Initiative, created in 2006 and revalidated in 2010, to help

the Society define HR education standards taught in university business schools across the nation and help universities develop degree programs that follow these standards.

Admission Requirements:

The admission standards are the same as those of the M.B.A. Program; see the section Admission Requirements for the MBA program.

M.S. in Human Resource Management Plan Requirements

M.S. in Human Resource Management Foundation Requirement: 9 Credits

Must take one (1) of the following courses: 3 Credits*

GBA 512 Principles of Management and Leadership 3.00

MBA 613 Organizational Behavior 3.00

*Please consult with your advisor to determine which course you should take.

The following foundation courses are required: 6 Credits

GBA 515 Managerial Communications 3.00

GBA 517 Fundamentals of Management Information Systems 3.00

M.S. in Human Resource Management Advanced Core Requirement: 12 Credits

The following courses are required:

HRM 721 Industrial Relations 3.00

HRM 722 Human Resource Management 3.00

HRM 726 Legal and Regulatory Environment in Human Resource Management 3.00

HRM 797 Case Studies in Human Resource Management 3.00

M.S. in Human Resource Management Elective Requirement: 12 Credits

Please choose four (4) courses from those listed below:

HRM 790 Compensation and Benefits 3.00

HRM 791 Employee Training and Development 3.00

HRM 792 Diversity in the Workplace 3.00

HRM 793 Workplace Safety and Health 3.00

HRM 798 Special Topics in Human Resource Management 3.00

HRM 799 Advanced Topics in Human Resource Management 3.00

HRM 724 Organizational Development 3.00

HRM 725 Work, People and Productivity 3.00

TAX 780 Fundamentals of Qualified Employee Benefit Plans 3.00

TAX 787 Employee Benefit Programs 3.00

M.S. in Human Resource Management Capstone Requirement: 3 Credits

HRM 750 Management Seminar 3.00

Total Degree Credit Requirement: 36 Credits

Advanced Certificate in Human Resource Management

In today's challenging economy, human resource management is a critical and in-demand function that continues to provide employment opportunities across a broad spectrum of organizations. The graduate advanced certificate is designed to provide students with a comprehensive and broad foundation to the Human Resource Management practice and profession. Proper management of human resources (human capital) is a source of sustainable competitive advantage for high-performance organizations. The advanced certificate is in complete alignment with the professional competencies outlined by the Society for Human Resource Management (SHRM). The SHRM competency model is globally accepted as the highest professional standard in the practice of human resources.

The fifteen earned credits in the advanced certificate can be applied towards the fulfillment of the Master of Science in Human Resource Management.

Admission Requirements:

The admissions requirement will be the same as those of the Master of Science in Human Resource Management with the exception of the GRE/GMAT scores. **The GRE/GMAT scores will not be required for admission to the Advanced Certificate in Human Resource Management.** Hence, the admissions standards for full matriculation in the Advanced Certificate are as follows:

1. A bachelor's degree with a minimum 3.0 cumulative grade-point average from an accredited institution.
2. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
3. Official score report of the TOEFL examination for applicants with degrees from foreign colleges and universities.
4. A written statement outlining applicant's objectives for seeking admission into the

advanced certificate.

5. A current résumé.
6. Two letters of recommendation (optional).
7. A completed application submitted to the Office of Admissions.

Limited Matriculation Status:

A student admitted with technical or academic deficiencies is granted limited matriculation. A student with limited matriculation may enroll for a maximum of six credits per semester for the first 12 credits before being considered for full matriculation. Students are expected to achieve a minimum G.P.A. of 3.0 in the advanced certificate.

Advanced Certificate Requirements:

The advanced certificate will consist of four required courses (12 credits) and an advanced HRM elective (3 credits). The students with no prior background in Management or HRM will be required to take GBA 512 (Principles of Management and Leadership) in the first semester of enrollment.

- HRM 721 Industrial Relations (3 credits)
- HRM 722 Human Resource Management (3 credits)
- HRM 726 Legal & Regulatory Environment in Human Resource Management (3 credits)
- HRM 797 Case Studies in Human Resource management (3 credits)
- Advanced HRM Elective (3 credits)

NOTE: GBA 512 (Principles of Management and Leadership- 3 credits) is required for candidates with no undergraduate business degrees. The candidates with an executive experience of more than 5 years will be waived from taking this prerequisite.

Students are expected to achieve a minimum G.P.A. of 3.0 in the advanced certificate.

Business Courses

FIN 702A Money and Capital Market

Applications

The study of financial markets as allocators of funds and distributors of risk. Emphasis is given to the roles and functions of financial intermediaries. Theories of financial asset pricing are considered for their role in determining risk and return in competitive markets.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

On Occasion

FIN 702B Financial Market Institutions, Regulations and Innovation

An analysis of asset and liability management by important financial market institutions; commercial banks, insurance companies, mutual funds, and other financial intermediaries. The course emphasizes the impact of such policies on money and capital markets. Case studies and aggregate economic and financial market data contained in Citibase (accessed with MicroTSP) are used.

Credits: 3

On Occasion

FIN 703 Corporate Financial Policy

An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; leasing; mergers, acquisitions and consolidations; and the applications of the capital pricing model, the arbitrage pricing model and the options theory to corporate financial decisions.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

On Occasion

FIN 704 Financial Reports Analysis

A survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms. Required of all Finance concentration students.

Credits: 3

On Occasion

FIN 705 Securities Analysis

An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are

analyzed and measurements of risk, including duration and convexity, are examined. An introduction to derivative securities and international investments is included.

Pre-requisites of GBA 511, GBA 514 and FIN 704 are required.

Credits: 3

On Occasion

FIN 706 Advanced Securities Analysis and Speculative Markets

A study of advanced valuation techniques and individual security and capital markets forecasting techniques and models. Alternative models are analyzed and compared. In addition, the course focuses on speculative markets. Price determination of futures, forward contracts and options are considered. Topics include market structure; uses and price effects of hedging, speculation and arbitrage; the relationship between contingent claims and underlying cash markets; and foreign securities.

The pre-requisite of FIN 705 is required.

Credits: 3

On Occasion

FIN 707 Portfolio Management

A consideration of the most effective methods of meeting investment objectives for individual and institutional portfolios (specifically, pension funds, endowment funds and mutual funds). Focus begins with dedicated equity and fixed income portfolios and then progresses to asset allocation and management strategies for mixed portfolios. Alternative techniques for managing risk, including derivative securities, are explored. Portfolio management, implementation and performance measurement are analyzed and appraised in terms of economic shifts, yield curve changes, and tax and legal considerations. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, are examined.

Credits: 3

On Occasion

FIN 708 Financial Engineering Derivatives

A study of the creation of derivative securities to meet financing needs, as well as an exploration of the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intrafirm factors. Chiefly as a solution to risk management, financial engineering is explored from both the corporate treasurer's perspective (modeling a firm's risk exposure and productizing solutions) and from the investor's and speculator's perspectives. Recent debt, debt-related, equity, and equity-related and derivative innovations are examined closely. Advanced trading strategies and models are developed. Tactical trading systems are developed and analyzed using probability and gambling theories. Legal protections and current issues are explored. The course makes

extensive use of computer programs and spreadsheets.

Pre-requisite of GBA 511, GBA 514 and FIN 705 are required.

Credits: 3

On Occasion

FIN 709 Quantitative Analysis and Forecasting for the Corporate Financial Environment

An investigation of the relationships between corporate financial flows and financial markets, industry, and aggregate economic data (national income and product accounts and flow of funds). Methods of analysis include econometric methods, time-series analysis and smoothing techniques. Use of leading indicators as a forecasting tool is emphasized. Econometric model building and forecasting are performed using MicroTSP and the associated Citibase Macroeconomic Data Bank.

Pre-requisite of GBA 511, GBA 514 and GBA 516 are required.

Credits: 3

On Occasion

FIN 710 Corporate Mergers and Acquisitions

A study of business enterprise growth through merger and acquisition. Reviewed and discussed are premerger planning and fact-finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, and postmerger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

On Occasion

FIN 712 Capital Budgeting

An exploration of the theory of capital budgeting and risk management of long-term funds. Topics include measurement of cash flows, criteria of investment desirability, effects of taxes and inflation, risk analysis, cost of capital and capital structure, lease analysis, capital rationing, multicriteria capital budgeting, and linear programming.

The pre-requisites of GBA 516 and ACC 501/GBA 510 or equivalent are required.

Credits: 3

On Occasion

FIN 715 International Trade

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

*Cross-Listings: FIN 715, IBU 703, MKT 716
Every Fall*

FIN 716 International Financial Markets

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

*Cross-Listings: FIN 716, IBU 702
On Occasion*

FIN 726 International Corporate Finance

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

The pre-requisite of FIN 716 is required.

Credits: 3

*Cross-Listings: FIN 726, IBU 708
On Occasion*

FIN 750 Financial Problems Seminar

An analysis of selected current foreign and domestic financial and economic developments. Emphasis is on integrating acquired financial knowledge with the problems under study.

Pre-requisite of GBA 511, GBA 514 and FIN 710 are required.

Credits: 3

On Occasion

GBA 510 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

Credits: 3

Cross-Listings: ACC 501, GBA 510

Every Fall and Spring

GBA 511 Corporate Financial Management

A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows.

Pre-requisite of GBA 510 is required.

Credits: 3

Every Fall and Spring

GBA 512 Principles of Management and Leadership

An analysis of current management theory and practice that includes a discussion of its historical foundations and an investigation of various approaches to the management discipline. Primary emphasis is on the administrative functions of planning, decision making, organizing, staffing and controlling.

Credits: 3

Every Fall and Spring

GBA 513 Marketing Management

A survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination and adaptation of marketing operations to opportunities in profit and nonprofit organizations. Focus is placed on the principal decision-making components of national and international marketing, including product

Credits: 3

Every Fall and Spring

GBA 514 Money Banking and Capital Markets

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.

Credits: 3

Every Fall and Spring

GBA 515 Managerial Communications

An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climates, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications.

Credits: 3

Every Fall, Spring and Summer

GBA 516 Business Statistics

An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing).

Credits: 3

Every Fall and Spring

GBA 517 Fundamentals of Management Information Systems

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

Credits: 3

*Cross-Listings: GBA 517, PM 703
Every Fall and Spring*

HRM 750 Management Seminar

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

*Cross-Listings: HRM 750, MAN 750
Every Fall*

HRM 790 Compensation and Benefits

This course focuses on employee compensation and employee benefits. Topics considered in this course include strategic compensation policy, compensation management and administration, pay-for-performance, as well as how compensation is determined for both hourly and salaried employees.

Benefit topic will include both legally required and employer discretionary benefits, as well as how firms develop and administer employee benefit plans; relevant laws for both compensation and benefits will also be covered.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Alternate Semesters

HRM 791 Employee Training and Development

Training refers to a planned effort by an organization to facilitate employee's learning of job related skills and behaviors. The purpose of this course is to provide the student with the knowledge and skills that are required to design, develop, and deliver quality employee training. Within the context of training, approaches to employee development will also be discussed.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 792 Diversity in the Workplace

This course employs a seminar format and examines the complex and encompassing ways in which people differ, including examining the primary dimensions (age culture/ethnicity/race, language, gender, physical abilities and sexual orientation) and secondary dimensions (education, geographical location, income, marital status, parental status, religion and work experience) that formulates in many instances the view of cultural diversity.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 793 Workplace Safety and Health

An in-depth study of issues and practices related to workplace safety and health. Relevant topics include OSHA rules and regulations, OSHA inspections, employer requirements under the act, the role of HR in ensuring employer and employee compliance with the act, filing and record keeping requirements. Within the context of OSHA, workplace violence, domestic violence, and workplace security will also be covered.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 797 Case Studies in Human Resource Management

This is an applications-oriented course that is designed to provide students with the opportunity to apply HR theory to the practical everyday challenges faced by HR generalists. Relevant course topics addressed during the semester include: Strategic Management: Workforce Planning, Recruitment, Selection decisions, % & D, Compensation and Benefits, Labor Relations,

workplace Safety and Security. Emphasis is placed on developing and evaluating alternative solution strategies.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 798 Special Topics in Human Resources Management

An examination of selected themes current developments, emerging issues, and areas of professional specialization in the field of Human Resources Management. Topics vary.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

HRM 799 Advanced Topics in Human Resources Management

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.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

On Occasion

IBU 701 International Business

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

Pre-requisites of GBA 511, GBA 512, GBA 514 and MBA 611 are required.

Credits: 3

Cross-Listings: IBU 701, MAN 780

Every Fall and Spring

IBU 702 International Financial Markets

An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

Cross-Listings: FIN 716, IBU 702

On Occasion

IBU 703 International Trade

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

Cross-Listings: FIN 715, IBU 703, MKT 716
Every Fall

IBU 704 Management of International Business

A focus on the management of direct international investment, commonly known as multinational corporation, that examines the nature, growth and new directions of direct investment and how those elements are related to changing economic, social and monetary conditions. The course highlights the interplay of business and government in international management.

The pre-requisites of GBA 512, MBA 613 and MBA 620 are required.

Credits: 3

On Occasion

IBU 705 International Marketing

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

Pre-requisite of GBA 513 and MBA 612 are required.

Credits: 3

Cross-Listings: IBU 705, MKT 717

Every Spring

IBU 706 Comparative International Management

Comparisons among national managerial systems. The functional inter-relationships between managers and their international environments and the problems of cross-national cooperation are highlighted.

The pre-requisite of MBA 613 is required.

Credits: 3

On Occasion

IBU 707 Multinational Business in Developing Nations

An analysis of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, and similar concepts relevant to operating in developing nations.

Pre-requisites of GBA 512, MBA 711 and IBU 701 are required.

Credits: 3

On Occasion

IBU 708 International Corporate Finance

An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.

The pre-requisite of FIN 716 is required.

Credits: 3

Cross-Listings: FIN 726, IBU 708

On Occasion

IBU 750 International Business Seminar

An analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business. Three credits.

The pre-requisite of GBA 512 is required.

Credits: 3

On Occasion

IBU 770 International Accounting

Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization.(45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 770, IBU 770

Every Fall

MAN 702 Theories of the Organization

A survey of organizational theories with particular emphasis on goal setting assessing, achievement and displacement. Topics include the relationship of authority, role responsibility, organizational structure, design and culture. Students diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Every Fall

MAN 703 Project Analysis and Program Management

A survey of managerial criteria for effective project planning and management. Topics include establishing objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution and options in allocation of resources.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Every Spring

MAN 704 Managerial Planning and Control Systems

A study of the formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of measuring performance and handling information.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

MAN 705 Management Decision Theory

A survey of the decision-making processes and methods for examining, defining, analyzing and solving complex problems. Emphasis is on defining objectives, value systems, and methods for identifying and assessing alternative courses of action.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

MAN 707 Small Business and New Venture Management

An examination of the role of a small business in a dynamic, free enterprise economy, designed to stimulate a creative approach (by entrepreneurs) to the problems of a small firm. The course emphasizes establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions

Pre-requisite of GBA 511, GBA 512 and MBA 613 are required.

Credits: 3

On Occasion

MAN 708 Management of Technology and Product Innovation

A survey of new technologies in society and business. Topics include opportunities and threats, technological forecasting, evaluation of new products and services, the management of new research and development, stimulating creativity, economic evaluation of research products, organizational characteristics, and estimating and controlling research and development costs.

Pre-requisite of GBA 512, GBA 517 and MBA 613 are required.

Credits: 3

Every Fall

MAN 709 Government and the Management Technology

An examination of the changing role of government in shaping and directing the management of technology in the civilian sector of the economy. Principal themes include the rationales, processes and mechanisms of government involvement; promotion and regulation of technological development and use by government; industrial policy in the United States

and other countries; and the impact of government on product innovation and on the national economy.

The pre-requisite of GBA 517 or PM 703 is required.

Credits: 3

On Occasion

HRM/MAN 721 Industrial Relations

A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 721, MAN 721

Every Fall

HRM/MAN 722 Human Resource Management

A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 722, MAN 722

Every Spring

HRM/MAN 723 Behavior Concepts Applied to Management

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

On Occasion

HRM/MAN 724 Organizational Development

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.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: MAN 724, PM 711

On Occasion

HRM/MAN 725 Work People and Productivity

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 725, MAN 725, PM 712

On Occasion

HRM/MAN 726 Legal and Regulatory Environment in Human Resource Management

An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 726, MAN 726

Every Fall

HRM/MAN 750 Management Seminar

A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

The pre-requisite of HRM 722 or MAN 722 is required.

Credits: 3

Cross-Listings: HRM 750, MAN 750

Every Fall

MAN 780 International Business

An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.

Pre-requisites of GBA 511, GBA 512, GBA 514 and MBA 611 are required.

Credits: 3

Cross-Listings: IBU 701, MAN 780

Every Fall and Spring

MBA 612 Marketing Strategy

A focus on marketing planning processes, concepts, methods and strategies 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.

Pre-requisite of GBA 513 is required.

Credits: 3

Every Fall and Spring

MBA 613 Organizational Behavior

An analysis of both the formal and informal aspects of the administration process. Topics include human behavior in an organizational environment, individual behavior patterns, superior/subordinate relationships, group dynamics, leadership, communication, motivation and decision making, and the impact of innovation and change on the organization.

Pre-requisite of GBA 512 is required.

Credits: 3

Every Fall and Spring

MBA 620 Behavioral Finance

Behavioral finance offers a new perspective on modern investing. Phenomena such as stock momentum or the tendencies of investors to hold on to losing stocks too long are inconsistent with the notions of traditional finance market efficiency, yet they are perfectly consistent with psychological human processing of information. Students will gain a proficiency in learning the knowledge of psychological factors and economics concepts, implement this knowledge in the financial markets and apply the behavior finance ideas in the analysis of real market trading phenomena.

The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, and 517 are required.

Credits: 3

Every Fall and Spring

MBA 621 Service and Operations Management

This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (banking, transportation, travel and tourism, etc.) and within the services functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises, the following topics and more will be explored: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.

The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, and 517 are required.

Credits: 3

Every Fall and Spring

MBA 625 Management of Innovation and Technology

This course draws upon the economics of technical change ~ for high technology businesses. The emphasis is on the development and application of conceptual models clarifying the interactions between competition, patterns of technological and

market change, and the structure and development of internal firm capabilities. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries.

Throughout, key conceptual frameworks are linked to applications in a variety of industry and case settings.

The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, 517 and MBA 621 are required.

Credits: 3

Every Fall and Spring

MBA 626 Risk Management

This course deal with the theoretical and practical approaches to effective financial management. Planning, analyzing and controlling investment and short and long term financing are examined for decision-making purposes. Emphasis is placed on the application of Risk, the methods in today's business environment and related industries. Topics include: Capital budgeting, risk and diversification, asset liability management, financial derivatives and financial engineering, swaps, options and financial future.

The pre-requisites of GBA 510, 511, 512, 513, 514, 515, 516, 517 and MBA 620 are required.

Credits: 3

Every Fall and Spring

MBA 800 Business Policy I

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.

The following pre-requisites are required to enroll in MBA 800 or 801:

GBA 510, 511, 512, 513, 514, 515, 516, 517; MBA 612, 613, 620, 621, 625 and 626;

Any four 700 level MBA courses.

Credits: 3

Every Fall and Spring

MBA 801 Business Policy II

An examination of the fields of policy making and administration that 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.

The following pre-requisites are required to enroll in MBA 800 or 801:

GBA 510, 511, 512, 513, 514, 515, 516, 517;

MBA 612, 613, 620, 621, 625 and 626;

Any four 700 level MBA courses.

Credits: 3

Every Fall and Spring

MKT 701 Marketing Communication and Advertising

A study of the role of mass and personal communication and sales promotion in marketing management and 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.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 702 Marketing Research

An examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, questionnaire construction, decision models, data analysis techniques and data interpretation.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 703 Sales Management and Forecasting

A focus on the management of selling activities and the outside sales force as critical elements of marketing operations. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potentials, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are

used to stress practical applications.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 705 Consumer Behavior

A multidisciplinary approach to understanding consumer behavior in the marketplace that integrates the contributions of cultural anthropology, psychology, sociology and economics. The course reviews the role of the behavioral sciences in marketing 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.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 706 Product Planning and Marketing

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.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 707 Marketing Distribution Systems

An analysis of the competitive struggle for channel command and the utilization of economic and analytical tools and behavioral models. The growth of, and innovation in, vertical systems are examined with regard to social, economic and legal constraints. The course also surveys the objectives and decision-making processes of individual members at various channel levels. Cases are used to stress practical applications.

Credits: 3

On Occasion

MKT 708 Industrial Marketing

An analysis of current marketing practices for manufacturers and suppliers of services to industrial and government markets. Emphasis is placed on the strategy of market selection, product planning, pricing, distribution and buyer/seller relations pertaining to industrial products.

Credits: 3

On Occasion

MKT 709 New Product Development

A study of the management of the product mix. The course presents an analytical approach to new-product decisions. Topics include product policy considerations, new-product search, development, economic analysis, and the factors leading to the decision to commercialize, test market or discontinue a product.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 710 Management of Marketing Operations

An analysis of the marketing process, including 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.

The pre-requisite of GBA 513 or MBA 612 is required.

Credits: 3

On Occasion

MKT 712 Direct Marketing

A detailed study of direct response techniques, 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.

Pre-requisite of GBA 513 is required.

Credits: 3

On Occasion

MKT 716 International Trade

A review of the principles of international trade its magnitude, direction, and industrial classification as well as the institutions (e.g., GATT) facilitating it. The course focuses on practical techniques and problems of exporting and importing, with special attention to small business. Topics include sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

Pre-requisites of GBA 511 and GBA 514 are required.

Credits: 3

*Cross-Listings: FIN 715, IBU 703, MKT 716
Every Fall*

MKT 717 International Marketing

The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

Pre-requisite of GBA 513 and MBA 612 are

required.

Credits: 3

Cross-Listings: IBU 705, MKT 717

Every Spring

MKT 750 Marketing Seminar

An analysis of the processes that shape marketing policy to maintain profitable operations. Emphasis is on the use of planning theory, game theory and input-output analysis in devising market plans and decision making. Application of such techniques is illustrated by cases and actual marketing problems of companies.

Credits: 3

On Occasion

PUBLIC ADMINISTRATION

Professor Lyons (Director)

Associate Professor Emeritus Afriyie

Assistant Professors Bennett, Levine, Peffer, Terry
Adjunct Faculty: 7

The Public Administration Program prepares public service professionals for managerial positions in government, health and non-profit sectors. It is open to students from all undergraduate fields and provides the foundations and advanced applications expected in a graduate program.

The Program focuses on competencies that employers want – leadership, ethical decision-making, analytical and budgeting expertise, written communication and oral presentation skills. Specialization courses in government, health and non-profit fields with a variety of sub-topics provide depth in the student’s area of interest. Focused capstone courses allow students to apply their new competencies in meaningful public service projects.

The M.P.A. Program offers the Master of Public Administration with tracks in Public Administration and Health Administration, the Advanced Certificate in Gerontology Administration and the Advanced Certificate in Not-for-Profit Management.

Admission Requirements:

The standards for admission to the program and the advanced certificates are as follows:

- Official transcripts as proof of a baccalaureate degree from and accredited institution of higher education
- Two letters of recommendation
- A current résumé
- A two-to-three-page typewritten statement of purpose
- Standardized test scores (optional)
- A completed application submitted to the Office of Admissions

Note: Full matriculation admission requires an official transcript showing an undergraduate grade-point average of at least 3.0 on a scale of 4.0. Limited matriculation may be available to applicants who do not meet full matriculation requirements. Candidates with grade-point averages of 2.5 or less must contact the M.P.A. program director before submitting an application.

Such limited matriculation may require additional evidence of competence. Limited matriculation students may register for a maximum of six credits per semester for the first 12 credits. Limited matriculation becomes full matriculation upon completion of 12 graduate credits with a 3.0 average or better. Transfer students are welcome; transfer credits will be evaluated by the program director.

Master of Public Administration (M.P.A.)

Beverly Lyons, Professor of Public Administration
Director, M.P.A. Program
718-488-1071

beverly.lyons@liu.edu

The 48-credit, N.A.S.P.A.A.-accredited Master of Public Administration prepares students for public service responsibilities, blending management theory with practical applications in government, health and non-profit organizations. Students from diverse backgrounds with varying levels of professional expertise are taught by faculty members who are current in all aspects of this continuously evolving and growing field.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth.

Areas of specialization include public administration, non-profit management, urban government management, human resources management, law and management, international public management and social policy management. Other specializations can be developed in consultation with a faculty adviser from the broad spectrum of courses available through the Program and the School, as well as through courses available across the Campus.

The Program is divided into four parts: an introductory sequence that provides 18 credits of public service sector foundations and skills, followed by 12 credits of focused management topics including human resources, budgeting and financial management, law and accountability. Students then take 12 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project and a formal presentation.

M.P.A. - Public Administration (PAD)

Requirements:

M.P.A. (PAD) Foundation Requirements: 18 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	504	Computer Applications	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (PAD) Advanced Core Requirements: 12 Credits

MPA	602	Human Resources Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00
MPA	604	Administrative Responsibility and Accountability	3.00
MPA	606	Law for Managers	3.00

M.P.A. (PAD) Specialization: 12 Credits

The following course is required:

PM	728	Managing Human Behavior in Public Organizations	3.00
----	-----	---	------

and

Three (3) Advanced (700 Level) Elective Courses

M.P.A. Capstone Requirement: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Total Degree Requirement: 48 credits

Master of Public Administration in Health Administration

Beverly Lyons, Professor of Public Administration
Director, M.P.A. Program
718-488-1071

beverly.lyons@liu.edu

According to the U.S. Department of Labor’s Bureau of Labor Statistics, the health administration field is expected to grow nearly 20% faster than other occupations through the year 2014. “Those with the highest education, strongest business skills and health care work experience will be well positioned to take advantage of the most coveted jobs.”

The 48-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Health Administration prepares students for careers in fields that offer numerous professional paths. Students from diverse backgrounds with varying levels are taught by faculty members who are current in all of the latest trends and issues in health care administration.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth. Areas of specialization include health care administration, health care management, health care policy and aging/long-term care. Other specializations can be developed in consultation with a faculty advisor from the broad spectrum of courses available through the Program and the School, as well as through courses available across the Campus.

The program is divided into four parts: an

introductory sequence that provides 18 credits of **public service sector foundations and skills**, followed by 12 credits of focused management topics including **human resources, budgeting and financial management, law and accountability**. Students then take 12 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project and a formal presentation.

M.P.A. - Health Administration (HAD)

Requirements:

M.P.A. (HAD) Foundation Requirements: 18 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	504	Computer Applications	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (HAD) Advanced Core Requirements: 12 Credits

MPA	602	Human Resources Management	3.00
MPA	613	Health Systems Finance	3.00
MPA	614	Healthcare Responsibility and Accountability for Administrators	3.00

M.P.A. (HAD) Specialization: 12 Credits

PM	730	Health, Disease and Medical Care	3.00
----	-----	----------------------------------	------

and

Three (3) Advanced (700 Level) Elective Courses

M.P.A. Capstone Requirement: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Total Degree Credit Requirement: 48 Credits

Advanced Certificate in Gerontology Administration (AGD)

Beverly Lyons, Professor of Public Administration
 Director, Advanced Certificate in Gerontology Administration
 718-488-1071
 beverly.lyons@liu.edu

Social services for older adults will play an increasingly important role in the health care community as the baby boomer generation ages. Nursing homes, hospitals, senior centers and

public health agencies, as well as other facilities and organizations that care for older adults, will require many more employees who specialize in dealing with the needs and the issues of the aging population.

The 15-credit Advanced Certificate in Gerontology is designed to provide working professionals in agencies and in organizations serving aging populations with the knowledge and the skills needed to ensure effective service delivery to these groups. The certificate can be earned through two different stand-alone tracks: Track 1 – Long-Term Care Administration, which is approved by the New York State Department of Health (NYSDOH) for the NYS Nursing Home Administrators Licensing Examination; and Track 2 – Community Aging Services and Administration.

Students in the M.P.A. Program who are taking the advanced certificate courses as their specialization may graduate with both the M.P.A. degree and the advanced certificate.

Advanced Certificate in Gerontology Administration

Advanced Certificate in Gerontology Administration: 15 Credits (Select Track I or Track II)

Track I: Long-Term Care Administration Required Course: 3 Credits

PM	738	Gerontology, The Process of Aging*	3.00
----	-----	------------------------------------	------

Of the following, four (4) courses are required: 12 Credits

MPA	602	Human Resources Management*	3.00
MPA	613	Health Systems Finance*	3.00
MPA	616	Legal Aspects of Health*	3.00
PM	739	Long Term Care Administration*	3.00
PM	743	Aging Policy in the Community	3.00

Note: Courses marked with * are required to sit for the New York State Nursing Home Administrator's Licensing Examination.

Track II: Community Aging Services and Administration Required Course: 6 Credits

PM	738	Gerontology, The Process of Aging	3.00
----	-----	-----------------------------------	------

PM	743	Aging Policy in the Community	3.00
----	-----	-------------------------------	------

Of the following, three (3) courses are required: 9 Credits

PM	714	Policy Analysis and Program Evaluation	3.00
----	-----	--	------

PM	744	Bereavement: Psychological, Cultural and Institutional Perspectives	3.00
PM	745	Health and Retirement Planning in Elder Care	3.00
PM	747	Nutrition Policy Across the Lifecycle	3.00

Total Degree Credit Requirement: 15 Credits

Advanced Certificate in Non-Profit Management (NPM)

Helisse Levine, Assistant Professor of Public Administration
 Director, Advanced Certificate in Not-for-Profit Management
 718-488-1071
 helisse.levine@liu.edu

The 15-credit Advanced Certificate in Non-Profit Management is designed to provide professionals with varying backgrounds who are managers in non-profit organizations with the essential elements of non-profit organization theory and management. The certificate consists of an overview of the non-profit sector, the organizations that carry out these important missions and the management challenges they face. Courses within the certificate also address key management functions of human resources, finance and decision-making.

Students may apply certificate courses to the M.P.A. degree by taking courses for graduate credit.

Advanced Certificate in Not-for-Profit Management

Not-For-Profit Management Advanced Certificate Requirements: 15 Credits

The following courses are required: 12 Credits

MPA	602	Human Resources Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00
MPA	624	Not-For-Profit Management	3.00
MPA	626	Legal, Ethical and Governance Issues in Nonprofit Organizations	3.00

Of the following, one course is required: 3 Credits

PM	741	Fund Raising	3.00
PM	742	Grant/Proposal Preparation	3.00

Total Degree Credit Requirement: 15 Credits

United Nations

Certificate/M.P.A. Degree

As the world becomes more globalized and interconnected, the need for public administration professionals who are grounded in international affairs will increase. LIU Brooklyn offers a collaborative program, which makes it possible for students to complete both a United Nations Advanced Certificate and an M.P.A. This unique combination of programs provides a comprehensive background in public administration with an in-depth overview of the United Nations system and its specialized agencies. Students begin this fascinating educational journey by earning the United Nations Advanced Certificate and subsequently transfer into the M.P.A. Program when the certificate is completed or near completion.

The United Nations Advanced Certificate consists of 24 credits of graduate-level courses that cover a broad range of topics including "Population Displacement and Migration," "International Human Rights," "Modern Diplomacy" and "World Social Development."

The M.P.A. Program consists of 48 credits, of required (36 credits) and specialization (12 credits) courses. A designated list of course matches or equivalencies is located in the course of study area and is approved by LIU and by the New York State Department of Education. For more information on the United Nations Advanced Certificate, please consult the degree offerings of Richard L. Conolly College.

Public Administration Courses

MPA 501 Principles of Administration

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 public and not-for-profit agencies.

Credits: 3

Every Fall and Spring

MPA 502 Organizational Theory and Behavior

An examination of theories of organization, administrative processes, and formal and informal relationships in organizations. Includes the environment, leadership, structure, networks, outputs and outcomes of organized action.

Credits: 3

Every Fall and Spring

MPA 503 Government and the Economy

An examination of the role of the public sector in economic decision making. The nature of public goods as they relate to allocation, stabilization, and distribution functions of economic systems is studied, as are the role of private investment, relations between government and private sectors, privatization of public services, and the use of national income accounts. An analysis of fiscal federalism, and the fiscal crises of the state are included. Three credits. Offered every Spring and alternate summers

Credits: 3

Every Fall and Spring

MPA 504 Computer Applications

A review of computer applications that provides students with knowledge, hands-on experience and understanding of how computers and data provide support for management decisions. Students learn spreadsheets, database management, query, and statistical skills. Students demonstrating proficiency may waive the course and select an additional elective.

Credits: 3

Every Fall and Spring

MPA 505 Analytic Methods

An introduction to the methods, tools and uses of research as it applies to policy and administrative problems. Includes a review and application of research design, data gathering and analytical concepts and techniques.

Credits: 3

Every Fall and Summer

MPA 507 Public Policy Processes

An examination of the political system and the political, administrative and delivery processes that yield public services. Includes agenda development, the role of special interests, policy formation, analysis, implementation and evaluation.

Credits: 3

Every Fall and Spring

MPA 602 Human Resources Management

An exploration of theories and practices of human resources management as they apply to the public and not-for-profit sectors. Includes a review of recruitment, civil service, training, performance evaluation, job development, compensation systems, teamwork, empowerment, unionism, equal employment opportunity, employee rights, privacy and occupational health and safety.

Credits: 3

Every Fall and Spring

MPA 603 Fundamentals of Public Budgeting and Financial Management

An examination of public sector revenue generation, budgeting, accounting and auditing and their effects on managerial decisions. Includes a review of budget systems, processes and politics, and the preparation and justification of financial information and reports.

Credits: 3

Every Fall

MPA 604 Administrative Responsibility and Accountability

A review of legal and ethical issues facing administrators as they seek to balance professionalism and responsiveness with the competing demands of diverse constituencies and the realities of their task environments.

Credits: 3

Every Fall

MPA 606 Law for Managers

An introduction to the basic skills and perspectives of the legal environments of the public, private not-for-profit, and quasi-public sectors. The objective of the course is student understanding of the legal obligations, responsibilities and liabilities facing managers in the three sectors. Important topics include basic provisions of the United States Constitution, the exercise of delegation and discretionary authority rule-making and regulatory processes and their economic impacts), contract, tort, employment, duties and liabilities of managers and professionals in health-care organizations, environmental law and privacy.

Credits: 3

Every Fall

MPA 613 Foundations of Health Systems Finance

An examination of health-care finance topics, including government and private health insurance, reimbursement, fees, service contracts, rate-setting, DRGs, capitated payments, managed care and multiple entities. Includes a review of financial strategies and characteristics of various health organizations. Three credits.

Credits: 3

Every Spring

MPA 614 Healthcare Responsibilities and Accountability for Administrators

This course considers the ethical dilemmas that confront modern health service agencies and institutions in the exercise of administrative authority. Coursework includes analysis of the problems of accountability, rights, equity, ethics and the reconciliation of administrative processes with medial, constitutional, regulatory and social mandates encountered and utilized by government organization in the administration of health systems and public affairs.

Credits: 3

Every Spring

MPA 616 Legal Aspects of Health

An examination of legal issues in health-care services, including governance; consents and patient rights; admission and discharge; malpractice and liability of hospitals, physicians, nurses, emergency crews; management duties and liabilities; medical records; immunity; medical staff rights and privileges; end of life decisions; moral and ethical dilemmas.

Credits: 3

Every Fall

MPA 624 Not-For-Profit Management

This course focuses on the formation, financing and management of not-for-profit organizations, including: the board of directors, the workforce, marketing, financial management, fund raising, planning, leadership and the methods and strategies that have been used successfully to manage not-for-profit organizations. The course also examines the role of not-for-profits in the delivery of public services through fee for service, contracts and reimbursement arrangements.

Credits: 3

Every Fall

MPA 626 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organization, including incorporation and tax exempt status, general liability, regulatory compliance/reporting and contracts. The course explores the roles, responsibilities, liabilities and powers of directors, board members, trustees, officers and employees of nonprofit organizations. In addition to the legal aspects, the nonprofit agency's advocacy responsibilities and opportunities and ethical issues are examined and discussed in detail.

Credits: 3

Every Spring

MPA 702 Managerial Communications

This course examines how people communicate within public organizations. The course will cover the theory and application of organizational communication for the working public sector manager. Topics include personal and managerial communication styles and how to use the media for

effective communication. Specific types of communication include one on one and group communication, written and verbal managerial and communication for conferences, business and advertising environments. This course will serve as an important tool for any aspiring or current sector manager.

Credits: 3

Alternate Semesters

MPA 787 Independent Study

Students taking independent study are expected to research an aspect or phase of a problem under the supervision of a faculty adviser. The product of study is an evaluative report containing a thorough literature review and student assessment of the significance and impact of the substantive issue.

With permission of director and dean.

Credits: 3

On Occasion

MPA 788 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3

Every Fall

MPA 789 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3

Every Spring

MPA 790 Graduate Internship

An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.

Credits: 3

Every Summer

MPA 798 Capstone Seminar

An integrative seminar using a team approach. Students develop a framework and design for systematic analysis of a subject in their area of concentration. The framework includes problem background and environmental analysis, as well as an action plan for data collection and analysis.

The following pre-requisites are required for MPA

798-799:

MPA 501, 502, 503, 504, 505, 507

MPA 602

MPA 603 or 613

MPA 604 or 614 or 624

MPA 606 or 616 or 626

Four 700 level PM courses

Credits: 3

Every Fall and Spring

MPA 799 Capstone Project

Students carry out the plan proposed in MPA 798 using a combination of data collection methods and analytic techniques. Teams prepare and present a report of their analysis and results.

The following pre-requisites are required for MPA 798-799:

MPA 501, 502, 503, 504, 505, 507

MPA 602

MPA 603 or 613

MPA 604 or 614 or 624

MPA 606 or 616 or 626

Four 700 level PM courses

Credits: 3

Every Fall and Spring

PM 700 Modern Management Issues

An examination of current management strategies in the context of their genesis, antecedents, strengths and weaknesses, methods of application in public, health and not-for-profit settings, and comparisons with other management strategies.

Credits: 3

Every Spring

PM 702 Managerial Communication

This course examines how people communicate within public organizations. The course will cover the theory and application of organizational communication for the working public sector manager. Topics include personal and managerial communication styles, and how to use the media for effective communication. Specific types of communications include one on one and group communications, written and verbal managerial, and communications for conferences, business and advertising environments. This course will serve as an important tool for any aspiring or current public sector manager.

Credits: 3

Every Fall and Spring

PM 703 Fundamentals of Management

Information Systems

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems in all levels of decision making, including operational, tactical and

strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

Credits: 3

Cross-Listings: GBA 517, PM 703

Every Fall and Spring

PM 705 U.S. Social Policy

An analysis of government health and welfare policies affecting an individual's income level and life opportunities, including an analysis of policy formation, implementation, and impact on social problems.

Credits: 3

On Occasion

PM 706 Comparative Administration

The class is designed to provide an introduction to the field of comparative public administration. The class will examine the varying approaches to bureaucracy, administrative structure, policy formulation and implementation in the light of variations in social, cultural, and political contexts. This will include an overview of basic theories of bureaucracy and how they function and theoretical approaches to comparative analyses of performance based on changing variables. The course will also touch upon understanding variations in efforts for administrative reform. The impact of government structure on diverse constituencies will be examined to better understand the effectiveness of varying approaches to public management and organizational development.

Credits: 3

On Occasion

PM 708 Labor Relations

A study of the interaction of the labor movement and management in the public and not-for-profit sectors. Collective bargaining impacts on policy and budget are examined. Strategies and public opinion are considered.

Credits: 3

On Occasion

PM 709 Administrative Law

A look at public law concepts that affect public and not-for-profit sector managers: legislative delegation of power, administrative investigation, rulemaking, the relationship between citizens and the states, adjudication, judicial review of administrative action.

Credits: 3

On Occasion

PM 710 Issues in Administration

An examination of selected themes, current developments and emerging issues in the study of administration. Topics vary.

Credits: 3

Alternate Semesters

PM 711 Organizational Development

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.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: MAN 724, PM 711

On Occasion

PM 712 Work People and Productivity

An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

Pre-requisite of GBA 512 or MBA 613 are required.

Credits: 3

Cross-Listings: HRM 725, MAN 725, PM 712

On Occasion

PM 714 Policy Analysis and Program Evaluation

Policy analysis and program evaluation are more steps in a process than separate endeavors. Policies are chosen on the basis of forecasts of needs and expected results, then selected policies are implemented. Implementation then is evaluated to determine actual effects, and these results are used to adjust policy goals and implementation (processes ranging from regulations to programs) to better achieve desired results and ensure accountability. Policy processes are iterative and interactive. This course provides students with basic understanding of needs assessment, policy analysis and program evaluation, as well as practice in applying tools used in each type of analysis, or applicable to all of them. Through use of text material, cases and both quantitative and qualitative assignments, students will hone their knowledge of policy processes and limitations, and develop assessment skills.

Credits: 3

On Occasion

PM 715 Privatization and the Contracting-Out of Public Services

Governments, through elected officials, make decisions concerning which services should be provided by the public and the private sectors. This course provides students with both the economic and social basis for making judgments about the potential effectiveness of privatizing services in different policy areas, such as education and health care. The course provides general guidelines as to the nature of the services that are most appropriately provided by the private sector. When the public sector is determined to be the appropriate provider of a service, then government must determine whether to provide these services itself or contract-out for the service. The course also

examines the principles and practices in the government contracting-out process? the decision whether to contract-out a government service, the preparation of the Request For Proposals, the evaluation of the submitted proposals for the selection of the contractor, the preparation of the contract document and the monitoring of the selected contractors. Understanding the issues of privatization and the contracting-out of public services enables students to be more effective managers and responsive to citizens.

Credits: 3

On Occasion

PM 716 Public Administration and Citizen Participation

This course will explore public participation in association with public administration processes in a time of concurrent criticism, pressure, and apathy directed towards existing institutions. The engagement of citizens in public administration will be examined as a potential challenge 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.

Credits: 3

On Occasion

PM 720 Public Finance and Fiscal Policy

This course applies basic microeconomics to study the theory and practice of governmental taxation, expenditure and debt within the framework of a modern market economy.

Credits: 3

Cross-Listings: ECO 636, PM 720

Annually

PM 722 Advanced Cost/Managerial Accounting

Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 737, PM 722

On Occasion

PM 726 Internal Auditing

An examination of the principles of internal auditing as they apply to large corporate enterprise. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 735, PM 726

On Occasion

PM 727 Financial Statement Analysis

An analysis of financial trends and corporate

reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)

The pre-requisite of ACC 501 or equivalent is required.

Credits: 3

Cross-Listings: ACC 742, PM 727

Every Fall and Spring

PM 728 Managing Human Behavior in Public Organizations

The course examines the range of issues concerning managing people in the workplace. It reviews current theories and the latest research concerning human relations in organizations. Students gain an understanding of the "people skills" necessary to be successful in the world of work. The course explains the major theories of workplace human relations and behavior and the application of psychology to management in the public sector. The prominent focus is on understanding the self and others; role of perception and personality; leadership versus management; effective group/team collaborations; the need for flexibility and adaptation to change. Additionally, the courses will highlight interviewing strategies, self-marketing, oral presentations, and finding ways to enhance personal strengths and minimize weaknesses.

Credits: 3

Every Fall and Spring

PM 730 Health Disease and Medical Care

An overview of the political, economic, social and epidemiological characteristics of health and medical care. The forms of health services financing, organization and delivery systems in the United States and other industrialized nations, processes of health and disease in individuals and societies, and the moral and ethical issues facing health-care decision makers are examined.

Credits: 3

Every Fall and Spring

PM 731 Managed Health-Care Systems

An examination of the various forms of managed health-care plans and organizations that addresses the financing, organization and delivery aspects of each form from a management perspective. The purpose is to provide students with a knowledge base from which to develop and implement effective management processes for managed care services. Among the topics covered are the legal and regulatory environment, public opinion, product development and marketing, pricing and delivery strategies, reimbursement methods, utilization review, quality assurance and control, management information systems, Medicare and Medicaid, and trends.

Credits: 3

On Occasion

PM 732 Public Health and Regulation

An analysis of the role of government in the health field, including concepts and practices in health policy and regulation, especially the implementation of regulatory policy as it affects health providers.

Credits: 3

Every Spring

PM 733 Economics of Health

An examination of health-care delivery as an economic activity. Focus is on determination of demand for health care and supply of services available. Consideration of various methods for achieving equilibrium in health care and government's role via licensure, regulation, financing, and planning.

Credits: 3

On Occasion

PM 736 Quality Performance Management

The course includes a study of external methods of quality review, internal methods of assessing quality (process and outcomes measurement and monitoring criteria), strategies for developing the quality infrastructure and integrating it into a quality management program, the use of management information systems in quality, and the balancing of quality and costs.

Credits: 3

Every Fall

PM 737 Mission-Based Marketing

An examination of planning and marketing in health-care, human service and non-profit organizations, including market research and forecasting, application of research information and planning principles, translation of goals into action priorities, development of action plans, and evaluation of results.

Credits: 3

On Occasion

PM 738 Gerontology: The Process of Aging

The course examines the multidisciplinary field of gerontology and provides students with an overview of the current "state-of-the-art" and the critical issues and controversies that confront individuals as they grow older. The course examines the theories, processes and consequences of aging from both the individual and societal perspectives. A range of issues are presented, including: physical, social, psychological, health, family, race, ethnicity, gender, sexuality, retirement, economics, social work and social policy. Comparisons among African American, White, Hispanic, Asian, and Native American are offered especially in view of unequal treatment and multiple disparities among minorities.

Credits: 3

Every Fall

PM 739 Long-Term Care Administration

This course examines the special administrative and organizational methods, social systems and population that are attributable to all kinds of residential and long term care facilities, as separate entities from acute care hospitals. It includes an overview of the long term care continuum, including community care, management issues, Medicare and Medicaid, finance, pertinent laws and regulations, and patient/resident requirements and needs. Care and treatment standards will be reviewed and discussed, as well as policy changes and government trends associated with the new paradigm of aging in the 21st Century.

Credits: 3

Every Spring

PM 741 Fund Raising

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.

Credits: 3

On Occasion

PM 742 Grant/Proposal Preparation

An introduction to the process of developing and writing a proposal for project funding and an examination of key management techniques and decision tools needed to coordinate successfully the process of proposal development and implementation within an organization.

Credits: 3

On Occasion

PM 743 Aging Policy in the Community

This course examines the options including social supports, health care, housing and recreation that older community dwelling residents have. Psychology, personality, gender, personal history, gentrification, residential segregation and policy issues including economics are presented. Additionally, data pertaining to the aforementioned items are examined.

Credits: 3

On Occasion

PM 744 Bereavement: Psychological, Cultural and Institutional Perspectives

This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process will be identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience will be examined. Political, medical, legal and ethical issues will be analyzed. Students' values, attitudes and fears will be explored in order to inform their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying will be highlighted. In addition, students will learn to design organizational structures for interdisciplinary

assessments and service delivery in settings serving the dying and bereaved.

Credits: 3

On Occasion

PM 745 Health and Retirement Planning in Elder Care

The course addresses critical issues affecting health and retirement among older adults, and the relationship between gerontology and legal estate planning issues at the core of our discussions. This course examines estate, disability and retirement planning tools used by elder law attorneys with analyses of laws, regulations and programs upon which planning is based. Topics include advanced directive, power of attorney, long-term care and Medicaid, long term care insurance, and planning for asset distribution on death.

Credits: 3

On Occasion

PM 747 Nutrition Policy Across the Lifecycle

The purpose of this course is to examine the relationships among food, nutrition and health for adults in the context of public policy formation and implementation at federal, state and local government levels. Of particular interest in this examination are intended and unintended consequences for individuals of public policies on food availability, prices, consumption and health. The course reviews major areas of food and nutrition policy at various levels of government as well as social and political forces that result in particular policies and major changes in policy, for example recent revisions in the food pyramid.

Credits: 3

On Occasion

PM 761 Management of International Organizations

A focus on structural and managerial issues within international organizations and an examination of the tools needed to function within such an environment.

Credits: 3

Cross-Listings: PM 761, UN 694

On Occasion

PM 767 International Organization, The United Nations and its Affiliated Agencies

A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)

Credits: 3

Cross-Listings: PM 767, POL 642

On Occasion

PM 768 Contemporary Nationalism

An analysis of the phenomenon of nationalism: its historical roots in Europe; the emergence of new states in the Third World and the post-Cold War period; and the struggle of states to achieve national identities and cultural, economic and political

independence. Nonviolent as well as revolutionary-nationalist patterns are discussed as are the difficulties of achieving viable state-directed national societies in the global order. (Same as PM 768)

Credits: 3

Cross-Listings: PM 768, POL 668

On Occasion

PM 770 International Economics

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

Credits: 3

Cross-Listings: ECO 624, PM 770

On Occasion

PM 773 Comparative Economic Systems

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.

Credits: 3

Cross-Listings: ECO 669, PM 773

On Occasion

PM 780 Computer Technology Application to Metropolitan Affairs

The use of computer technology in metropolitan matters. An overview of general applications with specific attention to geographic information systems.

Credits: 3

Cross-Listings: PM 780, URB 605

On Occasion

PM 781 Urban Government and Politics

A study of the management and organization of American cities; politics and changing constituencies; and the impact on community participation, city management and mayoralty. (Same as Urban Studies 604 and Public Administration 781).

Credits: 3

Cross-Listings: PM 781, POL 604, URB 604

On Occasion

PM 787 The Role of Ethnicity in the Metropolis

A consideration of the roles played by some of New York City's ethnic, cultural and national groups in the development of urban neighborhoods.

Credits: 3

Cross-Listings: PM 787, URB 608

On Occasion

PM 788 Urban Economics

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.

Credits: 3

Cross-Listings: ECO 651, PM 788, SOC 651, URB 651

On Occasion

SCHOOL OF EDUCATION

LIU Brooklyn's School of Education prepares teachers, counselors, administrators and school psychologists for the challenges and the rewards of working in urban settings. Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings to: develop an inquiry stance toward practice; integrate theory and practice; and achieve high standards of practice. Graduates of our programs acquire the experiential knowledge that is essential for interacting with and guiding children and families in urban communities. All specialties, undergraduate and graduate, within the Teacher Education Program are accredited by the Teacher Education Accreditation Council (TEAC).

Our programs are designed to ensure that our graduates keep pace with changes and innovations in their chosen fields. The School's **KEEPS Mission**, its urban location and its nationally recognized faculty, make it an exciting place to study!

Structures Within the School of Education

The School of Education comprises two departments: Teaching, Learning and Leadership (TLL) and Counseling and School Psychology (CSP) departments. These departments provide educational opportunities leading to rewarding careers serving urban youth and families. TLL offers undergraduate and graduate degree programs in multiple teacher certification areas and educational leadership. CSP offers graduate programs in school counseling, mental health counseling, and school psychology. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students' needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the Dean's Office at 718-488-1055, fax 718-488-3472, or visit the website at www.liu.edu/brooklyn/soe. Find us on Facebook at www.facebook.com/groups/LIU.SOE.BK.

Cecelia Traugh

Dean

cecelia.traugh@liu.edu

Amy Ginsberg

Associate Dean

amy.ginsberg@liu.edu

Shinelle Romeo-Walcott

Office Manager

shinelle.romeo@liu.edu

Kathleen Prince

CSP Secretary

kathleen.prince@liu.edu

Carolyn Patterson

TLL Secretary

carolyn.patterson@liu.edu

KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of LIU Brooklyn's School of Education addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet rising standards? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethno-linguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

KEEPS MISSION IN BRIEF

KEEPS: The desired qualities of LIU Brooklyn Educators.

To carry on the important mission of the LIU Brooklyn School of Education, we value:

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

ENQUIRY, or the collective discipline of observation, reflection, and non-judgmental description of children and their 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.

KEEPS MISSION IN DEPTH

KNOWLEDGE and intellectual inquisitiveness about children, schools and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of

teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their own knowledge about texts and the world, about the students with whom they work and the communities from which they come, and about schools and classrooms. Varied modes of writing and discussing are used throughout the curriculum to generate deep knowledge of academic texts, children and learners, teaching practice, and one another. Technology is used to increase connections and interrelatedness and thus support the construction of knowledge.

We value knowledge constructed over time and thus collect our work and that of the students with whom we work longitudinally. We actively use our collections of work to deepen reflection and generate knowledge. We're responsible thinkers, capable of reflecting on our own work, forming our own opinions, and using our knowledge to act independently in socially responsible ways.

ENQUIRY or the collective discipline of observation, reflection, and non-judgmental description of children and their school work, as well as descriptive inquiry of teaching and professional practice.

LIU Brooklyn educators value being active inquirers, curious about social and natural phenomena, able to imagine, and to invent. We're seriously reflective, and take time to study, reflect on words and texts, observe, research, collect work. We observe learners and their work closely and are able to describe them accurately while withholding judgment. We also value description and reflective review of our own teaching practice. We attach great importance to our ability as a group to inquire collectively into these matters and to include the voices of all members of the learning community, regardless of rank or function. We value acknowledging the range of attitudes, beliefs, experiences, knowledge and lenses of the group involved in the collective inquiry, and we look for the common threads as community is shaped. We use our collective inquiry to shape community and to create knowledge as a base for action, review, and constant regeneration and transformation.

The School of Education's curriculum includes specific courses that develop the foundational discipline of collective descriptive inquiry as it applies to children, classrooms, and schools, and it provides ample opportunity to practice descriptive inquiry both in college classrooms and in schools. We read the best literature available, supporting the development of educators' habits of being active inquirers, remaining "wide awake" in the words of Maxine Greene, being attentive to differences, and being able to withhold judgment. This creates an inclusive space with an expanded range of possibilities, enabling our capacity both to

act and to transform.

LIU Brooklyn educators are comfortable with inquiry and persevere with questions. We extend what learners bring by asking questions that widen their horizons of knowledge and experiences. We set up and construct learning contexts that stimulate active learning and the learner's curiosity, inquisitiveness and imagination. The Learning Center for Educators and Families (LCEF) provides experiences working with children and teachers in curriculum-related tasks, imagining, inventing, and investigating. LCEF also provides opportunities to conduct observations of student practice and to carry out research on the learning and development of children, adolescents and adults.

EMPATHY that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities. LIU Brooklyn educators know that no two students are identical, as each person comes with his or her own world of experiences and beliefs, innate talents and learned skills. We believe in the potential of all students and seek to help students build on their strengths and abilities. We are deeply committed to the idea that all learners are capable of reaching their own unique potential. As empathic and caring educators, we are interested in attending to each individual student. To accomplish the goal of helping individual students grow, we seek to understand the unique perspectives and backgrounds of our students and their social context, and work within their frames of reference to help them accomplish what they seek. The curriculum of the School of Education uses collective inquiry, collaborative group work, and interactive dialogue journals to create a caring community of learners. From the very beginning, the curriculum includes field-based practices with individual children and families, building up the close familiarity that is required for empathy.

The curriculum also develops students' ethnographic skills to study communities and to build transcultural understanding and empathy.

PLURALISM and attention to differences and to inclusion of all in the learning community of schools and in the wider community.

LIU Brooklyn educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City's children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American and Latino communities, groups who are historically underrepresented in the U.S. overall, and yet overrepresented in Brooklyn schools, and we use this knowledge in teaching. We also value ethnographic processes of

observation and participation that enable us to gain understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for inclusion of all learners.

SOCIAL COMMITMENT and the building of a just and democratic society.

LIU Brooklyn educators are committed to making sure that all students, regardless of race, class, gender, language, sexual orientation or abilities, receive equitable educational services. We value the importance of inclusion in education and the merits of children from diverse educational and ethnic backgrounds learning together. We understand the relationship between our educational and social roles, as we advocate for children and learners and the transformation of classrooms and schools, toward the building of a better and more just world. In addition, we require that students demonstrate academic integrity, professional responsibility and ethical behavior in their scholarship and practice.

The School of Education's curriculum has strong field-based practices and develops democratic plural communities of learners and educators who are actively engaged in the transformation of urban schools and classrooms. The curriculum prepares educators for social action, empowering them to transform practices, curricula, and schools, so as to build a more just world.

School of Education Resources

The School of Education is also home to the Learning Center for Educators & Families (LCEF), a Teacher Resource Center, and the Center for Urban Education.

Learning Center for Educators & Families (LCEF)

The Learning Center for Educators & Families (LCEF) is the off-campus extension of LIU Brooklyn's School of Education. LCEF provides a supportive environment for prospective and practicing teachers, which allows them to hone their skills. In service of these aims, LCEF provides meeting space for the School of Education faculty and for groups of teachers from the NYC schools to collaborate and work on various projects together.

The classrooms at LCEF are used exclusively by education faculty members, so they can create positive learning environments, which can be replicated in the classrooms of the teachers and the future classrooms of the pre-service teachers. The faculty work to make it a place where theory and what it means to become a teacher converge with practice in a supportive risk-free environment. The students engage in inquiry-based study in the reading, science, math and social studies methods classes that meet at LCEF.

LCEF has a state of the art computer lab as well as Smart Boards thus enabling faculty and students to use technology in a meaningful way in their own studies as well as developing relevant curriculum for their own classrooms.

The Family University (FUN) After School Program for the children of LIU Brooklyn students is housed at LCEF and provides a setting for teacher education students to see creative arts and community-building activities in action. It is used as a fieldwork site for students in education, social work, music and art programs. The children's presence in the building alongside the teacher education students serves as a reminder that theory and practice can be integrated.

Teacher Resource Center

The Teacher Resource Center (Pratt #250 and LCEF), part of LIU Brooklyn's School of Education. The Teacher Resource Center was created to provide the resources and workshops to help new teachers feel more successful in their classrooms. Materials are available to instructors as well.

The Center, open Monday through Thursday, from 3 p.m. to 7 p.m. (Fall/Spring/Summer semesters), welcomes students and instructors to come in and browse, get work done, use the computers, have a cup of tea or coffee, and meet with other teachers. A teacher resource center annex is housed in LCEF.

Center for Urban Educators (CUE)

CUE's Mission

The mission of the Center for Urban Educators (CUE) is the reform of urban teacher education. The vision of teaching and schools guiding the Center's work is one that supports teachers as socially responsible people who are intellectually engaged and act as advocates of children, parents, and their communities. The Center works within the School of Education of LIU Brooklyn and in partnership with New York City public schools.

CUE's Philosophy

CUE's core values are beliefs in human capacity and worth and in the importance of educating for democracy. The Center puts diverse perspectives and experiences alongside each other with the aim of getting beyond convention and creating new possibilities for teaching. In order to create these opportunities, CUE supports educators' use of observation, description, and story as ways of generating understanding out of the lived experiences of teaching and learning. CUE incorporates descriptive inquiry to enact its values.

The CUE Community

In its efforts to further its mission, CUE has developed a multi-faceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond LIU Brooklyn and supports publications and the annual CUE conference.

COUNSELING AND SCHOOL PSYCHOLOGY

Professor Nass

Associate Professors Ginsberg (Associate Dean), Jacobs, Lieberman, Livanis (Chair), Short
Assistant Professors Mulligan, Williams
Adjunct: 15

The Department of Counseling and School Psychology strives to inspire graduates to become effective and compassionate professionals who bring positive change to the communities they serve. The Department is committed to affording access to professional graduate study to individuals of all backgrounds; to providing quality education and training that prepare students to work in a variety of settings, primarily in the urban community; and to tailoring instruction and providing individual assistance to help students meet high standards of knowledge, skills and dispositions. These three pillars — access, quality and tailored instruction — are the foundation upon which the Department rests.

The Department of Human Development and Leadership offers the following programs:

- School Counseling (M.S.Ed., Advanced Certificate)
- Bilingual School Counseling (M.S.Ed., Advanced Certificate)
- Mental Health Counseling (M.S., Advanced Certificate)
- School Psychology (M.S.Ed., optional specializations in early childhood and bilingual)

COUNSELING PROGRAMS

ADMISSIONS REQUIREMENTS

Deadlines & Important Dates

Applications are considered through a modified rolling admissions process. To be considered for full matriculation in the fall semester, applications must be submitted by June 1st of the previous spring. To be considered for full matriculation in the spring semester, applications must be submitted by November 1st of the previous fall. These deadlines permit the review process to occur in its entirety, which includes both a thorough examination of the application materials and an applicant interview.

Applications that are received after these dates (i.e., June 1 for fall admission; Nov 1 for spring admission) are considered for limited matriculation on a provisional basis. Late applicants with an undergraduate and/or previous graduate grade point average of 3.0 or above may be accepted on a limited matriculation basis and permitted to take up to 12 credits (a full load of courses) during their first semester. During that semester, these students are interviewed and their applications more thoroughly assessed to determine if they will be accepted for full matriculation. Late applicants with an

undergraduate or previous graduate grade point average below 3.0 will be eligible for limited matriculation and permission to register for up to 6 credits during their first semester. During that semester, these students are interviewed and their applications more thoroughly assessed to determine if they will be accepted into the program, either for limited or full matriculation. When a student's status is changed, the department notifies the Admissions office.

Application Materials

All candidates must submit the following:

- A completed LIU Brooklyn graduate admissions application, including a personal statement
- Official transcripts of all undergraduate and graduate study
- A current resume (curriculum vitae)
- Two letters of recommendation from persons familiar with the applicant's work or academic performance (i.e., employer, supervisor, former professor).

Application Review Criteria

G.P.A.: A minimum grade point average of 3.0 from undergraduate or previous graduate study is required for full matriculation. Applicants with a 2.50 – 3.0 G.P.A. are considered for limited matriculation. If admitted with limited matriculation status, students may take a maximum of 6 credits each semester for two semesters and must attain an overall grade point average of 3.0 to continue in the program and become fully matriculated. After 12 credits on limited matriculation status, students with under a 3.0 grade point average may not be permitted to continue in the program.

Writing: A personal statement of 500 words or less is analyzed in terms of both content and prose. The successful applicant demonstrates an understanding of what has led them to pursue graduate study in counseling. Educational and career goals are expected to be consistent with our program mission and curriculum. Organization, cogency, and grammar are taken into consideration, with a well organized, well-reasoned, grammatically accurate written presentation required for admission.

Resume/Vitae: Applicants' experiences (including volunteer work and training in addition to employment experience) should demonstrate in breadth and/or depth a developed commitment to serving others in a helping capacity.

Interview

After a thorough examination of application materials, program faculty interview selected applicants, often in small groups. Interviews take place throughout most months of the fall and spring semesters and in early summer. Morning, afternoon, evening and weekend interviews are arranged. Interviews are one hour in length.

Interviews typically consist of two parts, each approximately 30 minutes in length:

- Applicants respond to questions pertaining to their individual, relational, educational, and

vocational experiences that have contributed to their desire to pursue graduate study in counseling and questions pertaining to their educational and career goals.

- Applicants are provided with clinical vignettes and asked questions pertaining to their thinking about them.

Time is also allotted for applicants to ask questions of the faculty about the program and the University.

Applicants are evaluated on verbal and non-verbal communication skills, interpersonal interaction, and appropriateness of responses.

The Review and Notification Process

Graduate applications are submitted to the LIU Brooklyn Admissions Office and forwarded to the department once they are complete. The application form, personal statement, all transcripts, letters of recommendation, and resume must be received by Admissions before the applicant review process begins.

On a monthly basis, the program faculty reviews completed applications that have been forwarded from Admissions to the department. The department then contacts applicants whom they have selected to be interviewed and interviews are scheduled. The remaining applicants are notified that they are not accepted. Applicants who are not accepted may request recommendations for strengthening their application for future submission. Applicants who seek to be reconsidered for acceptance in a future semester may submit an updated application at that time, with indication in the personal statement of how the applicant responded to the direction provided by the faculty when not previously accepted to the program.

Within approximately one month after being interviewed, applicants are informed of their acceptance status.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory student disposition in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism.

Each of these requirements is addressed in greater depth in the Counseling Student Handbook provided to all students upon enrollment in the program. These requirements are also addressed in a student orientation that occurs at the start of each fall and spring semester.

SCHOOL COUNSELING AND BILINGUAL SCHOOL COUNSELING

JOB OPPORTUNITIES AND CAREER TRENDS

State-certified school counselors and bilingual school counselors are uniquely qualified to address students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are essential members of the education community. School counselors help students achieve academically, develop both personally and socially, and consider future educational and career avenues. If you are interested in a challenging career within the educational system outside of the classroom, and you want to make a real difference in the lives of young people, you will find a career in school counseling to be enjoyable and gratifying.

Professional school counselors are employed in all levels of K-12 school systems. According to the Occupational Outlook Handbook, 2010-11 Edition, employment for school counselors is expected to grow by 14 percent between 2008 and 2018, which is faster than the average for all occupations. "States require elementary schools to employ counselors. Expansion of the responsibilities of school counselors also is likely to lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide."

M.S.Ed. in School Counseling

The 48-credit M.S.Ed. program in school counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the school counseling program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration and consultation. Our 48-credit M.S.Ed. program in school counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor.

School Counselor Master of Science in Education Requirements

All of the following core courses are required:

CSP	615	Professional Issues and Ethics in Counseling	3.00
-----	-----	--	------

CSP	649	Counseling Theories and Applications	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	654	Counseling Skills & Processes	3.00
CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	682	Career Development and Counseling	3.00

All of the following specialty courses are required:

CSP	705	Foundations of School Counseling	3.00
CSP	708	School Counseling Research, Program Development and Evaluation	3.00
CSP	711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00

All of the following specialty practice courses are required:

CSP	661A	School Counseling Practicum	3.00
CSP	665A	School Counseling Internship I	6.00
CSP	666A	School Counseling Internship II	6.00

Advanced Certificate in School Counseling

The 24-credit Advanced Certificate in School Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become certified as a school counselor. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, and assessment. Building upon these core content areas, the school counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration and consultation. As with our master's degree in school counseling, our 24-credit Advanced

Certificate in School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor. Permanent certification requires a total of 60 credits and two years experience as a school counselor.

School Counselor Advanced Certificate Requirements

All of the following courses are required:

CSP	661A	School Counseling Practicum	3.00
CSP	665A	School Counseling Internship I	6.00
CSP	666A	School Counseling Internship II	6.00
CSP	705	Foundations of School Counseling	3.00
CSP	708	School Counseling Research, Program Development and Evaluation	3.00
CSP	711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00

M.S.Ed. in Bilingual School Counseling

The 51-credit M.S.Ed. in Bilingual School Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the bilingual school counseling program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling, school-based research, program development and evaluation, advocacy, leadership, collaboration, consultation, and counseling ethno-linguistically diverse students and families. Our 51-credit M.S.Ed. in Bilingual School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor and the bilingual extension for practice as a bilingual school counselor.

The New York City Department of Education has created a Graduate Scholarship Program to address the staffing needs in critical shortage areas and to improve the delivery of service to New York City Public School students. This scholarship program prepares participants to serve in the areas of Bilingual Special Education, Monolingual and Bilingual Speech Language Pathology/Audiology, Monolingual and Bilingual Visually Impaired,

Bilingual Guidance Counselor, Bilingual School Psychology, and Bilingual Social Worker. The scholarship program offers uncertified candidates a traditional path to certification by way of a master's degree in a traditional teaching or clinical shortage area. The primary objective of the scholarship program is to provide full tuition payments to eligible students enabling them to obtain New York State certification and to seek a rewarding career in education. Successful program candidates are required to provide service in a high-need New York City Public Schools upon completion of the program. Two (2) years of service is required for every year the scholarship is awarded. Additional information on the Graduate Scholarship Program is available at www.teachnycprograms.net.

Bilingual School Counselor Master of Science in Education Requirements

All of the following core courses are required:

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	649	Counseling Theories and Applications	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	654	Counseling Skills & Processes	3.00
CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	682	Career Development and Counseling	3.00

All of the following specialty courses are required:

CSP	705	Foundations of School Counseling	3.00
CSP	708	School Counseling Research, Program Development and Evaluation	3.00
CSP	711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00
CSP	726	Counseling Ethnolinguistically Diverse Students and Families	3.00

All of the following specialty practice courses are required:

CSP	661B	Bilingual School Counseling Practicum	3.00
-----	------	---------------------------------------	------

CSP	665B	Bilingual School Counseling Internship I	6.00
CSP	666B	Bilingual School Counseling Internship II	6.00

CSP	726	Counseling Ethnolinguistically Diverse Students and Families	3.00
-----	-----	--	------

Advanced Certificate in Bilingual School Counseling

The 18-27-credit Advanced Certificate Program in Bilingual School Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become certified as a school counselor with the bilingual extension. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, and assessment. Building upon these core content areas, the bilingual school counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in today's schools: contemporary practice of school counseling with ethno-linguistically diverse students and families, school-based research, program development and evaluation, advocacy, leadership, collaboration and consultation. Along with a master's degree in counseling, our 18-27-credit Advanced Certificate Program in Bilingual School Counseling is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school counselor and the bilingual extension for practice as a bilingual school counselor. Permanent certification requires a total of 60 credits and two years experience as a school counselor.

Bilingual School Counselor Advanced Certificate Requirements

All of the following courses are required:

CSP	661B	Bilingual School Counseling Practicum	3.00
CSP	665B	Bilingual School Counseling Internship I	6.00
CSP	666B	Bilingual School Counseling Internship II	6.00
CSP	705	Foundations of School Counseling	3.00
CSP	708	School Counseling Research, Program Development and Evaluation	3.00
CSP	711	Advocacy, Leadership, Collaboration and Consultation in School Counseling	3.00

MENTAL HEALTH COUNSELING

JOB OPPORTUNITIES AND CAREER TRENDS

Mental Health Counseling is a distinct profession with national standards for education, training and clinical practice. The New York Mental Health Counselors Association is the state organization that represents the interests of the clinical counselors of New York State. As stated in the Occupational Outlook Handbook, 2010-11 Edition, mental health counselors work with individuals, families, and groups to address and treat mental and emotional disorders and to promote mental health. They are trained in a variety of therapeutic techniques used to address issues such as depression, anxiety, addiction and substance abuse, suicidal impulses, stress, trauma, low self-esteem, and grief. They also help with job and career concerns, educational decisions, mental and emotional health issues, and relationship problems. In addition, they may be involved in community outreach, advocacy, and mediation activities. Some specialize in delivering mental health services for the elderly. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors.

Mental health counselors work in community health and social service organizations, day treatment programs, outpatient mental health clinics, hospitals, or private practice. Mental Health Counselors are highly skilled professionals who provide a full range of services including: assessment and diagnosis, psychotherapy, treatment planning and utilization review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psycho-educational and prevention programs, and crisis management. If you are interested in a challenging career working with individuals, groups, couples, families, the young and the elderly, and you want to help people lead more fulfilling lives, you will find a career in mental health counseling to be enjoyable and gratifying.

According to the Occupational Outlook Handbook, 2010-11 Edition, employment for mental health counselors is expected to grow by 24 percent between 2008 and 2018, which is much faster than the average for all occupations. "Under managed care systems, insurance companies increasingly are providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists. In addition, there has been increased demand for mental health services as individuals become more willing to seek help."

CNNMoney.com ranked Mental Health Counselor number 33 of the top 50 Best Jobs in America, based on average salary (\$53,150) and projected 10-year job growth (27.18%).

M.S. in Mental Health Counseling

The 60-credit M.S. in Mental Health Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Our 60-credit M.S. in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

Mental Health Counselor Master of Science Requirements

All of the following core courses are required:

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	649	Counseling Theories and Applications	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	654	Counseling Skills & Processes	3.00
CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	682	Career Development and Counseling	3.00

All of the following specialty practice courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00

All of the following specialty courses are required:

CSP	706	Foundations of Mental Health Counseling	3.00
-----	-----	---	------

CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

A total of 12 units of electives is required.

Advanced Certificate in Mental Health Counseling

The 24-credit Advanced Certificate Program in Mental Health Counseling is for students who already have a master's degree in counseling and wish to meet the educational requirements to become licensed as a mental health counselor. To enter this program, students' graduate transcript in counseling must reflect coursework in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Along with a master's degree in counseling, our 24-credit Advanced Certificate Program in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

Mental Health Counselor Advanced Certificate Requirements

All of the following courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00
CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

SCHOOL PSYCHOLOGY

ABOUT THE FIELD OF SCHOOL PSYCHOLOGY

School psychologists work with students individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing abuse of drugs and other substances, and preventing and managing crises. In addition, most school psychologists provide the following services:

Consultation

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- Help others understand child development and how it affects learning and behavior.
- Strengthen working relationships between teachers, parents, and service providers in the community.

Evaluation

- Evaluate eligibility for special services.
- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.

Intervention

- Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.
- Help families and schools manage crises such as death, illness, or community trauma.

Prevention

- Design programs for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy school environments.

Research and Planning

- Evaluate the effectiveness of academic and behavior management programs.
- Identify and implement programs and strategies to improve schools.
- Use evidence-based research to develop and/or recommend effective interventions.

For more information on the field of school counseling, visit the National Association of

School Psychologist's website at www.nasponline.org.

In 2009, U.S. News and World Report named school psychology one of the top ten "hot professions". Many school psychologists in the field are retiring, creating a demand for qualified school psychologists to take their place (see www.usnews.com/money/careers/articles/2008/12/11/best-careers-2009-school-psychologist.html).

ADMISSIONS REQUIREMENTS

- B.A. or B.S. degree from an accredited college, with a 2.75 G.P.A.
- Individuals with or without a background in psychology or education are encouraged to apply.
- A written statement of professional goals, including rationale for why the candidate has chosen the field of school psychology
- Two professional letters of reference from academic instructors or professional supervisors.

Based on the information that the candidate provides, as well as space limitations, a select number of students will be interviewed.

SUBMITTING AN APPLICATION FOR ADMISSION

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

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory professional dispositional reviews in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism.

Each of these requirements is addressed in greater depth in the School Psychology Student Handbook provided to all students upon enrollment in the program. These requirements are also addressed in a Student Orientation that occurs at the start of each fall and spring semester.

M.S.Ed. in School Psychology

The 60-credit M.S.Ed. Program in School Psychology provides students with core knowledge and skills necessary to work in today's schools. Specifically our program has outlined ten competencies based on what was delineated by the National Association of School Psychologists (NASP). Those include: data-based decision-making; consultation and collaboration; effective instruction; socialization and the development of life-skills; student diversity in development and learning; school and systems organization; policy development and the development of appropriate

school climate; prevention, crisis intervention and mental health interventions; home-school collaboration; research and program evaluation; and information technology. Our 60-credit M.S.Ed Program in School Psychology is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school psychologist.

In addition to the requirements for the general School Psychology degree, students may elect to take one or both of two specializations, each of which entails another 6 credits of course work:

1. Early Childhood Specialization prepares school psychologists to work with infants, toddlers and preschoolers and their families. This sequence consists of two three-credit courses: one that covers the administration and interpretation of infant assessment instruments, and one that explores current theory and research in infant development. This specialization does not lead to a separate New York State certification, but is designed to help our graduate students acquire the knowledge base and practical skills for working with a particularly sensitive population.
2. Bilingual Specialization prepares school psychologists to work with linguistically diverse children and their families. It includes two three-credit courses: a course in bilingual education and a course in bilingual assessment. Students who wish to be certified as bilingual school psychologists must also receive passing scores on the Bilingual Education Assessment Test (BEA) of the New York State Teacher Certification Exams (NYSTCE), or the previously administered Target Language Proficiency Assessment (TLPA). Information regarding the BEA exam can be found at: www.nystce.nesinc.com/NY_viewSG_opener.asp. (It is recommended that students take the exam after they have taken and completed TAL 823.)

School Psychologist Master of Science in Education Requirements

The following courses are required:

Developmental Sequence - 6 credits

CSP	633	Developmental Psychology	3.00
TAL	xxx	TAL graduate-level elective	3.00

Diagnostic Sequence - 9 credits

CSP	650	Developmental Psychopathology	3.00
CSP	651	School Neuropsychology	3.00
CSP	702	Diagnosis of Learning Problems	3.00

Assessment Sequence - 15 credits

CSP	704	Research and Measurement in Education	3.00
-----	-----	---------------------------------------	------

CSP	721A	Cognitive Assessment I	3.00
CSP	721B	Cognitive Assessment II	3.00
CSP	722A	Personality Assessment I	3.00
CSP	722B	Personality Assessment II	3.00

Intervention Sequence - 15 credits

CSP	655	Applied Behavior Analysis I	3.00
CSP	703	Parent Consultation and Intervention	3.00
CSP	714	Educational Consultation in Multicultural School Settings	3.00
CSP	720	Community School Psychology	3.00
CSP	799	Individual and Group Counseling Practices in School Settings	3.00

Fieldwork and Professional Issues Sequence - 15 credits

CSP	680A	Issues in School Psychology	3.00
CSP	680B	Fieldwork in School Psychology I	3.00
CSP	680C	Fieldwork in School Psychology II	3.00
CSP	781A, 781B, or 781C	Internship in School Psychology I - General, Bilingual or Early Childhood	3.00
CSP	782A, 782B, or 782C	Internship in School Psychology II - General, Bilingual or Early Childhood	3.00

Students who wish to specialize in bilingual school psychology should take the bilingual internship courses (CSP 781B and CSP 782B) and are also required to take TAL 823 and CSP 724.

Students who wish to specialize in early childhood school psychology should take the early childhood internship courses (CSP 781C and CSP 782C) and are also required to take CSP 723 and CSP 733.

Counseling and School Psychology Courses

CSP 502 Substance Abuse: Prevention and Intervention

A course is 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.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Rotating Basis

CSP 503 Counseling Women

A consideration of the issues involved in counseling women in our contemporary, diverse society.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Rotating Basis

CSP 504 Approaches to Human Sexuality

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 dysfunction, research in human sexuality, and applications to counseling and mental health service settings.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Rotating Basis

CSP 518 Play Therapy

A survey of methods, materials and techniques for working with children. Consideration of different approaches and the therapeutic use of play.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Rotating Basis

CSP 605 Domestic Violence: Violence and the Family

This course examines the nature of violence, especially against women and children. Three major areas are covered: spouse abuse, child physical abuse and child sexual abuse. Prevalence, factors that foster and mitigate the tendency toward violence, and treatment issues are discussed.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Rotating Basis

CSP 607 Independent Research in Counseling

Under the guidance of a faculty member, students select a topic or question of interest to investigate in depth. Students conduct a thorough literature review and devise a qualitative or quantitative study that would contribute to existing knowledge in the area. The submission of a complete proposal, including rationale, literature review, sample population chosen, methods, and procedure, is required.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Rotating Basis

CSP 615 Professional Issues and Ethics in Counseling

An overview of professional orientation and ethical practice. Introduction to the history and philosophy of the profession, professional roles and organizations, and credentialing issues and processes. An exploration of ethical standards of the ACA and related entities and applications of ethical and legal considerations in professional counseling.

Credits: 3

Every Fall and Spring

CSP 633 Developmental Psychology

This course is intended to review the different stages of human development from birth to age 21. It includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The emotional, cognitive, social and physical challenges that children face as they grow older will be reviewed. Major developmental theories and research findings will be presented such as Neo-Piagetian theory, racial identity development theory, developmental theories based on LGBT issues, immigration issues and second language issues. Theorists such as Bronfenbrenner, Kohlberg, Gardner, and Erickson will also be reviewed. Three credits.

Credits: 3

Every Fall

CSP 639 Youth Culture and the Urban Environment

A contextual exploration of today's youth in the urban environment with attention to the process of identity development. Focus on issues such as substance use and abuse, gang involvement, teen pregnancy, sexually transmitted diseases, HIV, and the role of the media, technology and music. Consideration of socio-economics and the influences of race, ethnicity, gender and sexual orientation. Discussion of the counselor's role as an advocate for urban youth.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Rotating Basis

CSP 649 Counseling Theories and Applications

Counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of counseling and psychotherapy, including psychoanalytic, person-centered, existential, reality, behavioral, cognitive, multicultural, racial identity, feminist, and family systems, amongst others.

Credits: 3

Every Fall and Spring

CSP 650 Developmental Psychopathology

The major mood disorders in children and adolescents will be reviewed, with a specific focus on anxiety, depression and bipolar conditions. There will be an emphasis on specific school related problems, such as social withdrawal, school phobia, eating disorders, social adjustment and peer problems, and suicide. Attention will also be given to reviewing other interfering behaviors such as selective mutism, suicidal ideation, and gang violence. Consideration will be given to cultural and social factors in making diagnoses and developing therapeutic interventions. The role of the school psychologist will be explored as well as assessment issues inherent in diagnosing psychopathology.

TARGETED FIELDWORK REQUIREMENT:

Students are expected to administer the following instruments: Conners Comprehensive Behavior Rating Scales, Reynolds Child Manifest Anxiety Scale, the Reynolds Child Depression Inventory, Reynolds Suicide Scale, Beck Youth Inventories, and Piers-Harris Self-Concept Scale, Symptom Checklist-90-R (SCL-90-R) as well as other assessment methods. After these scales are administered, students will be required to incorporate theories and research findings from reading and will be expected to set socio-emotional goals, and develop sample treatment plans. 40 hours.

Credits: 3

Every Spring

CSP 651 Educational Neuropsychology

This course will provide an examination of neural anatomy and brain functions that are most important in the acquisition of reading, writing and math skills. Mechanisms such as attention, executive functions, and working memory will be explored, and their neurological brain bases will be discussed. Developmental neuropsychological research will be examined for principles that can enhance psychoeducational assessment and remedial practices. The neural bases of bilingualism and second language acquisition will also be discussed. Neurological disorders will be discussed in relationship to modifications in educational placement, classification and practice.

The pre-requisite of CSP 721A is required.

Credits: 3

Every Spring

CSP 652 Human Development Across the Lifespan

An overview of theories of individual and family development, transitions across the lifespan, and theories of learning and personality development. Exploration of internal and external influences upon normal and abnormal development, disability, and exceptional behavior. Investigation of strategies for facilitating optimum development and wellness over the lifespan.

Credits: 3

Every Fall and Spring

CSP 654 Counseling Skills & Processes

Counselor characteristics and behaviors that influence helping processes are addressed. Focus is on interviewing methods, counseling skills, goal setting, treatment planning, assessment, diagnosis, documentation and report writing. Both direct service and consultation skills are discussed. The importance of self-awareness and analysis toward counselor effectiveness is highlighted.

Credits: 3

Every Fall and Spring

CSP 655 Applied Behavior Analysis I: Principles and Procedures

This course will provide an in-depth analysis of the principles upon which applied behavior analysis is based, as well as an introduction to procedures that can be used to improve social and academic behaviors in all children. Students will review single subject design as well as other issues necessary to document interventions. Emphasis is placed on the application of the principles to environmental, functional and ecological analyses of behavior in a responsible ethical manner. **TARGETED FIELDWORK REQUIREMENT:** Students are expected to observe in schools and develop behavior intervention plans to improve specific social or academic behaviors in a classroom. A certified school psychologist will supervise students. 30 hours.

Credits: 3

Every Fall

CSP 657A Family Counseling in the Urban Setting

An overview of theories of family therapy and a study of patterns of family interaction within a culturally and linguistically diverse context. Techniques for enhancing family functioning are discussed. Focus on issues specific to counseling couples and counseling parents. Exploration of issues particularly relevant to families in the urban setting.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Every Fall and Spring

CSP 659 Counseling and A Pluralistic Society

An exploration of the context of relationships, and issues and trends in a culturally and linguistically diverse society. Focus on theories of identity

development in multiple domains, and multicultural counseling theories and competencies. Investigation into the nature of biases, prejudices, oppression, and discrimination and their effects.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Every Fall and Spring

CSP 660A Group Work

An introduction to principles of group dynamics, approaches to group leadership and authority, theories and methods of group counseling. Issues of culture, diversity, and identity in groups will be addressed. Instructional videos and/or media representations of group dynamics will be included. Includes an experiential group experience of at least 10 hours and the study of different types and settings of group work, including psychoeducational groups and therapeutic groups with various clinical populations.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

All Sessions

CSP 660B Advanced Group Work

A continuation of the study of group dynamics in an advanced context. The impact of social system phenomena such as race/ethnicity, gender, and culture on groups will be assessed. Systemic and organizational dynamics related to the counselor's role will be explored. Instructional videos and/or media representations of group dynamics will be included. An intensive experiential group experience of at least 10 hours will be required.

The pre-requisites of CSP 615, 649, 652, 654 and HDL 660A are required.

Credits: 3

Rotating Basis

CSP 661A School Counseling Practicum

Students work 75 hours in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 40 hours of direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisites of CSP 615, 649, 652, and 654 are all required.

Credits: 3

Every Fall and Spring

CSP 661B Bilingual School Counseling Practicum

Students work 75 hours in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 40 hours of direct service to children with limited English language proficiency is required. Audio-taping, videotaping, or live supervision.

The pre-requisites of CSP 615, 649, 652 and 654

are required.

Credits: 3

Every Fall and Spring

CSP 661M Mental Health Counseling Practicum

Students work 75 hours in a mental health setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 40 hours in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisites of CSP 615, 652, 654 and 649 are required.

Credits: 3

All Sessions

CSP 665A School Counseling Internship I

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 661A is required and approval from the Department.

Credits: 6

Every Fall and Spring

CSP 665B Bilingual School Counseling Internship I

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service to children with limited English language proficiency is required. Audio-taping, videotaping or live supervision.

The pre-requisite of CSP 661B is required and Departmental approval.

Credits: 6

Every Fall and Spring

CSP 665M Mental Health Counseling Internship I

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 661M is required and Departmental approval.

Credits: 6

All Sessions

CSP 666A School Counseling Internship II

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 665A is required and approval from the Department.

Credits: 6

Every Fall and Spring

CSP 666B Bilingual School Counseling Internship II

Students work 300 hours each of two semesters in a K-12 school under the supervision of a certified and experienced bilingual school counselor, being exposed to and performing varied responsibilities of the school counseling program. A minimum of 120 hours each semester in varied responsibilities of the school counseling program. A minimum of 120 hours each semester in direct service to children with limited English language proficiency is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 665B is required and Departmental approval.

Credits: 6

Every Fall and Spring

CSP 666M Mental Health Counseling Internship II

Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision.

The pre-requisite of CSP 665M is required.

Credits: 6

All Sessions

CSP 668A Assessment and Diagnosis in Counseling Diverse Populations

Focus on the nature and meaning of assessment; standardized and non-standardized testing methods; statistical concepts; reliability and validity; social, cultural, and linguistic factors in assessment and diagnosis; ethical issues in instrument selection, administration, and interpretation of assessments. Introduction to the DSM classification system.

The pre-requisites of CSP615, 652, 654 and HDL 649 are required.

Credits: 3

Every Semester

CSP 679 Substance Abuse and High Risk Behaviors

An overview of substance use, abuse and high-risk behaviors, and their interrelatedness in the contexts of the helping professions of psychology and counseling. Substance abuse counseling theories, practices, and treatment will be explored.

The pre-requisites of CSP 615, 649, 652 and 654 are all required.

Credits: 3

Rotating Basis

CSP 682 Career Development and Counseling

Study of the meaning of work in people's lives, career development theories, decision-making models, and programming. Consideration of print and electronic career information systems.

Exploration of multiple roles and identities in career development. Analysis of educational and career counseling processes, techniques, and resources.

The pre-requisites of CSP 615, 652, 654 and HDL 649 are required.

Credits: 3

Every Semester

CSP 702 Diagnosis of the Learning Problems of Students

This course will review the diagnostic and learning issues of students with learning disabilities, such as dyslexia, math and writing disabilities, nonverbal disabilities, attention deficit and executive function difficulties. Profiles, assessment batteries, differential diagnoses, and specific measures that facilitate the diagnosis of such disabilities will be reviewed. Research findings along with theoretical and etiological issues will be discussed
TARGETED FIELDWORK REQUIREMENT: Students are expected to administer various assessments such as (but not limited to): Ravens Progressive Matrices, S-TOPP, Stroop, BRIEF, Achenbach, Conners to help in ruling out conditions described within the course description to children in school settings. Supervision by a school psychologist is required. The results of these assessments will be used to write social, emotional and academic goals. 40 hours.

The pre-requisite of CSP 651 is required.

Credits: 3

Every Fall

CSP 703 Parent Consultation and Intervention in Multicultural Settings

This course will focus on the shifts that have occurred in child therapy, and how these changes can inform and affect consultation work with parents in a variety of multicultural settings. Topics such as developmental and attachment theory, the interactional nature of personality development and a relational understanding of emotional problems will be emphasized to highlight how interactions between parent and child become prototypes for later relational experiences. The premise of parent-focused treatment rests on an understanding of the

regulatory processes and attachment between parent and child; through parent consultation, the parent-child relationship is reconfigured to mitigate issues in child development. Three credits.

Credits: 3

Every Spring

CSP 704 Research and Measurement In Education and Psychology

This course will provide a presentation of basic statistical and measurement concepts such as central tendency, variability, correlation and factor analysis used to interpret test scores and understand test construction. Concepts of validity, reliability and the use of derived scores are presented through an analysis of the assessments used in school psychology as well as research used to inform school psychology. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental quasi-experimental and qualitative designs. Surveys and qualitative research are also discussed.

Credits: 3

Every Fall

CSP 705 Foundations of School Counseling

Introduction to the history, philosophy, and current trends in school counseling and educational systems. Exploration of the role, function, and professional identity of the school counselor. Investigation into internal and external factors that influence student learning and development. Instruction in ethical and legal issues specific to the practice of school counseling. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Fall and Spring

CSP 706 Foundations of Mental Health Counseling

Introduction to the history, philosophy, and current trends in mental health counseling. Exploration of the role, function, and professional identity of the mental health counselor, including issues of credentialing, collaboration, and consultation with other treatment providers. Instruction in ethical and legal issues specific to the practice of mental health counseling. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Semester

CSP 708 School Counseling Research, Program Development and Evaluation

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry, and analyses in conducting research in the development, evaluation and modification of school counseling programs. Focus on understanding the investigative process from

needs assessment through the interpretation of findings and the implementation of change for improved counseling effectiveness. Exploration of the use of data to inform decision making, with attention to both internal and external effects upon students learning and development. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Fall and Spring

CSP 709 Research, Evidence-Based Practice and Program Evaluation

Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry and analysis in research and program evaluation. A review and analysis of evidence-based practices in mental health counseling with a variety of populations and clinical issues. The use of needs assessment and outcomes research in program development, implementation, and evaluation will be explored. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Semester

CSP 711 Advocacy, Leadership, Collaboration and Consultation in School Counseling

Introduction to educational policy and school reform related to diversity, equity and excellence in student learning. Exposure to modes and methods of collaboration and consultation with family, school, and community to enhance student development and achievement. Understanding of the characteristics and strategies of effective leadership in educational systems. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Fall and Spring

CSP 712 Psychopathology and Psychopharmacology

An overview of the major diagnostic categories of psychopathology according to the current DSM classification system. An understanding of disorders in terms of diagnostic features, associated features, demographic features, prevalence, course, familial pattern, differential diagnosis, and cultural contexts. Basic understanding of commonly prescribed psychopharmacological medications, including uses and side effects.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Fall and Spring

CSP 714 Academic Consultation in Multicultural School Settings

This course will review instructional issues inherent in school systems necessary to facilitate changes on

the individual, team and programmatic level. Emphasis is on reviewing instructional and learning theory as well as exploring the role of school psychologists in assisting teachers and staff to develop and monitor curriculum. Emphasis will be placed on assisting and training staff and parents to implement evidence-based curricula as well as understanding the context and cultural background of different students. Parent training programs will be reviewed and discussed and methods of crisis intervention will be elaborated upon, as well as how issues of diversity may warrant that interventions be tailored to particular backgrounds. Consultation projects will be completed in which trainees assess student strengths and weaknesses, develop interventions collaboratively with staff, and train staff to implement these interventions, monitor these interventions and assess overall effectiveness. TARGETED FIELDWORK REQUIREMENT: Students will be required to go into schools and consult with teachers and/or administrators regarding children with academic difficulties. A certified school psychologist will supervise students. 40 hours.

The pre-requisite of CSP 655 is required.

Credits: 3

Every Spring

CSP 721A Cognitive Assessment I

This course is designed to teach students to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course focuses on the three Wechsler Intelligence Scales. Psychometric properties of those instruments are related to issues of interpretation. Psychological issues in intelligence testing as well as ethical and legal considerations are reviewed. Students are required to administer tests and write assessment reports based on the results. Additional laboratory hours are required.

Credits: 3

Every Fall

CSP 721B Cognitive Assessment II

A continuation of 721A. Students learn how to assess the cognitive functioning of children by administering, scoring and interpreting measures of cognitive ability as well as academic functioning used by school psychologists. Integration of findings with educational and other evaluation results is examined so that individual education plans can be developed. Students are required to administer tests, write assessment reports, and make case presentations. Additional laboratory hours are required.

The pre-requisite of CSP 721A is required.

Credits: 3

Every Spring

CSP 722A Personality Assessment I

This course aims to teach students how to administer, score and interpret the Rorschach test, through the use of the Exner Comprehensive Scoring System. The history of projective tests

along with their strengths and shortcomings will be reviewed. Cultural, ethnic and language considerations will be discussed as related to the administration and interpretation of the test. Additional laboratory hours are required.

The pre-requisite of CSP 721A is required.

Credits: 3

Every Spring

CSP 722B Personality Assessment II

This course is a continuation of 722A. It aims to teach students how to administer, score and interpret thematic apperceptive, figure drawing and sentence completion tests. Throughout the course students will be practicing report writing and will develop the ability to integrate information from the various personality assessments, including the Rorschach. Quantitative and qualitative interpretations will be reviewed. Additional laboratory hours are required.

The pre-requisite of CSP 722A is required.

Credits: 3

Every Fall

CSP 723 Assessing Infants, Toddlers and Preschoolers

Students will learn to administer, score and interpret the tests used to assess development in infants, toddlers and preschoolers. This course will focus on the psychometric properties as they relate to assessments of development, cognitive functioning and adaptive behavior. Play assessment and observational techniques for such age groups are presented. Techniques for assessing children with vision and hearing impairments are also addressed. Students will be required to administer tests, make case presentations, and write reports. Students will interpret data by integrating clinical findings so that specific intervention plans can be developed. Additional laboratory hours are required.

The pre-requisites of CSP 721A and 721B are required.

Credits: 3

Every Summer

CSP 724 Assessing the Bilingual Child

In this course, students will engage in an examination of issues in the assessment of bilingual children, including the appropriate use of standardized measures, nondiscriminatory assessment, and alternative approaches to the assessment of cognitive functioning and social adaptive behavior of linguistically diverse children. Students will learn when and how to conduct evaluations in the child's first or second language (or both). Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that individual educational plans can be developed. Additional laboratory hours are required.

The pre-requisites of CSP 721A and 721B are required.

Credits: 3

Every Fall

CSP 726 Counseling Ethnolinguistically Diverse Students and Families

An exploration of the experiences of culturally and ethnolinguistically diverse families in the context of an English-predominant society. The impact of linguistic fluency, immigration, acculturation, and assimilation upon family dynamics and related systems will be analyzed. Considerations such as parentification of English-speaking children of linguistic minority parents, management of bi-cultural stress, trends in bilingual education, and cultural resiliency will be addressed. Ten hour field component.

The pre-requisites of CSP 615, 649, 652 and 654 are required.

Credits: 3

Every Fall and Spring

CSP 733 Development in Infancy and Early Childhood

This course presents an in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included.

Credits: 3

Every Summer

CSP 745 Special Topics in Counseling: Summer Institutes

Each year the faculty identifies critical areas of interest in counseling. One-week summer institutes are planned for intensive study related to those issues. Each institute features expert speakers on the topic.

The pre-requisites of CSP 615, 652, 654 and 649 are required.

Credits: 3

Every Summer

CSP 781A Internship School Psychology I - General

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration.

The pre-requisites of HDL 721A, 721B, 722A, 722B and a total of 48 credits completed are required.

CSP 781B Internship School Psychology I - Bilingual Extension

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where bilingual and multicultural populations are in place and must receive supervision from a bilingual field-based supervisor.

The pre-requisites of HDL 721A, 721B, 722A, 722B and a total of 48 credits completed are required.

CSP 781C Internship School Psychology I - Early Childhood

Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where early childhood populations are in place and must receive supervision from a field-based supervisor with expertise in early childhood assessment.

The pre-requisites of HDL 721A, 721B, 722A, 722B and a total of 48 credits completed are required.

CSP 782A Internship School Psychology II - General

This course is a continuation of HDL 781A. Students complete a 1200 hour internship

throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration.

The pre-requisite of HDL 781A is required.

CSP 782B Internship School Psychology II - Bilingual Extension

This course is a continuation of HDL 781B. Students complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where bilingual and multicultural populations are in place and must receive supervision from a field-based supervisor with a bilingual certificate.

The pre-requisite of HDL 781B is required.

CSP 782C Internship School Psychology II - Early Childhood

This course is a continuation of HDL 781C. Students will complete a 1200 hour internship throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school

psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. Students must be placed in a setting where early childhood populations are in place and must receive supervision from a field-based supervisor with expertise in early childhood assessment.

The pre-requisite of HDL 781C is required.

CSP 930 Administrative Core I: An Overview

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.

Credits: 6

Every Fall

CSP 931A Administrative Core II: Community Relations

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.

The pre-requisite of HDL 930 is required or Department consent.

Credits: 3

Every Fall

CSP 931B Research Methods In Administration

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.

The pre-requisite of HDL 930 is required or Department consent.

Credits: 3

Every Spring

CSP 932 Assessment in Administration

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.

Credits: 3

Every Summer

CSP 933 School Business Administration

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.

The pre-requisite of HDL 930 is required or Department consent.

Credits: 3

Every Spring

CSP 935 Education and the Law

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.

Credits: 3

Every Fall

CSP 936 Curriculum Development

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.

Credits: 3

Every Summer

CSP 937 The Supervisor in the School Setting

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.

Credits: 3

Every Spring

CSP 941 School District Administrator

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.

Credits: 3

Every Summer

CSP 951A Internship in Administration and Supervision I: Building Level

This internship consists of 550 hours at the school building level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

Credits: 3
Every Fall

CSP 951B Internship in Administration and Supervision II: District/Regional Level

This internship consists of 550 hours at the district or regional office level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

The pre-requisite of HDL 951A is required.

Credits: 3
Every Spring

CSP 998 Special Topics in School Leadership

This course is designed to provide participants with the opportunity to explore one topic of administrative importance in depth. Topics will vary each semester.

Credits: 1 to 3
On Occasion

TEACHING, LEARNING AND LEADERSHIP

Professors Kesson (chair), Rivera, Traugh (Dean)
Professors Emeriti Berkowitz, Kazlow, Long,
Nathanson, Pascale.

Associate Professors Bains, Blitzer, Dyasi, Lava,
Lehman, Lemberger, Zinar

Associate Professor Emeriti Floyd

Assistant Professors Baglieri, Pregot, Salloum,
Systra

Assistant Professor Visiting, Pabon

Instructor Walsh

Adjunct: 21

The Department of Teaching, Learning and Leadership offers programs on both the undergraduate and graduate level, all leading to NYS teaching and leadership certification. The program prepares new teachers and administrators who are just starting out in their field and helps practicing professionals enhance their careers with additional specializations. All programs emphasize hands-on learning in a multicultural context.

Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork, student teaching, and internship placements are in schools especially selected for excellence and diversity. With an emphasis on practice, students will be out in the schools – observing, learning, and doing – from the very beginning. Students will graduate eligible for state certification – and ready to get a job!

Job Opportunities and Career Trends

Education is an ever-growing field. As the population continues to grow, so will the need for quality teachers and administrators to work in schools. Learning the theory in classrooms and being involved in the practice of teaching through fieldwork and student teaching is the beginning of a journey. The New York City Department of Education is the primary employer of our graduates and there are high need areas such as: Early Childhood, Special Education and English as a Second Language. In addition, teachers and administrators are also employed in a range of educational settings, including pre-schools, private, independent and charter schools, private tutorial companies and after-school and literacy programs. Educators are also sought at non-profit organizations with a community service and/or educational focus, including those that are internationally-based. Having a degree in education opens up other career options including: positions in educational media, such as in publishing and television development, curriculum development, market research and human resources, notably the training function.

Admission Requirements

To be admitted into this program, you must:

- Submit an application to LIU Brooklyn's Office of Admissions (see below)
- Have a bachelor's degree from an accredited institution

- Have 2.75 minimum undergraduate grade-point average
- Submit two letters of recommendation
- Submit a statement of professional goals

Students who have not passed the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification Exam and do not have prior teaching certification are also required to take the TLL Department Assessment, a measure of writing skill, upon admission and before registration. Students who do not achieve a passing score (Level 3) on the assessment must enroll in TAL 088 Textual Strategies for Educators, a non-credit course to develop reading and writing skills at the graduate level, during the first semester. They are also required to meet with the Director of Academic Support Services early in the semester to discuss the results of the assessment. In addition, students scoring at Level 1 are limited to 3 credits in the first semester; students scoring at Level 2 are limited to 6 credits.

Waiver of Courses for Students with an Undergraduate Degree in Urban Education from LIU

Students who have completed the undergraduate teacher education curriculum at LIU Brooklyn, including TAL 201 and TAL 301/302, may waive TAL 801 and TAL 830 in the graduate curriculum, reducing the total credit requirement by six credits. In the event that this results in a program of fewer than 30 credits, students are required to take an elective to bring their program to at least 30 credits. The elective must be approved by a faculty adviser.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar of the campus' website. For more information on the admissions process, visit the Office of Admissions website or call 718-488-1011.

Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining a 3.0 grade-point average
 - Satisfactory review by faculty at each stage of the program
- The School of Education Certification Officer reviews the transcripts of all new students seeking 1st initial certification for evidence of undergraduate or graduate study that fulfills the following NYS teacher certification requirements:
- General education requirements, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression.
 - Content area requirements, including a 30 credit concentration or major in one of the Liberal Arts and Sciences.

Students will be advised of any additional coursework that they will need to complete before graduation to fulfill these requirements.

Fieldwork

Fieldwork is required in almost all TLL courses. Students need to have at least one day a week available to be in a school placement during school hours.

Student Teaching

Student teaching is usually completed in the last semester of the teacher education programs. It is a full-time experience that consists of all-day student teaching in selected schools.

To be admitted to Student Teaching, multiple criteria include:

- Passing score on LAST
 - 3.0 G.P.A.
 - Interview with Director of School Relations & Field Experience and/or Program Coordinator.
- Students who have not passed the LAST do not student teach but may graduate from the Non-Certification Track.

Degree Requirements

To graduate with a major in teaching students must have:

- Completion of all program requirements with a minimum G.P.A. 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

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 (1) child abuse identification and reporting, (2) violence prevention, and (3) fire safety, substance abuse prevention, 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 in teaching fulfill the academic requirements for the following certificates:

- Initial Certification, for students with less than 3 years of experience in the certification area
 - Professional Certification, for students with a year of mentored teaching and two years of teaching experience in the certification area
- To obtain initial or professional certification, students must:
- Fulfill all requirements for graduation from a certification track program, including: - Completion of student teaching, internship, and/or practicum requirements - Passing scores on the LAST and ATS-W - Completion of state-mandated training in child abuse identification and reporting, school violence prevention, fire safety, substance abuse prevention, and abduction prevention
 - Be a U.S. citizen or sign a Declaration of Intent
 - Pass the Content Specialty Test (CST) in the certification area

- For students seeking the Bilingual Education Extension: pass the Bilingual Education Assessment (BEA) in the target language of instruction
The School of Education (SOE) Certification Officer helps students apply for certification when all requirements are met. Students interested in Internship Certification before graduation should consult the Certification Officer.

Progression

- All of the M.S.Ed. programs in teaching are divided into four Tiers:
- Tier I: 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 G.P.A. In addition students must meet the following criteria,
- 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.

Teaching Certification Requirements

Requirements for teacher certification in New York includes successful completion of a bachelor’s or master’s degree; passing of certification examinations, completing workshops in (1) child abuse identification and reporting, (2) violence prevention, and (3) fire safety, substance abuse prevention, and abduction prevention. LIU Brooklyn’s programs in teacher education are designed to prepare students to meet these certification requirements.

The teacher education programs in the School of Education at LIU Brooklyn prepare students for two levels of certification in New York State — Initial and Professional:

Initial Certification is the minimum certification required to teach in New York State. Initial Certification, for students with less than three years of teaching experience in the certification area. The entry-level certificate is valid for 5 years and is issued in a specific subject and/or grade level. Initial Certification leads to the Professional Certificate. After three years of professional teaching experience, you can apply for the Professional Certificate to continue to be certified in New York State. All teacher-training bachelor’s and master’s programs in the School of Education at LIU Brooklyn lead to Initial

Certification.

Professional Certification is the second-level teaching certificate. A holder of an Initial certificate must apply to the New York State Department of Education (SED) for the Professional certificate upon completion of requirements. Professional Certification is awarded to students with a year of mentored teaching and 2 years of teaching experience in the certification area. Please note that when you possess this certificate you must complete 175 hours of professional development every five years to keep this certificate valid.

In addition, students in the following M.S.Ed. programs leading to 1st initial certification may be eligible to apply for Internship Certification after completing half the required credits:

- Childhood Urban Education
- Early Childhood/Childhood Urban Education
- Early Childhood Urban Education
- Adolescence Urban Education
- Teaching Urban Children with Disabilities
- Teaching Urban 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 (1) child abuse identification and reporting, (2) violence prevention, and (3) 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.

4. Fingerprint Clearance

Applications for certification are submitted electronically. Students who have completed all requirements of the registered New York State Teacher Certification program at LIU Brooklyn should see the SOE certification officer, 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.

The following workshops are required for all programs leading to state certifications:

The Child Abuse Identification and Reporting Workshop is required or completion of the course ALCX 702.

The Violence Prevention and Intervention Workshop is required or completion of the course ALCX 703.

The Fire Safety, Substance Abuse and Abduction Prevention Workshop is required or completion of the course ALCX 704.

The Department of Teaching, Learning and Leadership offers the following specializations:

- Early Childhood and Childhood Education
- Adolescence Education
- Special Education
- TESOL
- Bilingual Education
- Educational Leadership

EARLY CHILDHOOD AND CHILDHOOD EDUCATION

M.S.Ed. in Early Childhood Urban Education (Birth - Grade 2)

The 36 -credit M.S.Ed. in Early Childhood Urban Education (Birth-Grade 2) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Early Childhood Education. It prepares students to teach children from birth to second grade. There is also a 34 credit M.S.Ed. in Early Childhood Urban Education (Birth-Grade 2) for students who already have certification in another area. Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area. A 34-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Early Childhood Urban Education 1st Initial & 2nd Initial Certification

M.S.Ed. in Early Childhood Urban Education (B-2) -- 1st Initial Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL	088	Textual Strategies for Educators	0.00
-----	-----	----------------------------------	------

All of the following courses must be completed.

TIER I: Diversity, Language and Literacies in Urban Education (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	810	Early Development (15 fieldwork hours)	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

Tier III: Inquiry into Urban Classrooms and Teaching Practices (9 credits)

TAL	845	Math and Science in Early Childhood (15 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

Tier IV: Advanced Inquiry and Practice (6 credits)

TAL	881A	Student Teaching: Early Childhood (Full-time)	3.00
TAL	971	Capstone Seminar	3.00

A minimum of 36 credits is required.

M.S.Ed. in Early Childhood Urban Education (B-2) -- 2nd Initial Certification

All of the following courses must be completed.

TIER I: Diversity, Language and Literacies in Urban Education (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	810	Early Development (15 fieldwork hours)	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

Tier III: Inquiry into Urban Classrooms and Teaching Practices (9 credits)

TAL	845	Math and Science in Early Childhood (15 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

Tier IV: Advanced Inquiry and Practice (4 credits)

TAL	881B	Student Teaching for the Practicing Teacher: Early Childhood (20 days)	1.00
TAL	971	Capstone Seminar	3.00

A minimum of 34 credits is required.

Early Childhood Urban Education - Non Certification

EARLY CHILDHOOD URBAN EDUCATION (B-2), M.S.Ed. - Non-certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL	088	Textual Strategies for Educators	0.00
-----	-----	----------------------------------	------

TIER I: Diversity, Language and Literacies in Urban Education (9 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	810	Early Development (15 Fieldwork hours)	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (9 credits)

TAL	845	Math and Science in Early Childhood (15 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	971	Capstone Seminar	3.00

A minimum of 34 credits is required.

M.S.Ed. in Childhood Urban Education (Grades 1-6)

The 42-credit M.S.Ed. in Childhood Urban Education (Grades 1-6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Childhood Education, grades 1-6. It prepares students to teach in elementary school classrooms. There is also a 33-credit M.S.Ed. in Childhood Urban Education (Grades 1-6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (6 credits) or bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 40-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Childhood Urban Education 1st Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL	088	Textual Strategies for Educators	0.00
-----	-----	----------------------------------	------

All of the following courses must be completed. TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00

TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
-----	-----	--	------

TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
-----	-----	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL	831	Teaching Social Studies 1-6 (10 Fieldwork hours)	3.00
-----	-----	--	------

TAL	832	Teaching the Arts 1-6	3.00
-----	-----	-----------------------	------

TAL	833	Teaching Science/Technology 1-6 (10 Fieldwork hours)	3.00
-----	-----	--	------

TAL	834	Teaching Math/Technology 1-6 (10 Fieldwork hours)	3.00
-----	-----	---	------

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
-----	-----	---	------

TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
-----	-----	---	------

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL	882A	Student Teaching: Childhood (Full-time)	3.00
-----	------	---	------

TAL	971	Capstone Seminar	3.00
-----	-----	------------------	------

A minimum of 42 credits is required.

Childhood Urban Education 2nd Initial Certification

All of the following courses must be completed.

TIER I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL	801	Issues in Urban Education	3.00
-----	-----	---------------------------	------

TIER II: Observation and Description of Urban Learners (9 credits)

TAL	803	Perspectives on Disability	3.00
-----	-----	----------------------------	------

TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
-----	-----	--	------

TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
-----	-----	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL	831	Teaching Social Studies 1-6 (10 Fieldwork hours)	3.00
-----	-----	--	------

TAL	832	Teaching the Arts 1-6	3.00
-----	-----	-----------------------	------

TAL	833	Teaching Science/Technology 1-6 (10 Fieldwork hours)	3.00
-----	-----	--	------

TAL	834	Teaching Math/Technology 1-6 (10 Fieldwork hours)	3.00
-----	-----	---	------

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
-----	-----	---	------

TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
-----	-----	---	------

TIER IV: Advanced Inquiry and Practice (3 credits)

TAL	971	Capstone Seminar	3.00
-----	-----	------------------	------

A minimum of 33 credits is required.

Childhood Urban Education - Non Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL	088	Textual Strategies for Educators	0.00
-----	-----	----------------------------------	------

All of the following courses must be completed. TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
-----	-----	---------------------------	------

TAL	802	Language and Literacy	3.00
-----	-----	-----------------------	------

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
-----	-----	----------------------------	------

TAL	811	Lives of Children (14 Fieldwork hours)	3.00
-----	-----	--	------

TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
-----	-----	--	------

TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
-----	-----	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (18 credits)

TAL	831	Teaching Social Studies 1-6 (10 Fieldwork hours)	3.00
-----	-----	--	------

TAL	832	Teaching the Arts 1-6	3.00
-----	-----	-----------------------	------

TAL	833	Teaching Science/Technology 1-6 (10 Fieldwork hours)	3.00
-----	-----	--	------

TAL	834	Teaching Math/Technology 1-6 (10 Fieldwork hours)	3.00
-----	-----	---	------

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
-----	-----	---	------

TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00
-----	-----	---	------

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
-----	-----	--	------

TAL	971	Capstone Seminar	3.00
-----	-----	------------------	------

A minimum of 40 credits is required.

M.S.Ed. in Childhood/Early Childhood Urban Education (Birth - Grade 6)

The 52-credit M.S.Ed. in Childhood/Early Childhood Urban Education (Birth – Grade 6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS certification in Early Childhood Education, birth to grade 2, and Childhood Education, grades 1–6. It prepares students to teach in pre-schools, kindergartens, and elementary school classrooms. There is also a 44-credit M.S.Ed. in Childhood/Early Childhood Urban Education (Birth – Grade 6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools, grades 7–9 (6 credits) or bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 24 to 26 credits. Internship Certification permits students to begin teaching while they complete their degrees. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 49-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Childhood/Early Childhood Urban Education - 1st Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL	088	Textual Strategies for Educators	0.00
-----	-----	----------------------------------	------

All of the following courses are required.

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (15 credits)

TAL	803	Perspectives on Disability	3.00
TAL	810	Early Development (15 Fieldwork hours)	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00

TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
-----	-----	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

TAL	831	Teaching Social Studies (1-6) (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts (1-6)	3.00
TAL	833	Teaching of Science/Technology (10 Fieldwork hours)	3.00
TAL	834	Teaching of Math/Technology (10 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

OR

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (7 credits)

TAL	882A	Student Teaching: Childhood (Full-Time)	3.00
TAL	881B	Student Teaching for the Practicing Teacher: Early Childhood (20 days)	1.00
TAL	971	Capstone Seminar	3.00

A minimum of 52 credits is required.

Childhood/Early Childhood Urban Education - 2nd Initial Certification

TIER I: Diversity, Language and Literacies in Urban Education (3 credits)

TAL	801	Issues in Urban Education	3.00
-----	-----	---------------------------	------

TIER II: Observation and Description of Urban Learners (12 credits)

TAL	803	Perspectives on Disability	3.00
TAL	810	Early Development (15 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

TAL	831	Teaching Social Studies (1-6) (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts (1-6)	3.00
TAL	833	Teaching of Science/Technology (10 Fieldwork hours)	3.00
TAL	834	Teaching of Math/Technology (10 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

OR

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4-5 credits)

TAL	882B	Student Teaching for the Practicing Teacher: Childhood * (20 days)	1.00
TAL	881B	Student Teaching for the Practicing Teacher: Early Childhood (20 days)	1.00
TAL	971	Capstone Seminar	3.00

*May be waived for students who hold initial certification in another area.

A minimum of 43 credits is required.

Childhood/Early Childhood Urban Education - Non Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL	088	Textual Strategies for Educators	0.00
-----	-----	----------------------------------	------

All of the following courses are required.

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (15 credits)

TAL	803	Perspectives on Disability	3.00
-----	-----	----------------------------	------

TAL	810	Early Development (15 Fieldwork hours)	3.00
TAL	811	Lives of Children (14 Fieldwork hours)	3.00
TAL	816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (24 credits)

TAL	831	Teaching Social Studies (1-6) (10 Fieldwork hours)	3.00
TAL	832	Teaching the Arts (1-6)	3.00
TAL	833	Teaching of Science/Technology (10 Fieldwork hours)	3.00
TAL	834	Teaching of Math/Technology (10 Fieldwork hours)	3.00
TAL	844	Environments, Practices and Play (15 Fieldwork hours)	3.00
TAL	846	Family Literacy and Parental Collaboration (10 Fieldwork hours)	3.00

OR

TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	873	Early Literacy (15 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	971	Capstone Seminar	3.00

A minimum of 49 credits is required.

Advanced Certificate in Early Childhood Urban Education (Birth - Grade 2)

The Advanced Certificate in Early Childhood is for students with prior certification only. It leads to a 2nd Initial Certification in Early Childhood Education, preparing students to teach in preschool, kindergarten, and primary classrooms through grade 2.

Must complete all courses listed below.

TAL	810	Early Development	3.00
TAL	844	Environments Practices and Play in Early Childhood	3.00
TAL	846	Family Literacy and Parental Collaboration	3.00
TAL	873	Early Literacy	3.00
TAL	881B	Student Teaching for the Practicing Teacher: Early Childhood	1.00

A minimum of 13 credits is required.

ADOLESCENCE EDUCATION

M.S.Ed. in Adolescence Urban Education (Grades 7-12)

The 39-45-credit M.S.Ed. in Adolescence Urban Education (Grades 7-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS certification in Adolescence Education, grades 7-12. It prepares students to teach one of the content areas (Biology, Chemistry, English, Math or Social Studies) at the secondary level. Prior coursework in the intended content area is required. There is also a 33-39-credit M.S.Ed. in Adolescence Urban Education (Grades 7-12) for students who already have certification in another area.

Optional extensions are also available for students wishing to teach in middle schools (6 credits) or in bilingual classrooms (9 credits).

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18 to 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for students who are not interested in or who do not qualify for certification.

Adolescent Urban Education: Biology 1st Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.0
---------	----------------------------------	-----

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00
TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: Biology

TAL 841A	Curriculum in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
----------	---	------

TAL 842A	Teaching Methods in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
----------	---	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	---	------

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A	Student Teaching: Adolescence (Full-time classroom fieldwork)	3.00
----------	---	------

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 39 credits is required.

Adolescent Urban Education: Biology 2nd Initial Certification

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (6 credits)

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
---------	---	------

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Biology

TAL 841A	Curriculum in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
----------	---	------

TAL 842A	Teaching Methods in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
----------	---	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	---	------

TIER IV: Advanced Inquiry and Practice (3 credits)

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 30 credits is required.

Adolescent Urban Education: Biology - Non Certification

Non-credit pre-requirement determined by TAL Assessment or LAST:

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
---------	---------------------------	------

TAL 802	Language and Literacy	3.00
---------	-----------------------	------

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
---------	----------------------------	------

TAL 812	Lives of Adolescents (14-20 Fieldwork hours)	3.00
---------	--	------

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
---------	---	------

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	--	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Biology

TAL 841A	Curriculum in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
----------	---	------

TAL 842A	Teaching Methods in the Secondary Classroom: Biology (15 Fieldwork hours)	3.00
----------	---	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	---	------

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 890	Overview of Teaching in Alternative Settings	1.00
---------	--	------

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 37 credits is required.

Adolescent Urban Education: Chemistry 1st Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in

Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents	3.00

(14 Fieldwork hours)

TAL 817	Teaching Literacy: Grades 5-12	3.00
---------	--------------------------------	------

(10 Fieldwork hours)

TAL 830	Classroom Inquiry I	3.00
---------	---------------------	------

(30 Fieldwork hours)

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: Chemistry

TAL 841B	Curriculum in the Secondary Classroom: Chemistry	3.00
----------	--	------

(15 Fieldwork hours)

TAL 842B	Teaching Methods in the Secondary Classroom: Chemistry	3.00
----------	--	------

(15 Fieldwork hours)

TAL 880	Classroom Inquiry II	3.00
---------	----------------------	------

(30 Fieldwork hours)

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A	Student Teaching: Adolescence	3.00
----------	-------------------------------	------

(Full-time classroom fieldwork)

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 39 credits is required.

Adolescent Urban Education: Chemistry 2nd Initial Certification

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disabilities	3.00

TIER II: Observation and Description of Urban Learners (6 credits)

TAL 817	Teaching Literacy: Grades 5-12	3.00
---------	--------------------------------	------

(10 Fieldwork hours)

TAL 830	Classroom Inquiry I	3.00
---------	---------------------	------

(30 Fieldwork hours)

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Chemistry

TAL 841B	Curriculum in the Secondary Classroom: Chemistry	3.00
----------	--	------

(15 Fieldwork hours)

TAL 842B	Teaching Methods in the Secondary Classroom: Chemistry	3.00
----------	--	------

(15 Fieldwork hours)

TAL 880	Classroom Inquiry II	3.00
---------	----------------------	------

(30 Fieldwork hours)

TIER IV: Advanced Inquiry and Practice (3 credits)

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 30 credits is required.

Adolescent Urban Education: Chemistry - Non Certification

Non-credit pre-requirement determined by TAL Assessment or LAST:

TAL 088	Textual Strategies for Educators	3.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents	3.00

(14-20 Fieldwork hours)

TAL 817	Teaching Literacy: Grades 5-12	3.00
---------	--------------------------------	------

(10 Fieldwork hours)

TAL 830	Classroom Inquiry I	3.00
---------	---------------------	------

(30 Fieldwork hours)

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: Chemistry

TAL 841B	Curriculum in the Secondary Classroom: Chemistry	3.00
----------	--	------

(15 Fieldwork hours)

TAL 842B	Teaching Methods in the Secondary Classroom: Chemistry	3.00
----------	--	------

(15 Fieldwork hours)

TAL 880	Classroom Inquiry II	3.00
---------	----------------------	------

(30 Fieldwork hours)

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890	Overview of Teaching in Alternative Settings	1.00
---------	--	------

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 37 credits is required.

Adolescent Urban Education: English 1st Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disabilities	3.00
---------	------------------------------	------

TAL 812	Lives of Adolescents	3.00
---------	----------------------	------

(14 Fieldwork hours)

TAL 817	Teaching Literacy: Grades 5-12	3.00
---------	--------------------------------	------

(10 Fieldwork hours)

TAL 830	Classroom Inquiry I	3.00
---------	---------------------	------

(30 Fieldwork hours)

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: English

TAL 841C	Curriculum in the Secondary Classroom: English	3.00
----------	--	------

(15 Fieldwork hours)

TAL 842C	Teaching Methods in the Secondary Classroom: English	3.00
----------	--	------

(15 Fieldwork hours)

TAL 880	Classroom Inquiry II	3.00
---------	----------------------	------

(30 Fieldwork hours)

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 971	Capstone Seminar	3.00
---------	------------------	------

TAL 883A	Student Teaching: Adolescence	3.00
----------	-------------------------------	------

(Full-time classroom fieldwork)

A minimum of 39 credits is required.

Adolescent Urban Education: English 2nd Initial Certification

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 803 Perspectives on Disability 3.00

TIER II: Observation and Description of Urban Learners (6 credits)

TAL 817 Teaching Literacy: Grades 5-12 (10 Fieldwork hours) 3.00

TAL 830 Classroom Inquiry I (30 Fieldwork hours) 3.00

Tier III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: **English**

TAL 841C Curriculum in the Secondary Classroom: English (15 Fieldwork hours) 3.00

TAL 842C Teaching Methods in the Secondary Classroom: English (15 Fieldwork hours) 3.00

TAL 880 Classroom Inquiry II (30 Fieldwork hours) 3.00

TIER IV: Advanced Inquiry and Practice (3 credits)

TAL 971 Capstone Seminar 3.00

A minimum of 30 credits is required.

Adolescent Urban Education: English - Non Certification

Non-credit pre-requirement determined by TAL Assessment or LAST:

TAL 088 Textual Strategies for Educators 0.00

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 802 Language and Literacy 3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803 Perspectives on Disability 3.00

TAL 812 Lives of Adolescents (14 Fieldwork hours) 3.00

TAL 817 Teaching Literacy: Grades 5-12 (10 Fieldwork hours) 3.00

TAL 830 Classroom Inquiry I (30 Fieldwork hours) 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: **English**

TAL 841C Curriculum in the Secondary Classroom: English (15 Fieldwork hours) 3.00

TAL 842C Teaching Methods in the Secondary Classroom: English (15 Fieldwork hours) 3.00

TAL 880 Classroom Inquiry II (30 Fieldwork hours) 3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890 Overview of Teaching in Alternative Settings 1.00

TAL 971 Capstone Seminar 3.00

A minimum of 37 credits is required.

Adolescent Urban Education: Mathematics 1st Initial Certification

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088 Textual Strategies for Educators 0.00

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 802 Language and Literacy 3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803 Perspectives on Disability 3.00

TAL 812 Lives of Adolescents (14 Fieldwork hours) 3.00

TAL 817 Teaching Literacy: Grades 5-12 (10 Fieldwork hours) 3.00

TAL 830 Classroom Inquiry I (30 Fieldwork hours) 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: **Mathematics**

TAL 841D Curriculum in the Secondary Classroom: Mathematics (15 Fieldwork hours) 3.00

TAL 842D Teaching Methods in the Secondary Classroom: Mathematics (15 Fieldwork hours) 3.00

TAL 880 Classroom Inquiry II (30 Fieldwork hours) 3.00

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A Student Teaching: Adolescence (Full-time classroom fieldwork) 3.00

TAL 971 Capstone Seminar 3.00

A minimum of 39 credits is required.

Adolescent Urban Education: Mathematics 2nd Initial Certification

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801 Issues in Urban Education 3.00

TAL 803 Perspectives on Disability 3.00

TIER II Observation and Description of Urban Learners (6 credits)

TAL 817 Teaching Literacy: Grades 5-12 (10 Fieldwork hours) 3.00

TAL 830 Classroom Inquiry I (30 Fieldwork hours) 3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: **Mathematics**

TAL 841D Curriculum in the Secondary Classroom: Mathematics (15 Fieldwork hours) 3.00

TAL 842D Teaching Methods in the Secondary Classroom: Mathematics (15 Fieldwork hours) 3.00

TAL 880 Classroom Inquiry II (30 Fieldwork hours) 3.00

TIER IV: Advanced Inquiry and Practice (3 credits)

TAL 971 Capstone Seminar 3.00

A minimum of 30 credits is required.

**Adolescent Urban Education:
Mathematics - Non Certification**

Non-credit pre-requirement determined by
TAL Assessment or LAST:

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
---------	--	------

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	---	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: **Mathematics**

TAL 841D	Curriculum in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
----------	--	------

TAL 842D	Teaching Methods in the Secondary Classroom: Mathematics (15 Fieldwork hours)	3.00
----------	--	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	--	------

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890	Overview of Teaching in Alternative Settings	1.00
TAL 971	Capstone Seminar	3.00

A minimum of 37 credits is required.

**Adolescent Urban Education:
Social Studies 1st Initial Certification**

Non-credit pre-requirement determined by
TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
---------	---------------------------	------

TAL 802	Language and Literacy	3.00
---------	-----------------------	------

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14 Fieldwork hours)	3.00

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
---------	--	------

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	---	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the area of concentration: **Social Studies**

TAL 841E	Curriculum in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
----------	---	------

TAL 842E	Teaching Methods in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
----------	---	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	--	------

TIER IV: Advanced Inquiry and Practice (6 credits)

TAL 883A	Student Teaching: Adolescence (Full-time classroom fieldwork)	3.00
----------	--	------

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 39 credits is required.

**Adolescent Urban Education:
Social Studies 2nd Initial Certification**

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (6 credits)

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
---------	--	------

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	---	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: **Social Studies**

TAL 841E	Curriculum in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
----------	---	------

TAL 842E	Teaching Methods in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
----------	---	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	--	------

TIER IV: Advanced inquiry and Practice (3 credits)

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 30 credits is required.

**Adolescent Urban Education:
Social Studies - Non Certification**

Non-credit pre-requirement determined by
TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

All of the following courses are required:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 802	Language and Literacy	3.00

TIER II: Observation and Description of Urban Learners (12 credits)

TAL 803	Perspectives on Disability	3.00
TAL 812	Lives of Adolescents (14-20 Fieldwork hours)	3.00

TAL 817	Teaching Literacy: Grades 5-12 (10 Fieldwork hours)	3.00
---------	--	------

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
---------	---	------

TIER III: Inquiry of Urban Classrooms and Teaching Practices (15-21 credits)

A minimum of 6 graduate credits are required in the concentration area: **Social Studies**

TAL 841E	Curriculum in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
----------	---	------

TAL 842E	Teaching Methods in the Secondary Classroom: Social Studies (15 Fieldwork hours)	3.00
----------	---	------

TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00
---------	--	------

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL 890	Overview of Teaching in Alternative Settings	1.00
---------	--	------

TAL 971	Capstone Seminar	3.00
---------	------------------	------

A minimum of 37 credits is required.

**Fast-Track M.S.Ed. in
Adolescence Urban Education
(Grades 7-12)**

Designed for career-changers and others who have a background in one of the academic content areas (Biology, Chemistry, English, Math or Social Studies). This is a Fast-Track program leading to certification in Adolescence Education, grades 7-12. After one intensive fall and spring (24 credits), you will be qualified for NYS Internship Certification, which will permit you to seek a teaching position at the secondary level. After obtaining the Internship Certificate, students have up to two years to complete the M.S.Ed. degree (15 credits) and first initial certification. Student must have at least 24 credits in their content area to qualify for this program.

SPECIAL EDUCATION

M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6)

The 43-credit M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6) is for students without prior certification and leads to the degree of Master of Science and eligibility for initial NYS Certification in Teaching Urban Children with Disabilities, grades 1-6. It prepares students to teach in inclusive or self-contained special education classrooms and resource rooms at the elementary school level. There is also a 35 credit M.S.Ed. in Teaching Urban Children with Disabilities (Grades 1-6) for students who already have certification in another area.

Optional extensions are available for students who wish to teach in middle schools (6 credits) or bilingual classrooms (9 credits). Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for students who are not interested in or who do not qualify for certification.

Teaching Urban Children with Disabilities - First Initial

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

Must Complete All Courses:

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II Observation and Description of Urban Learners (18 credits)

TAL 802	Language and Literacy	3.00
TAL 811	Lives of Children (14 Fieldwork hours)	3.00
TAL 816	Teaching Literacy K-6 (15 Fieldwork hours)	3.00
TAL 822	Assessment and Special Education	3.00

TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL 851	Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (13 credits)

TAL 852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	4.00
TAL 853	Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)	3.00
TAL 854	Classroom as Community (10 Fieldwork hours)	3.00
TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00

Tier IV: Advanced Inquiry and Practice (6 credits)

TAL 884A	Student Teaching: Childhood Special Education (full-time classroom fieldwork)	3.00
TAL 971	Capstone Seminar	3.00

A minimum of 43 credits is required.

Teaching Urban Children with Disabilities - 2nd Initial

TIER I: Diversity, Lanaguage and Literacies in Urban Education (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (9 credits)

TAL 822	Assessment and Special Education	3.00
TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL 851	Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (16 credits)

TAL 852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	4.00
TAL 853	Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)	3.00

TAL 854	Classroom as Community (10 Fieldwork hours)	3.00
TAL 871	Introduction to Reading Difficulties	3.00
TAL 880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4-6 credits)

TAL 884A	Student Teaching: Childhood Special Education (full-time classroom fieldwork) special permission required OR	3.00
TAL 884B	Student Teaching for the Practicing Teacher: Childhood Special Education (full-time classroom fieldwork) special permission required	1.00
TAL 971	Capstone Seminar	3.00

A minimum of 35 credits is required.

Teaching Urban Children with Disabilities - Non Certificaiton

Non-credit pre-requirement determined by TAL Assessment or LAST

TAL 088	Textual Strategies for Educators	0.00
---------	----------------------------------	------

Must Complete All Courses Below:

TIER I: Diversity, Language and Literacies in Urban Educatin (6 credits)

TAL 801	Issues in Urban Education	3.00
TAL 803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (18 credits)

TAL 802	Language and Literacy	3.00
TAL 811	Lives of Children (14 Fieldwork hours)	3.00
TAL 816	Teaching Literacy K-6 (10 Fieldwork hours)	3.00
TAL 822	Assessment and Special Education	3.00
TAL 830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL 851	Curriculum Theory and Practice in Special Education: Childhood (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (13 credits)

TAL	852	Strategies for Teaching Learners with Diverse Needs: Childhood (10 Fieldwork hours)	4.00
TAL	853	Collaboration and Consultation: Family School, and Community (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4 credits)

TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	971	Capstone Seminar	3.00

A minimum of 41 credits is required.

M.S.Ed. in Teaching Urban Adolescents with Disabilities Generalist (Grades 7-12)

The 43-credit M.S.Ed. in Teaching Urban Adolescents with Disabilities, Generalist (Grades 7-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS Certification in Teaching Urban Adolescents with Disabilities, Generalist, grades 7-12. It prepares students to teach in inclusive or self-contained special education classrooms and resource rooms at the secondary school level. There is also a 35-credit M.S.Ed. in Teaching Urban Adolescents with Disabilities, Generalist (Grades 7-12) for students who already have certification in another area.

Candidates for these degrees must have:

- A major, concentration, or the equivalent, in one of more of the liberal arts and sciences;
- Completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies, and science.

Optional extensions are also available for students wishing to teach in middle schools (6 credits) or in bilingual classrooms (9 credits). Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 18-21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A non-certification track is available for

students who are not interested in or who do not qualify for certification.

Teaching Urban Adolescents with Disabilities - 1st Initial

All of the following courses must be completed in Tier I:

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

All of the following courses must be completed in Tier II:

TAL	802	Language and Literacy	3.00
TAL	812	Lives of Adolescents	3.00
TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	856	Curriculum Theory and Practice in Special Education: Middle Childhood / Adolescence	3.00

All of the following courses must be completed in Tier III:

TAL	853	Collaboration and Consultation: Family School, and Community	3.00
TAL	854	Classroom as Community	3.00
TAL	857	Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence	4.00
TAL	880	Classroom Inquiry II	3.00

Only one of the following courses must be completed in Part 2 of Tier III:

TAL	871	Introduction to Reading Difficulties	3.00
TAL	875	Adolescent and Young Adult Basic Literacy	3.00

The following courses must be completed in Tier IV:

TAL	971	Capstone Seminar	3.00
TAL	885A	Student Teaching: Adolescence Special Education	3.00

A minimum of 43 credits is required.

Teaching Urban Adolescents with Disabilities - 2nd Initial

TIER I: Diversity, Language and Literacies in Urban Education (6 credits)

TAL	801	Issues in Urban Education	3.00
TAL	803	Perspectives on Disability	3.00

TIER II: Observation and Description of Urban Learners (9 credits)

TAL	822	Assessment and Special Education	3.00
TAL	830	Classroom Inquiry I (30 Fieldwork hours)	3.00
TAL	856	Curriculum Theory and Practice in Special Education: Middle Childhood/Adolescence (10 Fieldwork hours)	3.00

TIER III: Inquiry of Urban Classrooms and Teaching Practices (16 credits)

TAL	857	Strategies for Teaching Learners with Diverse Needs: Adolescence (10 Fieldwork hours)	4.00
TAL	853	Collaboration and Consultation: Family, School and Community (10 Fieldwork hours)	3.00
TAL	854	Classroom as Community (10 Fieldwork hours)	3.00
TAL	875	Adolescent and Young Adult Basic Literacy	3.00

OR

TAL	871	Introduction to Reading Difficulties	3.00
TAL	880	Classroom Inquiry II (30 Fieldwork hours)	3.00

TIER IV: Advanced Inquiry and Practice (4-6 credits)

TAL	885A	Student Teaching: Adolescence Special Education (Full-Time Classroom Fieldwork)	3.00
-----	------	---	------

Or

TAL	885B	Student Teaching for the Practicing Teacher: Adolescence Special Education (Full-Time Classroom Fieldwork)	1.00
-----	------	--	------

TAL	971	Capstone Seminar	3.00
-----	-----	------------------	------

A minimum of 35 credits is required.

**Teaching Urban Adolescents
with Disabilities - Non
Certification**

All of the following courses below must be completed:

All of the following courses must be completed in Tier I:

TAL 801 Issues in Urban Education 3.00

TAL 803 Perspectives on Disability 3.00

All of the following courses must be completed in Tier II:

TAL 802 Language and Literacy 3.00

TAL 812 Lives of Adolescents 3.00

TAL 822 Assessment and Special Education 3.00

TAL 830 Classroom Inquiry I 3.00

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood/Adolescence 3.00

All of the following courses must be completed in Tier III:

TAL 853 Collaboration and Consultation: Family School, and Community 3.00

TAL 854 Classroom as Community 3.00

TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence 4.00

TAL 880 Classroom Inquiry II 3.00

Only one of the following courses must be completed in Part 2 of Tier III:

TAL 871 Introduction to Reading Difficulties 3.00

TAL 875 Adolescent and Young Adult Basic Literacy 3.00

All of the following courses must be completed in Tier IV:

TAL 890 Overview of Teaching in Alternative Settings 1.00

TAL 971 Capstone Seminar 3.00

A minimum of 41 credits is required.

TESOL

M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12)

The 42-credit M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12) is for students without prior certification and leads to the degree of Master of Science in Education and eligibility for initial NYS Certification in TESOL, preparing students to teach English to speakers of other languages in K through 12 classrooms. There is also a 40-credit M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL, K-12) for students who already have certification in another area.

Students graduating from this program are eligible for teaching certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). Students may also apply for Internship Certification after completing the first 21 credits. Internship Certification permits students to begin teaching while they complete their degrees.

In order to meet the New York State Education Department's licensing requirements, students must have taken as part of their general education course work 12 semester hours or the equivalent of study of a language other than English. If this requirement is not met on admission to the program, it can be met concurrent to the student's completing program requirements. Students with prior initial certification in another area will, upon completing this program, also be eligible for professional certification in their original certification area.

A 40-credit non-certification track is available for students who are not interested in or who do not qualify for certification.

Teaching English to Speakers of Other Languages M.S.E. - 1st Initial

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00
TAL	805	Linguistics and the Structure of English for Teachers	3.00
TAL	825	First and Second Language Acquisition and Classroom Practice	3.00
TAL	826	Curriculum and TESOL Pedagogy	3.00

TAL	827	ESOL and Content Area Instruction: Childhood K-6	3.00
TAL	828	ESOL and Content Area Instruction: Adolescence 6-12	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	867	Sociolinguistics and Teaching	3.00
TAL	868	Second Language Literacy and Biliteracy	3.00
TAL	880	Classroom Inquiry II	3.00
TAL	886A	Student Teaching: TESOL	3.00
TAL	975	Final Inquiry Seminar: TESOL	3.00

A minimum of 42 credits is required.

Teaching English to Speakers of Other Languages M.S.E - 2nd Initial

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00
TAL	805	Linguistics and the Structure of English for Teachers	3.00
TAL	825	First and Second Language Acquisition and Classroom Practice	3.00
TAL	826	Curriculum and TESOL Pedagogy	3.00
TAL	827	ESOL and Content Area Instruction: Childhood K-6	3.00
TAL	828	ESOL and Content Area Instruction: Adolescence 6-12	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	867	Sociolinguistics and Teaching	3.00
TAL	868	Second Language Literacy and Biliteracy	3.00
TAL	880	Classroom Inquiry II	3.00
TAL	886B	Student Teaching for the Practicing Teacher: TESOL	1.00
TAL	975	Final Inquiry Seminar: TESOL	3.00

A minimum of 40 credits is required.

Teaching English to Speakers of Other Languages - Non Certification

TAL	801	Issues in Urban Education	3.00
TAL	802	Language and Literacy	3.00
TAL	803	Perspectives on Disability	3.00
TAL	805	Linguistics and the Structure of English for Teachers	3.00
TAL	825	First and Second Language Acquisition and Classroom Practice	3.00
TAL	826	Curriculum and TESOL Pedagogy	3.00
TAL	827	ESOL and Content Area Instruction: Childhood K-6	3.00
TAL	828	ESOL and Content Area Instruction: Adolescence 6-12	3.00
TAL	830	Classroom Inquiry I	3.00
TAL	867	Sociolinguistics and Teaching	3.00
TAL	868	Second Language Literacy and Biliteracy	3.00
TAL	880	Classroom Inquiry II	3.00
TAL	890	Overview of Teaching in Alternative Settings	1.00
TAL	975	Final Inquiry Seminar: TESOL	3.00

A minimum of 40 credits are required.

I-START Program

The I-START-LIU program, the first urban teacher residency in New York City, is a collaboration among Internationals Network for Public Schools, LIU, the NYC Teaching Fellows and the Department of Education's Empowerment Schools. The I-START program is designed to provide pre- and post-program placement, induction and support activities to prepare highly qualified teachers of English Language Learners (ELL) through a cohesive program that meets New York State Learning Standards for English as a Second Language and integrates empirically-based practice and scientifically valid research. Rather than considering research-based knowledge and practitioner knowledge as separate domains, this urban teacher residency model requires a unified, project-based approach to both areas. Coursework builds on and extends the highly successful project-based model utilized in the Internationals High Schools and embeds this model in a theoretical framework.

The program combines university coursework with a residency at one of the International High Schools. In the first year, residents work alongside an experienced mentor teacher at an International High School. The university courses serve as the context in which residents have opportunities to reflect on the work of the schools in view of theory, practice and research. During the second year of the program, residents are teachers of record either at an International or other public school serving high populations of ELLs, while continuing their coursework and mentorship.

I-START's two overarching program goals are to:

- Develop highly qualified and competent ESL teachers equipped to improve student academic achievement.
- Create a New York City Department of Education sponsored program that partners Internationals Network, high needs Empowerment schools with large populations of English language learner students and LIU.

The leveraging of expertise developed and implemented through I-START extends the successful education model used in the International High Schools and the LIU TESOL teaching preparation program positively impacting the quality of new teachers who are able to expertly address the needs of NYC English Language Learners.

The Need and Opportunity

There is a profound shortage of highly qualified and effective teachers of English Language Learners (ELLs) in New York City, and currently, only 23.5% of ELLs in NYC graduate in four years. More ELLs graduate after five and six years, but the results are still very low. The ELL population is one of the fastest growing K-12 populations in the United States – currently there are 900,000 high school age ELLs and an

estimated 360,000 are recently arrived immigrants. Their window of opportunity to successfully complete high school is quite narrow, given that they are faced with learning a new language in which they must comprehend rigorous academic materials and acculturate into a new society, all within four years.

How to Apply

Go to the School of Education website for information on the special application process for the I-START program:

<http://liu.edu/Brooklyn/Academics/Schools/SOE/SpecProg/I-START/How-to-Apply.aspx>.

BILINGUAL EDUCATION

Advanced Certificate in Bilingual Education

The 15-credit Advanced Certificate in Bilingual Education is for individuals with prior teaching certification and proficiency in a language besides English. The Advanced Certificate, also known as the Bilingual Education Extension, certifies students to teach in their original certification area in bilingual classrooms. Students completing the program are eligible for the extension once they have passed the New York State Teacher Certification Exam, the Bilingual Education Assessment (BEA) in the target language of instruction. Please note, the Advanced Certificate in Bilingual Education is offered online as a Bilingual Extension through our Cross Campus Online Extension program and meets weekly via videoconferencing.

The following options are also available to students with prior certification:

- M.S.Ed. leading to 2nd initial certification along with optional Bilingual Extension in one of the following areas:
 - Childhood Urban Education
 - Early Childhood Urban Education
 - Early Childhood/Childhood Urban Education
 - Adolescence Urban Education
 - Teaching Urban Children with Disabilities
 - Teaching Urban Adolescents with Disabilities
- Individuals without prior teaching certification who are interested in bilingual education may pursue the M.S.Ed. leading to 1st initial certification along with the optional Bilingual Extension in one of the following areas:
 - Childhood Urban Education
 - Early Childhood Urban Education
 - Early Childhood/Childhood Urban Education
 - Adolescence Urban Education
 - Teaching Urban Children with Disabilities
 - Teaching Urban Adolescents with Disabilities

Bilingual Education Advanced Certificate Requirements

Must complete all courses below.

TAL	804	Fundamentals of Linguistics	3.00
TAL	823	Bilingualism and Bilingual/Multicultural Education	3.00
TAL	862	ESL Curriculum and Methodology: Teaching Literacy K-12	3.00
TAL	863	ESL Curriculum and Methodology: Teaching Content Areas K-12	3.00

TAL	866	Native Language Teaching in the Bilingual Classroom	3.00
-----	-----	---	------

A minimum of 15 credits is required.

Online Bilingual Extension Programs

CROSS-CAMPUS ONLINE BILINGUAL EXTENSIONS

Information for Bilingual Education Teachers

The LIU Brooklyn Online Bilingual Extension Programs are a collaborative effort between LIU Brooklyn and LIU Hudson designed, implemented, and administered by full time faculty at both campuses. All programs are approved by the New York State Education Department.

To determine whether or not the online programs are appropriate for you, ask yourself if you can answer YES to the following:

- You are a self-motivated learner who can keep up with readings & assignments.
- You have sufficient computer skills (e.g., advanced word-processing, PowerPoint, discussion forums, videoconferencing, etc.)
- You have updated computer equipment (no more than three years old) at home and high-speed internet access.
- You will be required to purchase additional equipment including: a headset and webcam, if you do not have one built-in.

Tuition Support, Costs, and Reimbursement

The LIU Brooklyn and the NYSED Intensive Teacher Institute (ITI) program offer tuition support to eligible applicants. A total of \$600 per credit is reimbursed (\$300 each from LIU Brooklyn and ITI), or \$1800 per three-credit course.

Note:

- ITI funding covers ONE 3-credit course per semester. You must take courses in consecutive semesters, including summers. You will be given a course sequence, which must be followed.
- NYCDOE scholarship recipients, such as NYC Teaching Fellows or Teachers of Tomorrow, are not eligible to receive New York State ITI funding.
- If you are not eligible for ITI funding and you still want to take the program, you are most welcome to do so at full cost. Financial aid is available for students taking a minimum of 6 credits per semester. See liu.edu/Brooklyn/Financial-Services.aspx
- Please note tuition reimbursement is paid by the LIU Brooklyn and ITI upon completion of the course, so a grade must be posted first in order for the reimbursement to be credited to your account.
- You may receive a bill for full amount and should subtract \$600 per credit or \$1800 per

course from the total. If you are unable to pay the balance in a given semester, you will receive a bursar block and not be permitted to register for a subsequent semester.

Intensive Teacher Institute (ITI) Scholarship and Eligibility Criteria

Determination of ITI eligibility rests with the ITI office, but these guidelines will assist you in deciding whether or not to apply for this funding.

- You are a certified teacher (initial or preferably professional/permanent) working out-of-license with bilingual students in your class. In other words, you should be placed in a bilingual dual language, transitional bilingual education or bilingual special education program. You must currently teach in the native language and English, but you do not have the approved certification to do so. If you teach at the secondary level, you may be a bilingual content area teacher (e.g., social studies, math or science), but not a Spanish teacher.
- You are bilingual in a language other than English. You must be proficient enough to pass the NYSTCE Bilingual Education Assessment (BEA), the required exam for the NYS Bilingual Education Extension. The BEA includes speaking, reading, writing and listening components in the non-English language and other content from the bilingual extension courses.
- Your administrator (principal and/or superintendent) must recommend you for the ITI scholarship by signing the ITI application and verifying your teaching placement in a bilingual program and stating the need for your credential by providing numbers of students and staff currently at your school.
- After obtaining the extension, you must commit to work for two years in a bilingual education setting; otherwise you may be asked to repay the tuition scholarship.

For information about the ITI tuition scholarship and to download the application, go to www.emsc.nysed.gov/biling/bilinged/iti.html or call 631-244-4016.

Admissions

You must be fully admitted to LIU to participate in the online program. For admissions information, visit liu.edu/Brooklyn/Admissions/Graduate.aspx

For Consideration and Information

To be considered by LIU Brooklyn for this special program, please fill out the questionnaire at: www.surveymonkey.com/s.aspx?sm=laVXAO2N15oBQuXeXOHthg_3d_3d. Please confirm the completion and submission of the questionnaire by emailing: onlinebilingual@brooklyn.liu.edu. Upon receipt of your confirmation email, you will be contacted promptly about next steps.

EDUCATIONAL LEADERSHIP PROGRAM

JOB OPPORTUNITIES AND CAREER TRENDS

President Obama’s Blue Print for reform, U.S. Office of Education, March 15, 2010, states that: “the effort to improve schools will require the skills and talents of many but especially our nation’s principals, and other school leaders. Our goal must be to have a great teacher in every classroom and a great principal in every school.”

There are many job opportunities for assistant principals and principals in New York City. Since 2006, 500 new public schools have opened. There are public, portfolio, charter, parochial and independent schools that seek competent leaders in the New York area. The Department of Education seeks qualified educators to become assistant principals and principals who are proficient in the Department of Education’s five school leadership competencies. Our successful graduates are prepared to complete state exams and to enter the NYC pool for assistant principals and principals.

Advanced Certificate in Educational Leadership

The 36-credit Advanced Certificate in Educational Leadership is a post-graduate program that leads to NYS Certification as a School District Leader and a School Building Leader.

The program responds to the need for high quality educational leaders committed to creating excellent schools. Participants in the program develop the core competencies in leadership which include: (1) a deep understanding of curriculum, instruction and assessment to improve student learning; (2) use of data to set goals and improve achievement; (3) developing staff, sharing leadership and building strong school communities; (4) personal leadership that fosters a culture of excellence and (5) managing resources and operations to improve student learning. The curriculum includes research, theory, fieldwork, and learning opportunities offered by faculty and distinguished practitioners who prepare candidates to become efficient, effective and caring educational leaders determined to promote equity and excellence for diverse populations.

Our Educational Leadership program stands out for its small classes, experienced faculty, individualized attention and clearly identified competencies that practitioners have verified as critical to being successful in bringing about effective and productive schools.

BLENDED LEARNING AND SATURDAY FORMAT

LIU Brooklyn’s new BLENDED LEARNING AND SATURDAY FORMAT Advanced Certificate in Educational Leadership fuses online learning with traditional classroom studies,

significantly reducing the amount of time you’ll spend on campus and maximizing interaction with faculty members and fellow students. The blended learning format is perfect for busy working professionals who want to earn an advanced degree but don’t have the time to attend on-site classes on a weekly basis, particularly at the end of a long workday. The online component of these blended courses enables you to attend class on your own schedule, virtually anywhere there is an Internet connection, while reaping the rewards of face-to-face contact with professors on scheduled Saturdays. All of the courses in the Advanced Certificate in Educational Leadership are taught in this blended format. This is an opportunity to expand your career as an educational leader, while also continuing to fulfill your personal and professional responsibilities.

ADMISSIONS REQUIREMENTS

To be admitted to this program you must:

- Have a master’s degree from an accredited university with a minimum grade point average of 3.0.
- Submit two letters of reference, one from a field-based supervisor and one from a university professor, indicating leadership qualities.
- Submit a written statement of professional goals, assessed for leadership qualities and communication skills.
- Possess certification as a teacher or pupil personnel service provider or in an appropriate specialty.
- Submit evidence of completion of training in child abuse identification and reporting, violence prevention, substance abuse and abduction prevention.
- Have completed three years of full-time teaching or pupil personnel experience in schools (N-12) or the equivalent.
- A completed graduate admissions application (see below).

SUBMITTING AN APPLICATION FOR ADMISSION

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

CERTIFICATION REQUIREMENTS

Initial: School Building Education Leader

A total of 30 credits including twenty-seven credits of course work, and a three-credit, 400 hour building-level internship, along with successful completion of the New York State school building education leadership certification examination.

Professional: District/Regional Education Leader

A total of 36 credits including thirty-three credits of course work, and a three-credit, 400 hour district/regional level internship, along with successful completion of the written and performance components of the New York State

assessment in school district leadership.

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Progression to the Professional Stage (12 credits)
- Interview with area coordinator who will assess quality of coursework, portfolio entries, overall performance, and critical characteristics for leadership
- G.P.A. of 3.0 must be maintained to continue in the program.

Educational Leadership Advanced Certificate Requirements

The following courses are required:

TLL	930	Administrative Core I: An Overview	6.00
TLL	931A	Administrative Core II: Community Relations	3.00
TLL	931B	Research Methods In Administration	3.00
TLL	932	Assessment in Administration	3.00
TLL	933	School Business Administration	3.00
TLL	935	Education and the Law	3.00
TLL	936	Curriculum Development	3.00
TLL	937	The Supervisor in the School Setting	3.00
TLL	941	School District Administrator	3.00
TLL	951A	Internship in Administration and Supervision I: Building Level	3.00
TLL	951B	Internship in Administration and Supervision II: District/Regional Level	3.00

Teaching and Learning Courses

TAL 088 Textual Strategies for Educators

A course that focuses on improving school professionals' abilities to write academic essays and developing reading strategies to be applied to the comprehension of complex texts in the field of education. Students will be involved in writing, editing and rewriting, as well as doing close reading of texts. Pass/Fail only. This course has an additional fee.

Credits: 0

Every Fall and Spring

TAL 099 Preparing for the NYSTCE

A course for educators. 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. Required of all students who have not passed the LAST within the first six credits. Pass/Fail only. This course has an additional fee.

Credits: 0

On Occasion

TAL 607 Independent Study

Content is developed by faculty and student.

Credits: 1 to 3

On Demand

TAL 801 Issues in Urban Education

Using the School of Education KEEPS mission as a context, this course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in urban settings. Through readings and class discussion, students will examine schooling from historical, philosophical, sociological, economic, and political perspectives. Factors such as language, ability, socioeconomic class, ethnicity, race, gender and sexuality will be introduced through a critical perspective in order to understand how they influence and shape urban education. Students will have the opportunity to engage in field-based research related to issues studied.

Credits: 3

Every Fall and Spring

TAL 802 Language and Literacy

A course focusing on the relationship between oral language and literacy, highlighting the psycholinguistic and social foundations of reading. Principles of first and second language acquisition, dialectal differences, and the development of literacy in English Language Learners and bilingual children will be addressed. Students will be introduced to different philosophical approaches to teaching reading and will explore the connection between reading and writing. They will examine the cognitive and sociolinguistic processes involved in making meaning from text, including the importance of background knowledge, as well as processes underlying word recognition. The role of

multicultural literature for children will be highlighted. Students will be introduced to a variety of literacy resources, including children's libraries and relevant Web sites.

The pre-requisite or co-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Every Fall and Spring

TAL 803 Perspectives on Disability

Provides an overview of the social, political, historical, cultural and educational contexts of disability. Students will explore the history of Special Education legislation and litigation that have influenced the field, attitudes toward people with disabilities, images in the media, and different perspectives on the meaning of disability. Major issues in the fields of Special Education and Disability Studies as well as topics central to the lives of people with disabilities such as transition, employment, and self-determination will be emphasized.

The pre-requisite or co-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Every Fall and Spring

TAL 804 Fundamentals of Linguistics

An introduction to the basic concepts of linguistics needed to understand second language acquisition, language variation in urban settings, and ESL pedagogy for diverse learners. Students will become familiar with the main components of language structure (phonological, morphological, syntactic, and lexical) and will learn their significance from a psycholinguistic perspective. They will analyze data from languages spoken in New York City.

Credits: 3

Every Spring

TAL 805 Linguistics and the Structure of English for Teachers

This course addresses the structural components of language. Students develop and apply the knowledge of phonology, morphology, and syntax to understand the structure of the English Language and their students' development of oral and written fluency in English. Teaching candidates learn to design and implement contextualized activities and instructional techniques to assist their students in developing phonemic awareness, using their knowledge of morphology, building vocabulary and using the syntactic structures of English in oral and written communication. The course prepares students to analyze and describe the language spoken by learners at different stages of language acquisition and to instruct their students to contrast their native language and English. Attention to the teaching of formal and informal English and the use of English for a variety of purposes, including the use of academic language is also provided.

The pre-requisite or co-requisite of TAL 801 is required or membership in the NYC Teaching Fellow Student Group or in the ISTART Student Group.

Credits: 3

Every Fall

TAL 810 Early Development

An examination of the experience of young children from infancy through early childhood using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of early development and their implications for understanding children. Attention will be given to physical, cognitive, socio-emotional, and moral domains of development, and their relation to learning and socialization. Students will also examine the role of culture, gender, disability, race, class, language, and ability in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall

TAL 811 Lives of Children

A course focusing on the experience of childhood from infancy to preadolescence using developmental, non-developmental, historical, and cultural approaches. Students will consider different theories of development as well as physical, cognitive, socio-emotional and moral domains of development, with implications for learning and socialization. Consideration will be given to the role of culture, gender, disability, race, class, language, and sexual orientation in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings. Fourteen hours of structured fieldwork required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Every Fall and Spring

TAL 812 Lives of Adolescents

A course that focuses on the experience of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, non-developmental, historical, and cultural approaches. Theories of development will be studied as they apply to the adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied. Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play a role in the process of learning and development. The lives of adolescents

with typical and atypical development will be explored through observations and readings. Fourteen hours of structured fieldwork required. For students pursuing the middle childhood extension, 20 hours of fieldwork at the middle school level will be required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.
Credits: 3

Every Fall and Spring

TAL 816 Teaching Literacy K-6

A course that addresses the teaching of literacy in grades K-6 from the emergent to the fluent reader. Students will be introduced to a variety of approaches for teaching reading and writing, including strategies for teaching word recognition, phonics, vocabulary, and comprehension through the use of multicultural literature and incorporation of multiple literacies. The use of reading for content area knowledge development will be examined as well as reading assessment and evaluation. This course will approach reading from a developmental perspective, using strategies for adaptation of instruction for children with diverse abilities and language backgrounds within a collaborative, inclusive model. Approaches to remediation of difficulties in literacy will also be addressed. Ten hours of structured fieldwork required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group.
Credits: 3

Every Spring

TAL 817 Teaching Literacy: Grades 5-12

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills. Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 801 is required.

Credits: 3

Every Spring

TAL 822 Assessment and Special Education

The historical, political and social context of the testing and standards movements and their relation to assessment practices in Special Education will be critically examined. The concepts of reliability and validity will be explored and their relevance to

standardized and teacher-made tests, as well as alternative assessment techniques, will be discussed. Emphasis will be given to the underlying assumptions of the tests and to race, class, language, and gender implications in using the tests. The process by which students receive special education services will be investigated.

The pre-requisite of TAL 803 is required.

Credits: 3

Every Fall and Summer

TAL 823 Bilingualism and Bilingual/Multicultural Education

Introduction to the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture.

Students will examine the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices.

Issues pertaining to second language learners with diverse learning needs will be addressed. Students will develop an understanding of the distinction between language differences and language disability. Fifteen hours of structured fieldwork required. Students pursuing the bilingual extension will have an additional twenty hours of fieldwork.

Credits: 3

Every Fall and Spring

TAL 825 First and Second Language Acquisition and Classroom Practice

Students become knowledgeable of different theories of language acquisitions as well as the role that individual differences such as age, literacy, motivation, and personality play in L1 and L2 learning. Teaching candidates learn to recognize different stages of acquisition and understand the nature of typical second language errors. Students design instructional strategies and classroom environments to support their students' oral and written first and second language development. These strategies include the use of technology, literature, and opportunities for linguistic interaction. The course prepares students to use language proficiency assessments to plan curriculum, modify instruction and monitor students' progress.

The pre-requisite or co-requisite of TAL 802 is required or membership in either NYC Teaching Fellow Student Group or in the ISTART Student Group.

Credits: 3

Every Summer

TAL 826 Curriculum and TESOL Pedagogy

This course prepares teaching candidates to design learning environments for ELLs by examining a wide range of approaches, practices and materials for the ESL classroom. Issues in second language pedagogy and varied approaches and methods in second language teaching such as Sheltered Instruction, Community Language Learning, Total

Physical Response, and the Natural and Comprehension Approaches are included. Students design and present lesson and curriculum plans and use classroom-based assessments of children's learning. They practice using technology and electronic media as well as participatory techniques, theater, role playing, games, visual arts, and music to teach ELLs. The integration of these approaches and techniques with content area and literacy instruction is emphasized. Strategies to differentiate instruction and teach in multi-level ESL classrooms are addressed. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 or 802 is required or membership in either NYC Teaching Fellow Student Group or in the ISTART Student Group.

Credits: 3

Every Spring

TAL 827 ESOL and Content Area Instruction: Childhood K-6

This course prepares students to plan and implement instruction that develops language, literacy and content knowledge in English. Students become knowledgeable of how to design classroom activities and use resources to teach the content areas through units that provide opportunities to use language in meaningful contexts. Students learn to integrate subject matter and language learning objectives and engage their students in problem-solving inquiries in science, math and social studies. They are prepared to create print-rich classroom environments in which their students can use print regardless of their developmental stage in English and formal accuracy. Ways to plan instruction to meet diverse developmental and learning needs as well as cultural styles are included. The use of educational resources, including technology and children's literature is addressed. The course also attends to family and community involvement and the use of the home language to support literacy. English acquisition and content knowledge development. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 802 is required or membership in either NYC Teaching Fellow Student Group or in the ISTART Student Group.

Credits: 3

Every Spring

TAL 828 ESOL and Content Area Instruction: Adolescence 6-12

This course prepares students to create learning environments that allow ELLs to access the core curriculum by integrating language and content instruction and choosing and adapting educational resources, including technology. Teaching candidates learn to assess students' background knowledge and consider their language proficiency to plan and implement student-centered and culturally-relevant instruction to teach math, science and social studies. The use of reading and

writing to promote language and content knowledge learning in English and the use of linguistic and nonlinguistic support to enhance comprehension are addressed. Students become knowledgeable on how to plan and manage instruction for diverse groups of learners and various developmental needs, including students with disabilities and those with limited or interrupted formal schooling. They become acquainted with strategies for school-home communication that are linguistically and culturally appropriate. Fifteen hours of structured fieldwork required.

The pre-requisite of TAL 827 is required or membership in NYC Teaching Fellow Group or in ISTART Group.

Credits: 3

Every Fall

TAL 830 Classroom Inquiry I

The course aims to develop and improve aspects of teaching practice through inquiring about students work with children and adolescents in classrooms and other educational settings from a phenomenological perspective. Through collaborative inquiry, students will learn disciplined modes of observation and description and a range of ways to document aspects of Teaching and Learning. They will complete a child study including the collecting and describing of the child's work and a Descriptive Review of the Child. In addition, students will investigate the assumptions about persons and knowledge-making underlying the phenomenological modes of inquiry basic to the child study. Students will begin to develop a conceptual understanding of the nature of inquiry, documentation, evidence, questions, and knowledge. Thirty hours of structured fieldwork required.

The pre-requisite of TAL 801 is required or membership in NYC Teaching Fellow Group or in ISTART Group.

Credits: 3

Every Fall and Spring

TAL 831 Teaching Social Studies 1-6

Introduction to a theme-based, literature-rich, multicultural approach to teaching and learning social studies. The course focuses on the teaching of social studies through literacy, critical thinking, and an inquiry approach using student-centered projects. Students will learn to look at their own classrooms as places where inclusive community living can be practiced and where children can begin to explore values like community responsibility, equality, diversity, and freedom as preparation for democratic citizenship. They will design instruction and assessments to help diverse learners meet NYS/Common Core Learning Standards. Relevant uses of technology will be explored. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Spring

TAL 832 Teaching the Arts 1-6

A course that introduces students to the role of the arts and movement in elementary education as a means of helping children make sense of the world, express understanding of their experience, and develop aesthetic appreciation. Students will explore the importance of developing creativity and self-expression in children. They will participate in movement, music, drama, and visual arts activities appropriate for the elementary school classroom. Through active exploration of various media and materials students will learn how to integrate the arts into their classroom teaching. Course experience will include field trips to art museums and performances appropriate for elementary school children.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Summer

TAL 833 Teaching Science/Technology 1-6

A course that focuses on the development and implementation of inquiry-based curricula to promote in-depth scientific literacy. Emphasis will be placed on raising questions, planning and developing solutions for open-ended science problems, formative assessment, and the use of technology as a teaching tool. While reinforcing knowledge of basic scientific concepts and inquiry skills, students will construct unit plans as a mechanism for integrating learning. Attention will be paid to developing strategies for helping children with diverse learning needs to meet NYS/Common Core Learning Standards. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Spring

TAL 834 Teaching Math/Technology 1-6

A course that utilizes an inquiry approach to explore big ideas in mathematics and to demonstrate how these ideas are evident across cultures. The following questions will be raised: What is the teacher's role in children's learning of mathematics? What abilities do children develop through the learning of mathematics? How do teachers know what children need? How do teachers organize their work to address those needs in the classroom? Students will be introduced to the use of technology as a tool in the teaching of mathematics. Attention will be paid to developing strategies for helping children with diverse learning needs to meet NYS/Common Core Learning Standards within a collaborative, inclusive model. Approaches to addressing difficulties in math will be explored. Ten hours of structured fieldwork required.

The pre-requisite of TAL 830 is required.

Credits: 3

Every Fall

TAL 841A Curriculum in the Secondary Classroom: Biology

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall

TAL 841B Curriculum in the Secondary Classroom: Chemistry

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall

TAL 841C Curriculum in the Secondary Classroom: English

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can

become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall

TAL 841D Curriculum in the Secondary

Classroom: Mathematics

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall

TAL 841E Curriculum in the Secondary

Classroom: Social Studies

A course with students as researchers of the secondary curriculum in the student's particular discipline with a focus on teaching students with diverse backgrounds and needs. Students will become familiar with NYS/Common Core Learning Standards as well as ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. The use of literature, technology, audio-visual material, and the resources of New York City will be highlighted so that students can become resourceful teachers who understand curriculum design and know how to access and utilize a range of materials for adolescents of varying interests, abilities, and language backgrounds. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Fall

TAL 842A Teaching Methods in the Secondary

Classroom: Biology

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include

lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds.

Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Spring

TAL 842B Teaching Methods in the Secondary

Classroom: Chemistry

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds.

Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Spring

TAL 842C Teaching Methods in the Secondary

Classroom: English

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds.

Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Spring

TAL 842D Teaching Methods in the Secondary

Classroom: Mathematics

A course in which students will actively learn about

the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds.

Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Spring

TAL 842E Teaching Methods in the Secondary

Classroom: Social Studies

A course in which students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds.

Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 801 is required.

Credits: 3

Every Spring

TAL 843 Curriculum in Middle School

A course in which students learn to create, evaluate, and implement middle school curriculum by asking questions about language arts, math, science, and social studies. Students will become familiar with NYS/Common Core Learning Standards and how to integrate these standards into the curriculum they develop for diverse learners. In-depth exploration of critical issues across subject areas will be emphasized. Effective ways of teaching middle school learners will be explored. Pedagogical approaches will include student centered teaching and learning, group work, project-based learning, and authentic modes of assessment. Students will explore how to select and adapt appropriate materials for adolescents. Thirty hours of structured fieldwork required.

Credits: 3

On Demand

TAL 844 Environments Practices and Play in Early Childhood

This course studies the relationship between play

and learning for young children and the significance of providing opportunities for choices in their interactions with the world. Students will learn how to create safe and stimulating classroom environments that provide positive behavior support for a multicultural, inclusive and anti-bias approach to learning. The focus will be on the whole child in learning contexts that enhance physical cognitive, social, and emotional development and aesthetic appreciation. Particular consideration will be given to the role of the group in individual learning. A variety of early childhood curricula will be reviewed. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Spring

TAL 845 Math and Science in Early Childhood

This course will prepare students to design environments and curriculum for the development of math and science knowledge in early childhood. Students will learn to create learning centers for young children based on principles of discovery, hands-on experience, and reasoning to reinforce basic math and science concepts and inquiry skills. They will also learn to develop instruction to meet diverse needs, including those of English Language Learners and children who present development variations. Students will construct unit plans as mechanisms for integrating learning and meeting state learning standards. The role of formal and informal assessment as a teaching tool will be examined. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Fall

TAL 846 Family Literacy and Parental Collaboration

This course will prepare students to design environments and curriculum for the development of language and literacy at home and the early childhood center. Collaborative and inclusive approaches to family literacy will be emphasized. These include how to work with diverse families on issues of child development, including developmental variations, the role of first and second language acquisition, bilingualism and culture in child rearing. Students will be introduced to a variety of activities and materials to promote family literacy such as children's books as well as materials on parenting, adult literacy and English as a Second Language. They will learn to create systems for referral and collaboration with other agencies, including Early Intervention Programs, to provide comprehensive services to families. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Fall

TAL 851 Curriculum Theory and Practice in Special Education: Childhood

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of NYS/Common Core Learning Standards and Individualized Educational Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of structured fieldwork required.

The pre-requisite of TAL 803 is required or the student must be active in the NYC Teaching Fellows Student Group.

Credits: 3

Every Fall

TAL 852 Strategies for Teaching Learners with Diverse Needs: Childhood

Characteristics of children with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in academic subject areas based on the NYS/Common Core Learning Standards. Teaching methods which support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of structured fieldwork required.

The pre-requisite of TAL 851 is required.

Credits: 4

Every Spring

TAL 853 Collaboration and Consultation: Family School, and Community

An exploration of various team approaches and the roles of team members in the delivery of special education services. Professional and family perspectives will be examined in relation to the education of students with disabilities. Attention will be paid to the student within the context of a family system. Emphasis will be on fostering skills that facilitate on-going and productive communication among all team members. Students will become familiar with community agencies that

provide support and services to children and adolescents with disabilities and their families and will learn to advocate on their behalf. Ten hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Spring

TAL 854 Classroom as Community

Students learn to create respectful classroom communities that support children and adolescents in developing communication and social skills leading to satisfying interpersonal relationships. Students will explore various ways of thinking about behavior. They will also learn approaches grounded in person-centered values, including collaborative problem-solving processes to develop individualized interventions. Theoretical foundations and methods for supporting students with disabilities and documenting and interpreting their behaviors will be addressed. Various perspectives on constructing classroom environments such as Positive Behavior Support, Responsive Classrooms, and conflict resolution will be explored.

The pre-requisite or co-requisite of TAL 830 is required or membership in NYC Teaching Fellow Group.

Credits: 3

Every Fall and Summer

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood / Adolescence

An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of the NYS/Common Core Learning Standards and Individualized Education Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of structured fieldwork required.

The pre-requisite of TAL 803 is required or the student must be active in the NYC Teaching Fellows Student Group.

Credits: 3

Every Fall

TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood / Adolescence

Characteristics of pre-adolescent and adolescent students with particular disability classifications, as well as cultural, linguistic, gender, and ability differences, will be studied as a basis for considering

strategies for teaching. Ideas, methods, and strategies for assessing student needs and for designing, adapting, implementing, and evaluating instructional practices in academic content areas will be considered. Emphasis will be placed on developing the ability to teach through a variety of teaching methods, including new technologies and effective utilization of time, space, materials, and equipment. Consideration will be given to teaching learners content in academic subject areas based on the NYS/Common Core Learning Standards. Teaching methods that support a collaborative learning environment, such as cooperative learning groups and co-teaching, will be explored. Ten hours of structured fieldwork required.

The pre-requisite of TAL 856 is required.

Credits: 4

Every Spring

TAL 862 ESL Curriculum and Methodology: Teaching Literacy K-12

A study of different approaches to teaching ESL in an urban classroom with a focus on all aspects of language and literacy, including listening, speaking, reading, and writing, at different levels of proficiency in English. Students will learn to develop literacy through the content areas. They will also become familiar with uses of technology in an ESL setting and with literacy and language proficiency assessment. Students will learn how to help English Language Learners of varying ability meet NYS/Common Core Learning Standards in literacy. Fifteen hours of structured fieldwork required.

Credits: 3

Every Fall

TAL 863 ESL Curriculum and Methodology: Teaching Content Areas K-12

An examination of the practices of teaching the content areas of science, mathematics, social studies and language arts through English. Strategies for implementing sheltered instruction, adapting materials, and developing vocabulary in specific content areas will be introduced. Attention is given to the teaching of content areas to second language learners with disabilities. The use of technology in teaching ESL is presented along with assessment tools for measuring progress in specific subject areas. Students learn to develop their own curriculum and materials in a workshop setting. Fifteen hours of structured fieldwork required.

Credits: 3

Every Spring

TAL 866 Native Language Teaching in the Bilingual Classroom

An exploration of theories of literacy and related teaching practices to develop native language reading, writing, speaking, and listening skills, and to use native language in teaching the content areas (mathematics, science, and social studies). Techniques of assessing native literacy skills will be examined. Students will become familiar with

native language resources in the community through evaluating culturally appropriate curricula, children's literature and media. Students will also analyze and strengthen their own biliteracy skills. Fifteen hours of structured fieldwork required.

Credits: 3

On Occasion

TAL 867 Sociolinguistics and Teaching

This course addresses the relationship between language and society and their role in mediating educational success. The interplay of social class, ethnicity, age, and gender in language teaching and learning is considered. Students examine the multiple ways in which children are positioned in terms of language, ability, disability and learning. The ethnography of communication, classroom discourse, conversational analysis, and intercultural communication as well as the pragmatics of communication, linguistic variation, bilingualism, and code-switching are studied. Pidgins and Creoles, World Englishes, the politics of teaching English, and the role of the profession are addressed.

The pre-requisite of TAL 802 is required or membership in the NYC Teaching Fellow Student Group.

Credits: 3

Annually

TAL 868 Second Language Literacy and Biliteracy

This course addresses the connection between literacy and second language acquisition highlighting the theory and research on the development of literacy in the native language, second language literacy, and biliteracy. Taking an additive approach, the course examines the linguistic and sociocultural foundations in the development of literacy among English Language Learners and the relationships between biliteracy and content knowledge development. Students learn to teach for the development of academic language as well as for the development of language for a variety of purposes. Approaches to teaching reading and writing in the second language as well as ways to develop biliteracy are addressed. Students examine curricula and literature for children and adolescents as well as available technology to teach literacy to ELLs.

The pre-requisites of TAL 802 and 828 are required.

Credits: 3

Annually

TAL 871 Introduction to Reading Difficulties

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.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

On Demand

TAL 873 Early Literacy

A course that focuses on the importance of language development as a precursor to literacy in children from birth to five years of age, including children who grow up in a bilingual environment and those with developmental delays. It will address the significance of providing a language-rich environment at home and in formal educational settings that offers children opportunities to engage in meaningful acts of communication and social interaction as they construct their own ideas and theories about the principles of language. The importance of children's participation in literacy events with other children and adults will be emphasized. The role of play, sensory manipulation, music, movement, story telling, children's literature and the arts in the development of language and literacy will be explored. Fifteen hours of structured fieldwork required.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

Every Spring

TAL 875 Adolescent and Young Adult Basic Literacy

A course that addresses the language and literacy needs of adolescents and young adults who have had uneven or poor schooling. Students will learn how to adapt instruction, develop materials, and design appropriate curricula to meet the literacy needs of adolescents and young adults. The specific needs of English language learners, speakers of a second dialect, and those with learning difficulties will be considered. Students will become familiar with reading materials and other educational resources for this population. The use of specialized technology and media will be explored.

The pre-requisite or co-requisite of TAL 830 is required.

Credits: 3

On Occasion

TAL 879 Special Topics in Education

An in-depth and intensive study of specific critical areas of interest in education, as identified by faculty. With approval of program faculty, students may apply a maximum of three credits to their degree program. Ten hours of fieldwork may be required.

Credits: 3

On Occasion

TAL 880 Classroom Inquiry II

A course that aims to develop and improve aspects of teaching practice by deepening students' understanding of inquiry, documentation, evidence, questions, and knowledge as introduced in Classroom Inquiry I. Students will extend their

learning of collaborative modes of classroom inquiry by formulating a question and completing an inquiry into a school or classroom issue, a curricular activity, or an aspect of their teaching practice. Students will explore a range of literature related to the questions being investigated. They will investigate and compare assumptions about persons and knowledge-making underlying various modes of inquiry through exposure to a range of research designs. Thirty hours of structured fieldwork required.

The pre-requisite of TAL 830 is required.

Credits: 3

Every Fall and Spring

TAL 881A Student Teaching: Early Childhood

This course is designed for students seeking 1st Initial certification. It prepares reflective early childhood teachers who work to create excellent early childhood classrooms, environments and schools for young children. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in a school or early childhood center and meet in regularly scheduled seminars. Students currently employed as early childhood teachers (birth-second grade) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 881B Student Teaching for the Practicing Teacher: Early Childhood

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent early childhood classrooms, environments, and schools for young children. With guidance from college faculty, students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching young children (birth-second grade) complete student teaching in their own classrooms with guidance from college faculty. Students not currently employed in an early childhood setting complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. Students seeking an Advanced Certificate in Early Childhood or Dual Certification in Early Childhood and another area must complete the student teaching required in their first certification before enrolling in TAL 881B. The setting must be approved by early childhood faculty. 20 days. Pass/Fail only. Program approval required.

Credits: 1

Every Fall, Spring and Summer

TAL 882A Student Teaching: Childhood

This course is designed for students seeking 1st Initial Certification. It prepares reflective elementary school teachers who work to create excellent elementary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as elementary school teachers (grades 1-6) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 883A Student Teaching: Adolescence

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent secondary classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as secondary school teachers (grades 7-12), teaching in the subject area in which they are seeking certification, may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 884A Student Teaching: Childhood Special Education

This course is designed for students seeking 1st initial certification. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently

employed as childhood special education teachers (grades 1-6) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 884B Student Teaching for the Practicing Teacher: Childhood Special Education

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching children with disabilities complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching children with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by special education faculty. Pass/Fail only. Program approval required.

Credits: 1

Every Fall and Spring

TAL 884C Student Teaching: Alternative Childhood Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

On Demand

TAL 884D Student Teaching: Alternate Childhood Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as

teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

On Demand

TAL 884E Student Teaching for the Practicing Teacher: Alternate Childhood Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

On Demand

TAL 884F Student Teaching for the Practicing Teacher: Alternate Childhood Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary classrooms for urban children with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as childhood special education teachers (grades 1-6) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

On Demand

TAL 885A Student Teaching: Adolescence Special Education

This course is designed for students seeking 1st

initial certification. It prepares reflective teachers who work to create excellent secondary classrooms for urban students with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a secondary school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) may, with faculty approval, complete the experience in their place of employment. 75 days. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 885B Student Teaching for the Practicing Teacher: Adolescence Special Education

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create excellent elementary classrooms and schools for all urban students. Students apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching adolescents with disabilities complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching adolescents with disabilities complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by special education faculty. Pass/Fail only. Program approval required.

Credits: 1

Every Fall and Spring

TAL 885C Student Teaching: Alternate Adolescence Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Every Fall

TAL 885D Student Teaching: Alternate Adolescence Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Every Spring

TAL 885E Student Teaching for the Practicing Teacher: Alternate Adolescence Special Education I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Every Fall

TAL 885F Student Teaching for the Practicing Teacher: Alternate Adolescence Special Education II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent secondary classrooms for urban adolescents with disabilities. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as

teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as adolescent special education teachers (grades 7-12) complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Every Spring

TAL 886A Student Teaching: TESOL

This course is designed for students seeking 1st initial certification. This experience prepares reflective TESOL teachers who work to create student-centered and challenging classrooms and supportive schools for English Language Learners. Teaching candidates participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a TESOL classroom, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and a cooperating teacher in the school and meet in regularly scheduled seminars. Candidates student-teach in an elementary and a secondary setting for a total of 75 days. Students currently employed as a TESOL teacher in an appropriate setting may, with faculty approval, complete the experience in their place of employment. Pass/Fail only. Program approval required.

Credits: 3

Every Fall and Spring

TAL 886B Student Teaching for the Practicing Teacher: TESOL

This course is designed for students seeking 2nd initial certification. It prepares reflective teachers who work to create student-centered and challenging classrooms and supportive schools for English Language Learners. Teacher candidates apply concepts acquired throughout the program to plan, implement, and assess instruction in their own teaching practice. Students currently teaching English as a second language complete the student teaching in their own classrooms with guidance from college faculty. Students not currently teaching English as a second language complete a 20-day student teaching experience under the supervision of a cooperating teacher and college faculty. The setting must be approved by TESOL faculty. Pass/Fail only. Program approval required.

Credits: 1

Every Fall, Spring and Summer

TAL 886C Student Teaching: Alternate TESOL I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban

emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Every Fall

TAL 886D Student Teaching: Alternate TESOL II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 3

Every Spring

TAL 886E Student Teaching for the Practicing Teacher: Alternate TESOL I

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Every Fall

TAL 886F Student Teaching for the Practicing Teacher: Alternate TESOL II

This course is designed for students in an alternative certification program. It prepares reflective teachers who work to create excellent elementary and secondary classrooms for urban emerging bilingual learners. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities, and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a university faculty member and meet in regularly scheduled seminars. Students currently employed as TESOL teachers complete the experience in their place of employment. 75 days. Pass/Fail only.

Membership in NYC Teaching Fellow Group or in ISTART Group is required.

Credits: 0

Every Spring

TAL 890 Overview of Teaching in Alternative Settings

Analyzes the history and development of education in alternative settings. Special attention is paid to the difference between teaching ESOL in public schools and the kind of teaching that takes place in museums, parks, community-based organizations, schools other than public ones, homes, and clinical settings. During the first half of the course, students visit a variety of alternative settings. During the second half of the course, students select a setting and participate in planning, implementation, and assessment of an educational plan. Pass/Fail only.

Credits: 1

On Demand

TAL 971 Capstone Seminar

In this seminar, students meet graduation requirements with the creation and submission of a portfolio that demonstrates their attainment of the TAL program standards in the areas of Knowledge, Enquiry, Empathy, Pluralism and Social Commitment (the KEEPS Claims). Through the selection and examination of prior coursework in the context of readings from the contemporary and historical field of education, students reflect on the knowledge and skills gained through the program and the implications for their teaching practice.

The pre-requisite of TAL 880 is required and the pre-requisite or co-requisite from one of the following courses is required; TAL 881A, 881B, 882A, 883A, 884A, 884B, 884F, 885A, 885B, 885F or 890.

Credits: 3

Every Fall and Spring

TAL 974 Advanced Topics in TESOL and Bilingual Education

A capstone seminar that helps students gain an in-depth understanding of some of the issues that are

at the forefront of current research on bilingualism, second language acquisition and pedagogy.

Students will critically examine relevant research in selected areas. They will write a major paper synthesizing the research in an area of particular interest and integrating it with their own teaching practice.

The pre-requisite of TAL 880 is required.

Credits: 3

On Occasion

TAL 975 Final Inquiry Seminar: TESOL

This capstone seminar uses the knowledge and skills gained through the program to write and present an in-depth study on an aspect of second language acquisition and teaching practice.

Students continue the work begun in Classroom Inquiry I and II and complete a project that looks closely at an English language or bilingual learner or TESOL curriculum/instructional activity.

Students complete a comprehensive portfolio of their work throughout the TESOL program that demonstrates their attainment of the KEEPS claim.

In this seminar students share their works in progress and work together on issues of documentation, literature review, methodology and writing.

The pre-requisites of TAL 868 and 880 are required and the pre-requisites or co-requisites of TAL 886A, 886B and or 890 are required, or membership in the I-START Student Group or Chancellor Fellow's Student Group.

Credits: 3

Every Spring

Educational Leadership Courses

TLL 930 Administrative Core I: An Overview

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.

Credits: 6

Every Fall

TLL 931A Administrative Core II: Community Relations

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.

The pre-requisite of HDL 930 is required or Department consent.

Credits: 3

Every Fall

TLL 931B Research Methods In Administration

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.

The pre-requisite of HDL 930 is required or

Department consent.

Credits: 3

Every Spring

TLL 932 Assessment in Administration

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.

Credits: 3

Every Summer

TLL 933 School Business Administration

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.

The pre-requisite of HDL 930 is required or Department consent.

Credits: 3

Every Spring

TLL 935 Education and the Law

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.

Credits: 3

Every Fall

TLL 936 Curriculum Development

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.

Credits: 3

Every Summer

TLL 937 The Supervisor in the School Setting

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.

Credits: 3

Every Spring

TLL 941 School District Administrator

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.

Credits: 3

Every Summer

TLL 951A Internship in Administration and Supervision I: Building Level

This internship consists of 550 hours at the school building level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

Credits: 3

Every Fall

TLL 951B Internship in Administration and Supervision II: District/Regional Level

This internship consists of 550 hours at the district or regional office level. Eight core areas are addressed: leadership, management, curriculum and instruction, student issues, personnel issues, staff development, in-district/region relationships, and community relations.

The pre-requisite of HDL 951A is required.

Credits: 3

Every Spring

TLL 998 Special Topics in School Leadership

This course is designed to provide participants with the opportunity to explore one topic of administrative importance in depth. Topics will vary each semester.

Credits: 1 to 3

On Occasion

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as research, our programs address clinical health care, community-based health and social issues. The School prepares students for careers in the areas of respiratory care; diagnostic medical sonography; physician assistant; occupational therapy; athletic training, health and exercise science (including sport management and exercise physiology); physical therapy; social work; and public health.

The programs within these divisions span the undergraduate, graduate and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School of Health Profession's faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in research, which greatly contributes to the learning experience of their students and to their own professional growth.

The School of Health Professions offers a three year post-baccalaureate Doctor of Physical Therapy (DPT) degree. The school 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 B.S./M.S. degree program in Occupational Therapy; the M.S. degree in Advanced Athletic Training and Sports Sciences; the M.S. in Physician Assistant Studies; the M.S.W. in Social Work; and a Master of Public Health degree with a concentration in Health Education, Advocacy and Communications.

For information, please contact the Dean's Office at 718-780-6578, fax 718-780-4561, or visit the website at www.liu.edu/brooklyn/shp.

Barry S. Eckert, Ph.D., FASAHP

Dean

barry.eckert@liu.edu

Stacy Gropack, Ph.D.

Associate Dean

stacy.gropack@liu.edu

Terry Macon

Administrative Assistant

terry.macon@liu.edu

Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, students seeking entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification.

DIVISION OF ATHLETIC TRAINING, HEALTH AND EXERCISE SCIENCE

Division Director and Associate Professor: Eugene Spatz, M.S.

Associate Professor: David Spierer, Ed.D.

Assistant Professors: Tracye Rawls-Martin, M.S., ATC, Director, Athletic Training Education Program; Rebecca Petersen, M.S., ATC, Clinical Coordinator of B.S./M.S. in Athletic Training; Arpi Terzian, Ph.D. M.P.H.; Kevin Duffy, M.S.; TJ Kostecky, Coordinator of Sport Management Concentration Program

Coordinator of Health Science Program: Melissa Lent, M.S.

Practicum Coordinator: Scott Westervelt, M.S.

Adjunct Faculty: 30

M.S. in Exercise Science

The master's of science in exercise science offers a comprehensive educational experience including lectures and laboratories on the constructs and applications of advanced exercise physiology. Specific concentrations serve to position graduates and career professionals in an ever-changing health care environment. The program is designed to enhance students' marketability by combining Sports Nutrition with three well-established and popular areas of study: Exercise Physiology, Strength & Conditioning and Fitness for Special Populations. Although there are three distinct areas of study, the program also offers academic flexibility with several elective courses. In addition, an active research laboratory allows students the opportunity to pursue their own data collection or get involved as a volunteer or graduate assistant. The M.S. curriculum has an overall credit requirement of 36 credits with the intention of developing graduates that can be competitive across the academic and career landscape while providing students with an education that is both satisfying and valuable.

The concentrations for the M.S. in Exercise Science include:

- Exercise Physiology and Sports Nutrition
- Strength and Conditioning and Sports Nutrition
- Fitness for Special Populations

Admission Requirements

To qualify for acceptance into the M.S. in Exercise Science program:

- Entering students (including transfer students) must have an undergraduate G.P.A. of 2.5 or higher
- Submit a general application for admission through My LIU
- The application must be accompanied by at least two letters of reference (preferably one academic and one personal)

To qualify for acceptance into any of the three

concentrations students must:

- Must have a bachelor's degree from an accredited college
- Attain a grade-point average of 2.5 or above
- Undergo an interview with the director of the concentration

M.S. in Exercise Science Plan

Requirements

Must Complete All Core Courses Listed Below.

EXS	501	Exercise Physiology in Chronic Disease I	3.00
EXS	510	Nutrition and Wellnes for Physical Activity	3.00
EXS	524	Exercise and Fitness for Special Populations	3.00
EXS	535	Field Experience I	3.00
EXS	540	Research Methods in Exercise Science	3.00

M.S. in Exercise Science Plan

Requirements - Fitness for Special

Populations Track

Select 9 Credits for Fitness for Special Populations Track Requirements.

Non-Thesis Option

EXS	592	Physiology of Exercise for Healthy and Aging	3.00
EXS	530	Adapted Physical Activity for Individuals with Autism	3.00
EXS	600	Exercise Physiology in Chronic Disease II	3.00
EXS	620	Analytical Approach to Exercise Prescription	3.00

Select 12 Credits from Exercise Science

Electives

EXS	527	Grant Writing for Health & Fitness Professionals	3.00
EXS	507	Corrective Exercise Specialist (CES) Preparation	3.00
EXS	750	Alternative Therapies in Health	3.00
EXS	581	Psycho-Social Cultural & Political Aspects of Disability	3.00

Students will have an opportunity to take a variety of courses as electives. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand. The four courses above are examples of elective courses in this track.

M.S. in Exercise Science Thesis Option

Requirements

EXS	799	Research Thesis I	3.00
EXS	899	Research Thesis II	3.00

M.S. in Exercise Science Plan**Requirements - Exercise Physiology and Sports Nutrition Track**

Select 9 credits for Exercise Physiology and Sport Nutrition Track Requirements.

Non-Thesis Option

EXS	600	Exercise Physiology in Chronic Disease II	3.00
EXS	653	Advanced Laboratory Techniques in Exercise Physiology	3.00
EXS	620	Analytical Approach to Exercise Prescription	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

12 Credits from Exercise Science Electives.

EXS	591	Entrepreneurship in Fitness & Health	3.00
EXS	650	Cardiopulmonary Health & Disease	3.00
EXS	670	Research in Health, Exercise & Sport	3.00
EXS	518	Technology in Health & Disease	3.00

Students will have an opportunity to take a variety of courses as electives. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand. The four courses above are examples of elective courses in this track.

M.S. in Exercise Science Thesis Option Requirements

EXS	799	Research Thesis I	3.00
EXS	899	Research Thesis II	3.00

M.S. in Exercise Science Plan**Requirements - Strength and Conditioning and Sport Nutrition Track**

Select 9 credits for Strength and Conditioning and Sport Nutrition Track Requirements.

Non-Thesis Option:

EXS	507	Corrective Exercise Specialist Preparation	3.00
EXS	508	Certified Strength and Conditioning Specialist Preparation	3.00
EXS	615	Performance Enhancement Specialist Preparation	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

12 Credits from Exercise Science Electives.

EXS	593	Functional Movement, Assessment & Program Design	3.00
EXS	605	Nutritional Biochem	3.00

EXS	700	Biomechanics of Human Performance	3.00
-----	-----	-----------------------------------	------

EXS	630	Physical Training & Conditioning	3.00
-----	-----	----------------------------------	------

Students will have an opportunity to take a variety of courses as electives. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand. The four courses above are examples of elective courses in this track.

M.S. in Exercise Science Thesis Option Requirements

EXS	799	Research Thesis I	3.00
EXS	899	Research Thesis II	3.00

Athletic Training Program

The Athletic Training Education Program prepares students for careers as certified athletic trainers and culminates in a B.S./M.S. in Athletic Training. Certified Athletic Trainers (ATCs) are health care professionals who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses that affect athletes and the physically active.

The American Medical Association recognizes Certified Athletic Trainers as health care professionals who prevent, rehabilitate and manage athletic injuries and general medical conditions in secondary schools; universities; clinics; professional athletics; the military; sports medicine clinics and hospitals; the performing arts; physician offices; occupational workplaces and industry.

The athletic trainer's professional preparation is directed toward the development of specified competencies in the following 12 performance domains which define the profession of athletic training: risk management and prevention of injuries; pathology of injuries and illnesses; assessment and evaluation; acute care of injury and illness; pharmacology; therapeutic modalities; therapeutic exercise; general medical conditions and disabilities; nutritional aspects of injury and illness; psychosocial intervention and referral; health care administration; and professional development and responsibility.

M.S. in Advanced Athletic Training and Sports Sciences

The Division of Athletic Training, Health and Exercise Science offers the 36-credit M.S. in Advanced Athletic Training and Sports Sciences that provides a progressive educational experience for allied health professionals. The curriculum addresses not only the traditional areas of athletic training, but also includes relevant topics 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, who have the opportunity to gain knowledge through challenging coursework including neuroscience and advanced sports medicine. Current trends and perspectives in surgery and rehabilitation are covered and students also have the opportunity to observe surgical procedures with the program's medical director.

Working closely with their adviser, students can individualize their program of study, choosing from an extensive selection of electives. They also have the choice of two options as a culminating experience – a clinical experience or a thesis. These options are chosen, taking into consideration educational background, career goals and professional interests.

Faculty members are seasoned professionals, who are highly proficient and are well-regarded in their respective fields. Through the use of state-of-the-art laboratories, students participate in a truly dynamic educational experience. Many courses may qualify for Continuing Education Units (CEUs) through the Board of Certification (BOC).

Admission Requirements

To be admitted to this program, you must:

- Hold a bachelor's of science/art in the health profession or in a related field.
- Have a minimum undergraduate grade-point average of 2.75.
- Submit two letters of recommendation from individuals who can comment on clinical competence and scholarly ability.
- Be certified or licensed in good standing as a: certified athletic trainer (ATC®), physical therapist, registered nurse, physician assistant, or occupational therapist.

Based on life and professional experience, applicants from other fields may be considered for the Advanced Athletic Training program at the discretion of the program director and the Application Review Committee. *This program is NOT an entry-level route to certification as an athletic trainer, which is distinctly separate and apart from the B.S./M.S. degree program in Athletic Training and Sports Sciences. After completing the M.S. in Advanced Athletic Training and Athletic Sciences, you are NOT eligible to sit for the BOC Exam as an athletic trainer. Individuals considering certification should inquire about the CAATE-accredited B.S./M.S. in Athletic Training.

Program Requirements

Continued enrollment in this program is contingent upon:

- All deficiencies in an applicant's qualifications being 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.
- Student earning a cumulative grade-point average of 3.0 in order to receive his/her

degree. (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 being completed within five years after the initial matriculation date.

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.

Fellowships and Assistantships

Appropriately qualified individuals may be selected for a teaching fellowship or a 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 Education Program's 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 LIU Brooklyn athletes. Students who are interested in these positions should contact the Division for more information.

Advanced Athletic Training Master of Science Requirements

Requirements for Athletic Training, Master of Science Plan

All Courses Below Are Required.

EXS	501	Exercise Physiology in Chronic Disease I	3.00
EXS	510	Nutrition and Wellness for Physical Activity	3.00
EXS	700	Advanced Analysis of Human Motion and Biomechanics	3.00
EXS	720	Neuroscience and Exercise	3.00
EXS	655	Pathology and Illness in Sport and Physical Activity	3.00
EXS	540	Research Methods in Exercise Science	3.00
EXS	645	Sports Nutrition and Pharmacology in Sport	3.00
EXS	750	Alternative Therapies in Health	3.00

Option A Requirements

EXS	705	Individual Problems	3.00
EXS	721	Seminar: Current Issues and Topics in Athletic Training	3.00

Option B Requirements

EXS	798	Research Thesis I	3.00
EXS	899	Research Thesis II	3.00

Exercise Science Courses

EXS 500 Personal Training Certification

Preparation

This course will provide students with the most current state-of-the-art fitness education. Students will be expected to have a firm grasp of the theories and facts involved with practical fitness testing and programming. Students will apply this information in a practical setting through the performance of laboratory exercises. Each lab will address the knowledge and skills that a fitness professional must possess to safely implement effective fitness programs. Students will be prepared to take personal training certification tests from well-organized professional organizations.

Credits: 3

Every Spring

EXS 501 Exercise Physiology in Chronic Disease I

A course designed to provide students with an in-depth understanding and appreciation of the effect of exercise in chronic illness. Class activities include theory-based lectures; group case studies and role-play using standardized patients. Students will learn how to analyze and interpret exercise and medical data as it relates to disease, and prescribe appropriate exercise parameters. This course has an additional fee.

Credits: 3

Every Fall

EXS 503 Introduction to Health Care

Management

Students are introduced to current practices and theories of health care policies and management. This course presents an overview of the U.S. health care system and recent trends in public policy and health care reform. Topics include: hospital organization management, marketing, finance, human resources, strategic planning, ethics, and health information systems.

Credits: 3

On Occasion

EXS 506 Administration in Health and Fitness

This course is designed to help students to acquire administration and management skills across areas of health and fitness. It will review financial management, human resources, sales and marketing, facility design and maintenance, safety and risk management, program evaluation and fitness industry perspectives and standards.

Credits: 3

On Occasion

EXS 507 Corrective Exercise Specialist (CES)

Preparation

This course is designed to enable fitness professionals to expand their knowledge and abilities in human movement science. Students develop an expertise in injury prevention and recovery working with deconditioned and conditioned populations. Specifically students

learn the movement assessment process using the Functional Movement Screen, gait analysis etc., and develop an individualized correct exercise program. Common conditions include low back pain, ACL injuries and muscle imbalance. The course will help prepare the student for the well-recognized NASM Corrective Exercise Specialist (CES) exam.

Credits: 3

Every Fall

EXS 508 Certified Strength and Conditioning Specialist (CSCS) Preparation

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. Students will learn program design variables for improving these areas. Students will be prepared to sit for the CSCS Certification exam administered by the NSCA.

Credits: 3

Every Fall

EXS 510 Nutrition for Physical Activity

A course designed to expose students to basic concepts of nutrition for non-athletic and athletic populations. Students will be introduced to daily requirements for macro-nutrients and will also analyze a nutritional recall. Emphasis is also placed on current nutrition and exercise guidelines essential for a healthy quality of life. This course has an additional fee.

Credits: 3

Every Fall

EXS 518 Technology in Health and Disease

This course will explore the use of new devices and technologies currently utilized to monitor, assess, and evaluate healthy and disease states. Students will learn the theory behind the engineering of such devices as heart rate monitors, pedometers, accelerometers, and automated systems. Students will also have the opportunity to experience these items in real-time setting.

Credits: 3

On Occasion

EXS 520 Program Design in Adapted Physical Activity

An examination of the methods and techniques applicable to the planning and design of individualized adapted physical activity and daily living programs for people with developmental disabilities. Skills are developed in designing rubric assessments, data collection, identification of appropriate goals and objectives, task analysis, modification of equipment and activities, picture rehearsals, prompts and program evaluation.

Credits: 3

Alternate Fall

EXS 524 Exercise and Fitness for Special Populations

This course provides didactic and practical

experiences in developing exercise programs for individuals who have a specific disability or health limitation including aging, arthritis, diabetes, intellectual disabilities, spinal cord injuries and asthma. This course covers applied methods of exercise prescription for individuals who require adaptations and modifications to an exercise program. This course covers a brief summary of the physiology and pathophysiology of each condition, selected research on each disability or health condition and translation of the research in practical exercise guidelines and functional fitness activities to facilitate effective program development. Class activities will include theory-based lecture and practical experiences in the functional training lab.

Credits: 3

Every Fall

EXS 527 Grant Writing for Health and Fitness

This course will provide an introduction to the basic skills, principles, and techniques of successful grant writing. Students completing the course will work to gain an understanding of fundamental components of a grant proposal such as the abstract or summary, background and significance, specific aims/goals and objectives, project design and methods, sustainability, assessment, broader impacts, budget, and budget justification. Students will further learn how to locate available funding opportunities from Federal and private institutions, focus on skills needed to develop competitive grant proposals and finally prepare a complete grant proposal to an agency of their choice. If the student is planning to continue their education onto the doctoral level in any biomedically related discipline will be encouraged to submit to the NIH Ruth L. Kirchstein MRSA Service Award. Applications will be reviewed prior to submission by a mixed board of internal and external reviewers to enhance competitiveness of applications and to provide feedback for further development of a competitive application.

Credits: 3

Alternate Fall

EXS 530 Adapted Physical Activity for Individuals with Autism

This course provides students with the opportunity to learn applied behavior analysis (ABA) and its application to teaching exercise and fitness skills to people with autism. Topics include exercise physiology adaptations of balance, coordination, strength and endurance, task analysis of exercises, prompting continuum, environmental equipment and instructional modifications, reinforcement, discrete trial communication and rubrics assessment of exercise skills.

Credits: 3

Every Spring

EXS 535 Field Experience I

An opportunity for the student to gain experience in his or her chosen track by spending a minimum

of 90 hours at a public or private institution. Students will be placed in areas related to selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.

The pre-requisite of EXS 501 is required.

Credits: 3

Every Semester

EXS 540 Research Methods in Exercise Science

An introduction to various types of research designs and statistical methods relating to physical activity within the disciplines of exercise physiology, fitness for special populations, strength and conditioning, and athletic training. The student also learns to work with basic statistical research in the formulation of the various study designs. The student is able to apply the above to solve a particular research problem in their respective profession.

Credits: 3

Every Semester

EXS 542 Psychology of Exercise and Physical Activity

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.

Credits: 3

On Occasion

EXS 545 Field Experience II

An opportunity for the student to gain additional experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Students will be placed in areas related to selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.

Credits: 3

Every Semester

EXS 560 Sports Psychology

This course will enable students to apply the basic principles of sport psychology directly to competitive athletes. By understanding the relationship between sport psychology and athletic performance, students will be better prepared to achieve professional goals in the areas of coaching, exercise science and strength and conditioning for athletes.

Credits: 3

On Occasion

EXS 576 Therapeutic Exercise in Athletic Training

A review of the knowledge and skills in therapeutic exercise required of the entry-level athletic trainer, including planning, implementing, documenting,

and evaluating the efficacy of therapeutic exercise programs for the rehabilitation/reconditioning of injuries and illnesses of the physically active.

The pre-requisite of HS 577 is required or permission

Credits: 3

Every Spring

EXS 577 Therapeutic Modalities in Athletic Training

A review of the knowledge and skills in therapeutic modalities required by an entry-level athletic trainer, including planning, implementing, documenting, and evaluating the efficacy of the modalities used in the treatment and rehabilitation of injuries/illnesses of athletes.

The pre-requisite of SPS 173 is required or permission of the Division.

Credits: 3

Every Fall

EXS 581 Psycho-Social, Cultural and Political Aspects of Disability

This course examines basic principles and philosophies of disability in relationship to institutionalization, normalization, inclusion, diversity and disability rights movement, employment, government policies and international perspectives.

Credits: 3

On Occasion

EXS 590 Functional Movement, Assessment, and Program Design

This course will help students identify muscular imbalances and determine deficits that may be overlooked during a traditional performance evaluation. Students will become proficient in the functional movement screen and be able to pinpoint functional deficits related to proprioceptive, mobility and stability weaknesses. Students will learn exercise progressions to correct muscular imbalances and incorporate them into a complete functional training program.

The pre-requisite of EXS 507 is required.

Credits: 3

Every Spring

EXS 591 Entrepreneurship in Fitness and Health

This course aims to provide the student with a hands-on introduction to the venture creation process of business with a strong influence and direction toward fitness/wellness entrepreneurship. This course is designed for a variety of student interests and backgrounds. It directly addresses the concerns of students wanting to become entrepreneur in the future. This course will take the student from the innovation stage to the expanding or ending the venture.

Credits: 3

Every Spring

EXS 592 Physiology of Exercise and Healthy Aging

This course applies the science of exercise

physiology to an analysis of the aging process. It identifies the positive effects that regular exercise and physical activity have on longevity, delaying specific diseases, decreasing morbidity and increasing quality of life. Course content focuses on three groups found in the aging and health spectrum; average aging individuals, frail elderly and master athletes.

The pre-requisite of EXS 524 is required.

Credits: 3

Every Spring

EXS 600 Exercise Physiology in Chronic Disease II

Lecture topics in this course will focus on pathophysiological content related to chronic disease. Students will learn how to apply testing and training techniques used in chronic disease populations through role play and simulated environments. The latest concepts of the role of exercise, fitness, and physical activity on diseases such as asthma, type II diabetes, obesity, heart failure, osteoporosis, and aging will be discussed. There will also be a laboratory focus on diagnostic testing (e.g., ECG) in chronic conditions (i.e., asthma, COPD, CAD).

The pre-requisite of EXS 501 is required.

Credits: 3

Every Spring

EXS 615 Performance Enhancement Specialist Preparation

Students will learn progressive integrated training techniques and programs to enable athletes to perform at the highest level. Utilizing National Academy of Sports Medicine (NASM) optimum performance training methodology, students will learn how to individualize training programs and deliver consistent results in performance enhancement and reconditioning. Additional course fees will cover review materials and registration for the NASM PES Certification exam.

Credits: 3

Every Spring

EXS 620 Analytical Approach to Exercise Prescription

Students will undergo informative discussion on the basic components of fitness and their relation to assessment and evaluation of athletes, non-athletes and special populations. This course will consist of a strong practical component where under the supervision of a faculty member, students develop a model program of exercise prescription focused on current recommendations for fitness and health, emphasizing metabolic equations set forth by governing bodies such as, the American Heart Association and the American College of Sports Medicine. This course is appropriate for students interested in clinical work upon graduation.

Credits: 3

Every Spring

EXS 645 Sports Nutrition and Pharmacology in Sports

This course will cover content related to pharmacology and supplementation and is designed to meet specific athletic training competencies in pharmacology. Course content will provide students with a strong foundation in the area of sports nutrition and supplementation. The impact of supplementation, nutrition and pharmacological agents on athletic performance will be discussed. The content of this course is designed to equip students with the knowledge, skills and abilities necessary to become certified sports nutritionists via the International Society of Sports Nutrition (ISSN). Course activities will include current topic debates, theoretical concepts and analysis of current research in the areas of pharmacology and sports nutrition.

Credits: 3

Every Spring

EXS 650 Cardiopulmonary Health and Disease

This course is designed to provide the student with a basic understanding of current topics in cardiovascular health, the pathophysiology of disorders limiting exercise, the significance in athletes and those with such conditions/disease, and management of these disorders through exercise and nutrition. Topics to be addressed include, cardiomyopathies, ischemia, infarction, coronary artery disease, valvular diseases, peripheral arterial diseases, and atherosclerosis. Special topics to be covered include; the affects of obesity, metabolic syndrome, diabetes mellitus, and endocrine disorders on the cardiovascular systems. Additionally an emphasis on the affects of nutrition and exercise on cardiovascular health and disease will pervade each discussion and will be also addressed as independent topics.

The pre-requisite of HS 501 is required.

Credits: 3

Every Fall

EXS 652 Introduction to Diagnostic Testing

Students will be introduced to theoretical and practical aspects of diagnostic testing, including x-ray, MRI, CT Scan, Cardiopulmonary testing, electrocardiography. Class discussions will focus on the use of these tools and their impact in medicine in past, present, and future.

Credits: 3

On Occasion

EXS 653 Advanced Laboratory Techniques in Exercise Physiology

An exploration of new techniques to test the limits of exercise science. Students will participate in class discussions related to venous occlusion plethysmography, isokinetic assessment, and lactate threshold testing. Practical applications in the laboratory will allow for students to experience first hand, how these techniques can be used by an exercise physiologist for teaching and research purposes.

The pre-requisite of EXS 501 is required.

Credits: 3

Every Fall

EXS 655 Pathology and Illness in Sport and Physical Activity

The study of disease processes associated with a variety of systems of the human body including cardiovascular, neurological, musculoskeletal, and respiratory systems. Special emphasis is placed on the relationship between a variety of such diseases and how they may affect human performance and rehabilitation. Demonstration and laboratory reinforced material presented in lecture. Students will also observe various health care providers for a total of 12 hours during the semester.

Credits: 3

Every Spring

EXS 660 Clinical Education in Athletic Training II

This course requires the student to apply their knowledge in a hands-on, practical environment suitable for athletic training student. Each student will be assigned to an approved clinical instructor (ACI) in a clinical situation according to each individual plan of study. The focus of this course is on the axis, including the head and spine, as well as the upper extremity, including the shoulder, elbow, forearm, wrist and hand. Additionally, the student will be responsible for skin condition recognition. The student is responsible for the recognition, evaluation, and immediate care of athletic injuries to this region, while under the direct supervision of a qualified certified athletic trainer. This course requires additional hours (minimum of 150 hrs) other than the standard meeting times listed in the schedule of classes. This course has an additional fee. Open only to Athletic Training students.

The pre-requisite of SPS 165 and 173 are required.

Credits: 3

Every Fall

EXS 661 Clinical Education in Athletic Training III

This course will require the students to apply their knowledge in a hands-on, practical environment suitable for athletic training students. Each student will be assigned to a clinical situation according to each individual plan of study. The focus of this course will be on the collection of knowledge, skills, and values required of the entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic rehabilitation program for injuries to and illnesses of the physically active. Open only to the Athletic Training Students. This course requires additional time (minimum of 200 hours) in addition to class schedule.

The pre-requisites of EXS 577 and 660 are required.

Credits: 3

Every Spring

EXS 670 Research in Health, Exercise and Sport: Reading Between the Lines

Past and current literature in health, exercise and sport will be discussed. Didactic and practical experience will encourage students to inquire as to what is truth and what is fluff. Students will also learn the techniques and process of writing a research paper, specific aspects such as introduction, methods, results and discussion will be explored.

The pre-requisite of EXS 540 is required.

Credits: 3

On Occasion

EXS 700 Biomechanics of Human Performance

The use of recently developed instrumentation to study applied anatomy and kinesiology of the human body. Analyses of normal and pathological conditions are studied and compared with emphasis on biomechanics of human performance. Demonstration and laboratory reinforce material presented. Recommended background in physics and kinesiology.

Credits: 3

Every Spring

EXS 705 Individual Problems

The course provides an opportunity to select and research a topic of interest. The student must present and orally defend his or her research findings.

Credits: 3

Every Fall, Spring and Summer

EXS 709 Clinical Education in Athletic Training IV

An opportunity for the student to apply his or her knowledge in a hands-on, practical environment suitable for athletic training student. Each student will be assigned to clinical situation according to each individual plan of study and fulfill all exposure requirements. The focus will be on the collection of knowledge, skills, and values required of the entry-level Certified Athletic Trainer to plan, implement, document, and evaluate the efficacy of therapeutic modality programs for the rehabilitation/reconditioning of injuries to and illnesses of the physically active. This course requires additional hours (minimum of 200 hours) other than the standard meeting times listed in the schedule of classes. Open only to Athletic Training Students.

Credits: 3

Every Fall

EXS 710 Organization and Administration in Athletic Training

This course will cover the organization and administration of an athletic training facility. Review of topics include: written and electronic medical record keeping, medico-legal aspects, preparation of budgets, purchasing, facility design, personnel management, public relations, liability and health insurance.

Credits: 3

Every Fall

EXS 720 Neuroscience and Exercise

A study of the gross and microscopic structures and functions of the human nervous system, including the spinal cord and peripheral and autonomic nervous systems as they pertain to physical activity and disease. Laboratory examinations of human models are offered. A sequence of lectures is given with laboratory work.

Credits: 3

Every Spring

EXS 721 Seminar: Current Issues and Topics in Athletic Training

Students will participate in and lead discussions regarding current issues and topics in Athletic Training. It is designed to meet specific athletic training competencies in professional development. Students will also be required to develop a poster presentation to be presented in a professional forum.

Credits: 3

Every Spring

EXS 746 Multidisciplinary Approaches to Autism

This course will review autism spectrum disorders (ASD). There will be an emphasis on etiology, symptomology (i.e., social, communicative, motor, and stereotypical issues), identification, and appropriate supports for individuals with autism. The National Autism Council National Standards Project Report will be reviewed and discussed as a basis for developing evidence-based practice guidelines in working with individuals with ASD. Students will have an opportunity to be exposed to current research regarding ASD, as well as current legal issues, legislations and movements that define current practice in the field.

Credits: 3

Cross-Listings: CSP 746, EXS 746

On Occasion

EXS 750 Alternative Therapies in Health

A course designed to expand the knowledge of sports medicine practitioners in alternative approaches to health care. Students have the opportunity to learn and experience specific hands-on techniques used to enhance sports performance and activities of daily living. The students will be introduced to alternative modalities including Acupuncture, Herbal Medicine, Massage Therapy, Qui Kung exercise, Meridian Therapy and the concept of Yin-Yang. A review of both old and new case studies are used throughout the course to illustrate advances in the field of sports medicine.

Credits: 3

Alternate Spring

EXS 798 Research Thesis I

Students choosing this option will select a research topic in their field of study in consultation with a faculty advisor. Students enrolled for Thesis I will complete a written thesis proposal for faculty to review. The proposal should include the purpose, hypothesis, methodology and literature review.

Implementation of their proposed research is contingent upon faculty and IRB approval. This course has an additional fee. Pass/Fail.

Credits: 3

Every Semester

EXS 899 Research Thesis II

Students enrolled in this course will complete their research begun in Thesis I and writing a dissertation and oral defense. Issues regarding the statistical analyses and interpretation of research findings are of primary concern. The completion of the thesis is contingent upon faculty approval and meeting university guidelines for thesis submission. This course has an additional fee. Pass/Fail.

Credits: 3

Every Semester

DEPARTMENT OF OCCUPATIONAL THERAPY

Chairperson: Katherine Dimitropoulou, Ph.D.,
OTR/L, Associate Professor

Dale Coffin, M.A., OTR/L, Assistant Professor,
Academic Fieldwork Coordinator

Associate Professor: Michael Saraceno, M.A.,
OTR/L, CHT

Assistant Professors: Donna Covello, OTD,
OTR/L; Cindy, Supawadee Lee, Ph.D., OTR/L;
Susan Nesbit, M.A., OT/L; Doris Obler, Ph.D.,
M.S.W., OTR/L; Renee Ortega, M.A.,COTA/L,
Assistant Professor, Academic Fieldwork
Administrator; Holly Wasserman, M.S. OTR/L
Associate Professor, Evening/Weekend Program
Coordinator

Adjunct Faculty: 17

The Occupational Therapy Program offers a dual B.S./M.S. degree. It is designed to educate entry-level occupational therapists whose skills and training prepare them to practice competently in the rapidly changing urban health care environment and to equip patients and clients with skills for the workplace and for home. The occupational therapy curriculum offers students the opportunity to focus on individual professional growth, to participate in community-service learning, to refine cultural sensitivity and practice skills, to use health promotion in community settings, to utilize activity to promote health and independence, and to develop the skills required to treat the whole person.

The Occupational Therapy Program is approved by the New York State Education Department and the Accreditation Council for Occupational Therapy Education. Occupational therapy is an upper-division professional program, spanning three years of full-time professional academic courses and clinical work that is integrated with several community-service learning experiences. The professional phase of the program also may be completed on a part-time basis over four years. Students must complete the liberal arts and sciences core curriculum, which offers a rich base of sciences, humanities and social sciences, before entering the professional phase of the program; a minimum of 64 credits in the liberal arts and sciences for the baccalaureate degree are required.

Occupational therapy is a vital health-care and rehabilitation profession whose practitioners help clients to develop or restore and sustain the highest quality of productive life to persons recovering from illness or injury. Occupational therapy is the therapeutic use of self-care, work/productive tasks and play/leisure activities to increase independent function, enhance development and prevent disability. The term occupation refers to activities that are meaningful to the individual within the environments in which the person lives and functions. Occupational therapy promotes healthy lifestyles, prevents disability and facilitates active participation through occupation. It includes

adapting tasks and the environment to maximize independence and quality of life. Occupational therapists help people adapt to changes resulting from disability and the aging process, focus on illness and injury prevention, and promote healthy and satisfying lifestyles for people of all ages.

Our faculty is actively involved in promoting community health and wellness through funded research and programs assisting people to achieve their highest level of functioning within the context of their own communities. Our students are involved in these activities as part of their training since their first year in our program. Using a variety of teaching methods and the integration of technology in the coursework, our students develop a comprehensive understanding of practice and build their research skills. Embedded in our curriculum are activities that enhance students' communication and critical thinking skills contributing to personal and professional growth. Our students are prepared for successful clinical careers and leadership roles within their professional community.

ADMISSIONS

Our program presents an excellent opportunity for high school students who want to pursue a degree in occupational therapy. High school students can complete a B.S./M.S. degree in Occupational Therapy in 5 years (2 years for the completion of the pre-requisites and 3 years for the professional phase of the program). Our program also presents a great opportunity for college students and college graduates with a degree in another field who want to pursue a career in occupational therapy.

Students seeking the entrance into health and human service professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in the field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT (www.nbcot.org) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's personal record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application Process for High School Students:

Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as

a pre-occupational therapy candidate. They need to apply using the LIU main application system from our Admissions office:

www.liu.edu/Brooklyn/Admissions. Upon acceptance students need to complete 64 pre-requisites and then apply for the professional phase of the program (please see details below). In order to maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please be note that LIU pre-occupational therapy students do not automatically enter the professional phase of the program. All students go through the application and selection process outlined below.

Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. Transfer students can use one of the two procedures listed below for applying to our program:

- The OTCAS system: www.otcas.org.

If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete their on-line application. Our department has direct access to those records.

- Directly apply to LIU:

www.liu.edu/Brooklyn/Admissions.

All transfer students or LIU graduates must **first** apply directly to the Office of Admissions (718-488-1011) by filling out the on-line undergraduate application (see link listed above).

Part Two – OT PROGRAM APPLICATION (for all applicants)

Applicants who do not apply through OTCAS must also fill out an *OT Program Application*. You can find the application on-line at www.liu.edu/Brooklyn/Admissions/Forms-Documents, or you can request a hard copy at Department of OT at (718) 780-4508. You also need to submit three letters of recommendation on Departmental Forms.

Pre-OT and/or other majors (LIU) students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). Admission application and reference letter forms can be obtained from the OT Department (5th Floor, Health Science Building, Room 512, 718-780-4508) or on-line at www.liu.edu/Brooklyn/Admissions/Forms-Documents.

The Department of Occupational Therapy publishes the application deadline on the website. All students accepted begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed prior to entering the program in September. We encourage students to meet with

faculty in the Department of Occupational Therapy to prepare their application and to make sure that prerequisites are completed.

INTERVIEW

All eligible students will be invited to the Department of Occupational Therapy for an interview with a faculty member so that students can become more familiar with the Program and the Campus.

LETTERS OF RECOMMENADATION

Students are required to **submit 3 letters of recommendation** on the designated reference forms of the Department (these forms are integral to the OTCAS system or can be obtained from the Department of OT, the Admissions Department, or on-line at www.liu.edu/Brooklyn/Admissions/~media/Files/Brooklyn/Admissions/Forms/BK_Admiss_underGraduateApp).

We REQUEST that letters of recommendation be completed by people who know you well—for example, college professors, academic counselors, or employers. The person completing the recommendation form **MUST** return it to you in a sealed envelope with his or her signature across the flap of the envelope. You should collect all sealed envelopes and submit them together along with your application to the Department of Occupational Therapy.

PERSONAL STATEMENT (as part of the admission packet)

In your personal statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability—whether the experience is your own or that of a family member or close friend. Please include ALL required materials when submitting your application for your application to be processed.

- LIU application
- Occupational Therapy Program Application (Must be filled out completely)
- 3 Recommendation Forms (these are the only forms that we will accept)
- Official Transcript(s) (current)
- Personal Statement

Pre-requisites

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average G.P.A. of 3.0** in the four Biology Pre-requisite courses is preferred (BIO 3, 4, 131, 132). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

Prerequisite Courses for LIU Students and Transfer Students Without a Degree

Biology (with lab)	(Bio 3, 4)	8 credits
Anatomy (with lab)	(Bio 131)	4 credits
Physiology	(Bio 132)	3 credits
Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits
English Composition	(Eng 16)	3 credits
Core Seminar	(formerly Eng 17)	3 credits
English Literature	(Eng 61-64)	6 credits
Intro Sociology or Anthropology		3 credits
History	(His 1, 2)	6 credits
Philosophy	(Phil 61, 62)	6 credits
Oral Communication	(Spe 3)	3 credits
Liberal Arts		4 credits
		*64 credits

* Each Applicant is required to complete an additional 4 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 3 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is ***64 credits**. All prerequisite course work must be completed prior to initiation of professional phase course work.

VOLUNTEER WORK: 50 hours. A letter from an Occupational Therapist that confirms your volunteer hours is necessary.

Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)

General Biology (with lab)		8 credits
Anatomy (with lab)		4 credits
Physiology		3 credits

Algebra	3 credits
Statistics	3 credits
General Psychology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits
English Composition and/or Literature	6 credits
Intro Sociology or Anthropology	3 credits

***39 credits**

*The total prerequisite credit requirement for entry into the program is ***64 credits**. Completion of the 25 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed prior to initiation of professional phase course work.

For more information about our program visit our website:

www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Occupational-Therapy

Academic Standards

Once accepted into the Occupational Therapy Program, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. Students also must meet standards of professional behavior with faculty, peers and clinical instructors. Upon completion of the curriculum, students are awarded a dual Bachelor of Science/Master of Science Degree in Occupational Therapy and are eligible to take the NBCOT exam.

Occupational Therapy Curriculum

The Occupational Therapy Program curriculum includes 122 credits in the professional phase of the program. Occupational therapy course offerings provide 23 credits of basic and medical science classes, 82 credits in occupational therapy theory and practice, and 17 credits of clinical education.

The developmental nature of our curriculum allows students to be introduced, practice and master, core competencies pertaining to the clinical practice of Occupational Therapy. The curriculum is brought to life through organizing strands, which serve to infuse the mission and philosophy of the program into each course. The courses are organized into sequences that aim to gradually enable students' learning and professional competency.

The organizing strands for the curriculum are:

1. Clinical reasoning/evidence-based practice/research
2. Engagement in meaningful occupation
3. Health promotion, prevention and wellness
4. Professional socialization/community service

The occupational therapy program will allow you to:

- Focus on your individual professional growth and development
- Participate in community service learning
- Enhance cultural sensitivity and practice skills
- Use health promotion in community settings
- Develop skills to treat the whole person including physical, cognitive and psychosocial needs
- Use purposeful activity to promote health and independence
- Prepare for a successful career and leadership roles within the Occupational Therapy profession.

Students spend their first year completing 72 hours of community service that introduces them to service learning experiences related to life-span development and understanding of occupations. During the second of the curriculum students participate in an enriched clinical component (Fieldwork I) that includes several supervised part-time experiences with clients and patients of all ages, located in a variety of medical, educational and community-based organizations. In the third year, students participate for seven months in full-time fieldwork (Fieldwork II) that includes 3 rotations of 8-10 or 12 weeks in a variety of clinical, educational, or community settings (focus is on: mental health, physical disabilities, pediatrics). Students also have the unique opportunity to design and implement a four-credit research project in which they conduct a faculty mentored research project.

Community Service

Students will be prepared to ultimately work in the urban environment, which presents unique challenges to health care provision. Consistent with the mission of LIU Brooklyn to provide service to the community, occupational therapy students will participate in the Common Ground, a unique community service-learning program sponsored by the University. The curriculum emphasizes the importance of community service learning, cultural competence and the relationship of the environment to health and illness. It is critical that students have early and consistent exposure to the community facilitated through developmental learning activities. The community-based learning experiences will foster a deep appreciation of the broad spectrum of social, cultural, political, and economic forces that shape this environment and influence the individual in his/her daily activities and valued occupations.

During the course of the curriculum, students will have three placements in the community, and will participate in a capstone project in which they will develop a research project that promotes occupational therapy in a community setting or emerging practice area. This project will contribute to the goal of the occupational therapy educational program to prepare students who can effectively work in traditional and nontraditional settings (including health, social, and community

agencies addressing health promotion, disease prevention and rehabilitation needs).

Fieldwork Education

Clinical practice constitutes an integral part of the course of study. It provides an excellent opportunity for students to acclimate themselves to the health care setting, practice selected aspects of occupational therapy, observe various types of health care settings, and develop your professional competence.

The clinical practice component begins with a ten week clinical experience in the fall of the second professional year. The following clinical practice experiences gradually become more demanding and varied in nature. The program concludes in clinical internships with a minimum of 28 weeks in the fall/spring/summer semesters of your final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their own caseload, under the supervision of licensed occupational therapists).

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, the LIU Brooklyn students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check and/or drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates can reject or remove a student from the site if criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301) 652-AOTA. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

B.S./M.S. in Occupational Therapy

Occupational Therapy Dual Degree Requirements

A minimum of 48 credits above 100 (Advanced) is required.

Occupational Therapy Core Curriculum Requirements

English Composition Core Requirement

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

Core Seminar Requirement

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

Speech Core Requirement

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

English Literature Core Requirement

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

Philisophy Core Requirement

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

History Core Requirement

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

Social Science Core Requirement

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

Social Science Core Requirement

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

Math Core Requirement

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

Orientation Seminar Core Requirement

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

Ancillary Requirements: Must complete both courses

PSY	107	Developmental Psychology I	3.00
-----	-----	----------------------------	------

PSY	110	Abnormal Psychology	3.00	OT	301	Skills for Living 1: Play and Leisure	3.00	OT	513	Level II: Fieldwork IV (Elective)	2.00	
Ancillary Requirements: Must complete one of the following courses				OT	302	Skills for Living 2: Work	3.00	OT	520	Theory 5: Research	3.00	
MTH	100	Introductory Statistics	3.00	Year 2 Requirements				OT	533	Medical Sciences 3: Clinical Conditions in Pediatrics	3.00	
PSY	150	Statistics in Psychology	3.00	OT	122	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00	OT	535	Fieldwork Level I: Practice 3: Pediatrics	1.00	
Occupational Therapy Pre-Professional Science Requirements				OT	200	Fieldwork Level I: Geriatric Practice	1.00	OT	620	Theory 6: Research Proposal Development	2.00	
BIO	3	Life: Its Origin, Maintenance and Future	4.00	OT	205	Professional Development 5: Health Promotion	1.00	OT	720	Theory 7: Community Practice Education and Health Promotion	2.00	
BIO	4	Life: Its Origin, Maintenance and Future	4.00	OT	210	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00	OT	820	Theory 8: Community Practice Research Project	4.00	
BIO	131	Human Anatomy	4.00	Year 1 Requirements								
BIO	132	Human Physiology	3.00	OT	100	Introduction to Occupational Therapy	2.00					
Occupational Therapy Professional Phase Requirements				OT	106	Therapeutic Skills 1: Interpersonal Skills	2.00					
Year 1 Requirements				OT	110	Human Development and Occupation 1: Pediatrics	3.00					
OT	100	Introduction to Occupational Therapy	2.00	OT	111	Human Development and Occupation 2: Adolescence/Adults	2.00					
OT	106	Therapeutic Skills 1: Interpersonal Skills	2.00	OT	112	Human Development and Occupation 3: Geriatrics	2.00					
OT	110	Human Development and Occupation 1: Pediatrics	3.00	OT	119	Anatomy - Kinesiology	5.00					
OT	111	Human Development and Occupation 2: Adolescence/Adults	2.00	OT	120	Theory 1: Introduction	2.00					
OT	112	Human Development and Occupation 3: Geriatrics	2.00	OT	121	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00					
OT	119	Anatomy - Kinesiology	5.00	OT	129	Kinesiology 2	4.00					
OT	120	Theory 1: Introduction	2.00	OT	140	Neuroscience	5.00					
OT	121	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00	OT	201	Professional Development 1: Occupational Therapy Student Academic Experience	2.00					
OT	129	Kinesiology 2	4.00	OT	202	Professional Development 2: Communication Skills	1.00					
OT	140	Neuroscience	5.00	OT	203	Professional Development 3: Advocacy and Disability Perspectives	1.00					
OT	201	Professional Development 1: Occupational Therapy Student Academic Experience	2.00	OT	206	Therapeutic Skills 2: Group Process	3.00					
OT	202	Professional Development 2: Communication Skills	1.00	OT	220	Theory 2: Learning Theories Applied to Practice	2.00					
OT	203	Professional Development 3: Advocacy and Disability Perspectives	1.00	Year 3 Requirements								
OT	206	Therapeutic Skills 2: Group Process	3.00	OT	510	Level II: Fieldwork I	5.00					
OT	220	Theory 2: Learning Theories Applied to Practice	2.00	OT	511	Level II: Fieldwork II	5.00					
				OT	512	Level II: Fieldwork III	4.00					

Occupational Therapy Courses

OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

The pre-requisites of PSY 107, 110 and COS 50 are required.

Credits: 2

Every Fall

OT 106 Therapeutic Skills 1: Interpersonal Skills

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.

The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required.

Credits: 2

Every Fall

OT 110 Human Development and Occupation 1: Pediatrics

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth

and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required.

Credits: 3

Every Fall

OT 111 Human Development and Occupation 2: Adolescence/Adults

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

The pre-requisite of OT 110 is required.

Credits: 2

Every Spring

OT 112 Human Development and Occupation 3: Geriatrics

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the

process of adaptation in elders.

The pre-requisite of OT 111 is required.

Credits: 2

Every Summer

OT 119 Anatomy - Kinesiology

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

Pre-requisite of OT 140 is required.

Credits: 5

Every Spring

OT 120 Theory 1: Introduction

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

The pre-requisite of OT 100 and 201 are required. Student must be admitted into the Occupational Therapy Program
Credits: 2
Every Spring

OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

The co-requisites of OT 129 and 112 are required. The pre-requisite of OT 119 is required.
Credits: 3
Every Summer

OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span.

The pre-requisite of OT 112 is required. The co-requisite of OT 320 is required.
Credits: 3
Every Fall

OT 129 Kinesiology 2

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

The pre-requisite of OT 119 is required.
Credits: 4
Every Summer

OT 140 Neuroscience

This course provides students with an

understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI - Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the classroom" approach).

The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the Occupational Therapy major in order to register for this course,
Credits: 5
Every Fall

OT 200 Fieldwork Level I: Geriatric Practice

This course provides the opportunity for students to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an

occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 112, 121 and 129 are required.

The co-requisites of OT 303 and 420 are required.
Credits: 1
Every Fall

OT 201 Professional Development 1: Occupational Therapy Student Academic Experience

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

The pre-requisites of COS 50, ENG 16, SOC 3; Two from ENG 61, 62, 63 and or 64; and the student must be in the Occupation Therapy major are required in order to register for this course.
Credits: 2
Every Fall

OT 202 Professional Development 2: Communication Skills

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education,

practice and advocacy.

The pre-requisite of OT 201 is required and the student must be in the Occupational Therapy major in order to register for this course.

Credits: 1

Every Spring

OT 203 Professional Development 3: Advocacy and Disability Perspectives

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions.

The pre-requisites of OT 100 and 201 are required.

Credits: 1

Every Spring

OT 204 Professional Development 4: Independent Study (Elective)

An in-depth exploration of a topic of study through review of literature, field visits or community service learning under the guidance of a faculty mentor. Professional writing development is emphasized. Students, with the instructor, define the scope of the study, methods, and outcomes. Professional development will be fostered through the identification of learning objectives for the experience that will be assessed/monitored during the course of the independent study process.

The pre-requisite or co-requisite of OT 100 is required.

Credits: 1

On Demand

OT 205 Professional Development 5: Health Promotion

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health

promotion and quality of life. A range of approaches supporting health promotion and disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

The pre-requisites of PSY 107, 100 and COS 50 are required. The student must be admitted into the Occupational Therapy Program.

Credits: 1

Every Spring

OT 206 Therapeutic Skills 2: Group Process

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

The pre-requisites of OT 100, 106 and 201 are required and the student must be admitted into the Occupational Therapy Program.

Credits: 3

Every Spring

OT 210 Fieldwork Level I: Mental Health

Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The pre-requisites of OT 320 and 122 are required. The co-requisite of OT 330 is required.

Credits: 1

Every Spring

OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisite of OT 430 is required. The pre-requisites of OT 121, 129, 303 and 420 are required.

Credits: 1

Every Spring

OT 220 Theory 2: Learning Theories Applied to Practice

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transtheoretical Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation (MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

The pre-requisite of OT 120 is required.

Credits: 2
Every Summer

OT 301 Skills for Living 1: Play and Leisure

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

The pre-requisites of COS 50; PSY 107 and 110; and SOC 3 are required in order to register for this course.

Credits: 3
Every Fall

OT 302 Skills for Living 2: Work

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

The pre-requisite of OT 119 is required. The co-requisites of OT 129 and 121 are required.

Credits: 3
Every Summer

OT 303 Skills for Living 3: Self Care

This course provides students with the opportunity to examine the meaning of self-care activities throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the

clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning. *The pre-requisites of OT 121 and 129 are required. The co-requisite of OT 420 is required. The student must be in the Occupational Therapy major in order to register for this course.*

Credits: 3
Every Fall

OT 306 Therapeutic Skills 3: Teamwork and Leadership

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development. *The pre-requisites of OT 106 and 206 are required and the student must be in the Occupational Therapy major in order to register for this course.*

Credits: 2
Every Fall

OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice

This course provides students with the opportunity to study the underlying theories of occupational therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered

practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice

The co-requisites of OT 122 is required. The pre-requisites of OT 111 and 112 are required. The student must be in the Occupational Therapy major in order to register for this course.

Credits: 4
Every Fall

OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required. The student must be in the Occupational Therapy major in order to register for this course.

Credits: 5
Every Fall

OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing, neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical

underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation.

The co-requisite of OT 303 is required. The pre-requisites of OT 129 and 121 are required.

Credits: 5

Every Fall

OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 215 and 431 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 5

Every Spring

OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the

opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy.

Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

The co-requisites of OT 215 and 430 are required.

The pre-requisites of OT 121, 303 and 420 are required.

Credits: 4

Every Spring

OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses. Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the context of care.

The pre-requisites of OT 430 and 431 are required.

Credits: 2

Every Summer

OT 506 Therapeutic Skills 5: Technology and Assistive Devices

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

The pre-requisites of OT 430 and 431 are required.

The co-requisites of OT 432 and 533 are required.

Credits: 2

Every Summer

OT 507 Therapeutic Skills 6: Organization and Administration

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

The pre-requisites of OT 430, 432, 432, 330 and 533 are required. The co-requisites of OT 530 and 535 are required.

Credits: 3

Every Fall

OT 510 Level II: Fieldwork I

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisites of OT 205, 430, 431, 432 and 330 are required. The co-requisites of OT 533, 530, 507 and 716 are required.

Credits: 5

Every Fall

OT 511 Level II: Fieldwork II

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 510 is required.

Credits: 5

Every Spring

OT 512 Level II: Fieldwork III

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 511 is required.

Credits: 4

Every Spring

OT 513 Level II: Fieldwork IV (Elective)

This elective course provides 6 to 12 weeks of full-time supervised fieldwork. The number of credits awarded is prorated on the length of the fieldwork experience. It provides in-depth fourth experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits. It is taken place in various service delivery models reflective of current and emerging practice and trends in the profession with a concentration in practice focus substantially different than the setting and population in OT 510, OT 511 & OT 512. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

The pre-requisite of OT 512 is required.

Credits: 2

Every Spring

OT 520 Theory 5: Research

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the

opportunity to implement and evaluate a research project.

The pre-requisite of OT 205, 430, 431 and 330 are required. The co-requisites of OT 533, 520 and 620 are required.

Credits: 3

Every Summer

OT 530 Practice 3: Pediatrics

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

The co-requisites of OT 535 and 507 are required.

The pre-requisite of OT 533 is required.

Credits: 5

Every Fall

OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

The pre-requisites of OT 110, 111, 430, 431 and 330 are required. The co-requisites of OT 506, 520, 620 and 720 are required.

Credits: 3

Every Summer

OT 535 Fieldwork Level I: Practice 3: Pediatrics

This course provides the opportunity for students to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

The co-requisites of OT 530, 507 and 716 are required. The pre-requisite of OT 533 is required.

Credits: 1

Every Fall

OT 620 Theory 6: Research Proposal Development

The course exposes the students to the process of research proposal development. Students engage in mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

The pre-requisites of OT 205, 430, 431 and 330 are required. The co-requisites of OT 533 and 520 are required.

Credits: 2

Every Summer

OT 716 Professional Development 6: Student Clinical Experience

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to the students to prepare them for becoming fieldwork educators.

The pre-requisites of OT 205, 430, 431, 330 and 533 are required. The co-requisites of OT 530, 507 and 535 are required.

Credits: 1

Every Fall

OT 720 Theory 7: Community Practice Education and Health Promotion

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation. Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with consultation, marketing, grant writing, implementation and evaluation.

The co-requisites of OT 533, 520 and 620 are required. The pre-requisite of OT 205, 430, 431 and 330 required.

Credits: 2

Every Summer

OT 820 Theory 8: Community Practice Research Project

This course provides students with the opportunity to refine their research proposals (from OT 620) and carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final manuscript. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and interpretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

The pre-requisites of OT 520, 620 and 720 are required.

Credits: 4

Every Spring

DIVISION OF PHYSICAL THERAPY

Department Chair and Associate Professor:
Shannon Nicole Clifford, PT, Ph.D.; 718-788-1498; Fax: 718-780-4002

Professors: Marshall Hagins, Ph.D., D.P.T.;
Rebecca States, Ph.D.

Associate Professors: Evangelos Pappas, PT,
Ph.D.; Michael Masaracchio, D.P.T.

Assistant Professors: Wing Fu, M.A., PT; Kahl
Collins, PT, Ph.D.; Nicki Silberman, D.P.T.

Adjunct Faculty: 16

The professional-level Doctor of Physical Therapy (D.P.T.) program at LIU Brooklyn is designed for the student seeking a career as a physical therapist. The D.P.T. program prepares autonomous practitioners who can provide a full range of physical therapy services, including screening and referral, evaluation, diagnosis, intervention, consultation and education in diverse health care settings. Our faculty members are nationally recognized for excellence in their clinical specializations. Our state-of-the-art teaching facilities include the Center for Physical Rehabilitation, an out-patient physical therapy clinic, and a therapeutic pool. The Division's diverse student body has a tradition of excellence and achievement on national licensing examinations. Merit-based scholarships are available for students in the D.P.T. program.

Doctor of Physical Therapy (DPT)

The 118-credit Doctor of Physical Therapy (D.P.T.) is a professional entry-level degree program for students seeking a career as a physical therapist. The D.P.T. program has been designed to prepare highly competent professionals to act as autonomous practitioners in health care settings that include direct access by the public to physical therapy services. Graduates will be prepared to provide a full range of physical therapy services including screening and referral, evaluation, diagnosis, intervention, consultation and education.

The D.P.T. program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and is registered with the New York State Education Department. It is a 3-year, full-time program that spans over 11 academic terms and includes 35 weeks of clinical education. The program is a clinical doctorate that requires candidates to possess a baccalaureate degree upon entrance. **The 1st year of the program begins in July.**

A separate course of study (also 118 credits) is offered to allow students to complete the same program in a 5-year time frame, with fewer credits required each semester.

The D.P.T. program enables the graduate to:

- Value individual diversity and respect the human dignity of patients, family members and professional associates
- Provide physical therapy services as an autonomous practitioner, who is able to competently serve as a point of entry to, and collaborate within, the health care environment
- Integrate theory, academic knowledge and clinical skills to practice physical therapy within the complexities of the current health care environment
- Assess the physical therapy or health care needs of a patient; establish optimum patient outcomes based on examination, evaluation, diagnosis and prognosis; and plan and implement interventions to address the identified needs
- Communicate clearly and effectively with patients, families, colleagues, policy makers, reimbursement representatives and community members
- Apply critical thinking strategies and self-directed learning to the role of physical therapist
- Pursue and apply knowledge of the underlying science on which physical therapy practice is based
- Understand the contributing economic, medical, cultural and psychosocial issues that impact delivery of health care services.

Application Requirements

All requirements must be fulfilled prior to the

start date of the program. Applicants to the DPT program must:

- Hold a baccalaureate degree in any major
- Have a cumulative undergraduate grade-point average (G.P.A.) of at least 3.0 on a scale of 4.0
- Have successfully completed the following prerequisite science courses with a G.P.A. of at least 3.0 and no grades lower than C:*
 - 1 semester of general biology with lab (designed for science majors; at least 4 credits)
 - 2-semester sequence of general chemistry with lab (preferably designed for science or health-related majors; at least 4 credits each)
 - 2-semester sequence of general physics with lab (preferably designed for science or health-related majors; at least 4 credits each)
 - 1 semester of human anatomy or part 1 of a 2-semester sequence of combined anatomy-physiology (at least 4 credits; lab required)
 - 1 semester of human physiology or part 2 of a 2-semester sequence of combined anatomy-physiology (at least 3 credits; lab preferred, but not required for human physiology; lab required for combined anatomy-physiology)
 - 1 semester of statistics (at least 3 credits)
- Submit an official score report for the GRE general test. ** A minimum of 900 composite (verbal and quantitative) score is recommended.
- Provide evidence of a minimum of 36 hours of work experience in 2 different physical therapy settings, including an inpatient and an outpatient setting, with at least 18 hours in each setting.
- Submit three completed recommendation forms (available at www.PTCAS.org after starting the PTCAS application – see below):
 - One from a physical therapist
 - Two academic references with at least one from an instructor of an upper division course in the undergraduate major
- Submit an application to the LIU Brooklyn's Office of Admissions (see Submitting an Application for Admission to LIU Brooklyn)
- Submit an application for the D.P.T. Program through the Physical Therapist Centralized Application Service (see Submitting an Application to the PTCAS)

NOTE: BOTH A CAMPUS AND A PTCAS APPLICATION MUST BE SUBMITTED

All international and non-native applicants must take the TOEFL examination. The minimum total score accepted is 79 on the Internet-based test, 213 on the computer-based test, or 550 for the paper-based test. All international students who attended colleges and universities outside of the United States will need to submit a course-by-course evaluation of their transcript(s) by an accepted international credential evaluation agency. To view accepted agencies, please download the accepted credential evaluator's list.

All applications will be reviewed and screened. Quality applicants will be notified and scheduled for an interview.

**Due to the fact that basic sciences form the foundation for clinical decisions by physical therapists, proficiency in all prerequisite science courses is paramount. In addition to an applicant's ability to demonstrate competency in the critical science disciplines, the Admissions Committee takes into consideration their ability to do so without having to repeat courses. As a result, applicants must be aware that while a minimum grade of C or better is mandatory for each and every science prerequisite, the Admissions Committee also reviews an "average" science grade for any prerequisite course taken multiple times. In addition, any science prerequisite course taken more than 10 years prior to the application will not be accepted.*

***Visit www.gre.org for more information about the GRE. The LIU Brooklyn code is R2369. The Physical Therapy Department code is 0619. These codes are needed for the Office of Admissions to receive your GRE results. It can take up to 6 weeks for the official GRE report to be received. Applicants applying for the early decision cycle must have taken the GRE general test prior to Dec 1, 2009. Those who are applying for the regular decision cycle must have taken the test by March 1, 2010.*

Submitting an Application for Admission to LIU Brooklyn

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the top navigation bar.

- For the field "Campus", select "Brooklyn"
- For the field "Admit type", select "Graduate" or "International graduate" as appropriate
- For the field "Admit term", select Summer Term
- For the field "I'll be applying as", select "Full time"
- For the field "Intended major", select "Physical therapy D.P.T."

For more information on the admissions process, visit the Office of Admissions Web site.

Submitting an Application to the PTCAS

The Division of Physical Therapy at LIU Brooklyn participates in the Physical Therapist Centralized Application Service, known as PTCAS. In addition to submitting an application for admission to LIU Brooklyn, those applying to the DPT program for the 2011 entering class must:

- Visit www.ptcas.org to begin the PTCAS application process
- Read the instructions available at the PTCAS Web site carefully
- Logon to the 2011-12 PTCAS application to complete the application process
- Select "LIU Brooklyn" as a designated physical therapy program.

PROGRAM REQUIREMENTS

In order for a student to progress within the program, the following criteria must be met:

- Each course must be completed with a grade of "C" or better

- Each semester grade-point average (G.P.A.), must equal 2.75 or greater throughout the program

As indicated in the LIU Brooklyn Graduate Bulletin, "a B average or a minimum 3.00 cumulative grade-point average (G.P.A.) is required for awarding of the graduate degree of any graduate certificate."

Curricular Coursework

The Doctor of Physical Therapy curricular coursework includes learning in respect to:

- The foundational sciences (anatomy, physiology, pharmacology, psychology, neuroscience and movement analysis) with emphasis on the human movement system to increase the knowledge required by the physical therapist as the primary provider of health care intervention for movement dysfunction
- The clinical sciences (musculoskeletal, cardiopulmonary, neuromuscular, integumentary, urogenital, endocrine pathology, nature of illness and movement dysfunction through the lifespan)
- Evidence-based physical therapy examination, diagnosis and intervention with emphasis on clinical decision making
- A clinical education model including 35 weeks of full-time clinical experience in diverse practice settings. Participation of LIU Brooklyn faculty members in the clinical education program promotes a teaching/learning model that facilitates self-directed and collaborative student learning and communication
- Emphasis on the new and expanding roles for physical therapists in cultural competence; health promotion and wellness; administration and management; health care financing; consultation in health care; and client education on individual, community and public levels
- Preparation for critical consumption of scientific and clinical literature in support of evidence-based practice and future participation in research
- The opportunity to participate in elective courses in advanced topics in specialized practice areas.

Physical Therapy Scholars Award Program

For the Doctor of Physical Therapy (D.P.T.) professional class entering in summer 2012, a considerable number of Physical Therapy Scholars Awards will be granted on a merit basis. Each award provides an annual scholarship of up to \$10,000 per year (\$5,000 per semester). The Award is applied toward tuition charges (fees are not covered) provided that the recipient is registered as a full-time D.P.T. student, taking at least 12 credits per term. The Award is renewable for up to six (6) semesters of study and is applied during the fall or spring semesters only (summers excluded).

The selection of Award recipients is based on undergraduate cumulative grade-point average (G.P.A.), GRE scores and interview performance.

A minimum 3.2 undergraduate cumulative G.P.A. at the time of application to the D.P.T. program is required for consideration.

Award recipients who have not yet completed the baccalaureate degree will receive a provisional award. The provisional award will be activated upon receipt of the final transcript, indicating conferral of the baccalaureate degree with a final undergraduate cumulative G.P.A. of 3.2 or above. Students who are not eligible for federal student aid will not be considered for the Award.

Students not selected for the Award upon admission, or those who are not eligible based on their undergraduate G.P.A. may be reconsidered for the Award on a merit basis, should scholarship monies remain available after the start of the program. For these students, a D.P.T. cumulative G.P.A. of at least 3.5 is required for consideration. In order to remain eligible for the Award during the program, all recipients are required to complete the Free Application for Federal Student Aid (FAFSA) each year, and must maintain a minimum cumulative G.P.A. of 3.0. Recipients who fall below a 3.0 G.P.A. will be reviewed by the Division of Physical Therapy to determine probationary status and continued eligibility for the Physical Therapy Scholars Award.

Note: No combination of tuition awards may exceed 100% of the cost of tuition each semester. Tuition awards include Physical Therapy Scholars Award, graduate assistantship and any other award (from any source) covering tuition.

Physical Therapy D.P.T.

Requirements.

Physical Therapy Professional Phase Year 1.

All Courses Required.

PT	750	Anatomy I	2.00
PT	752	Anatomy II	3.00
PT	755	Human Physiology	3.00
PT	757	Pharmacology	2.00
PT	759	Neuroscience	3.00
PT	760	Movement Analysis I	2.00
PT	762	Movement Analysis II	2.00
PT	764	Movement Analysis III	4.00
PT	766	Tests and Measurements	4.00
PT	770	Psychological Issues	3.00
PT	775	Clinical Seminar I	3.00
PT	780	Research Methods	3.00
PT	877	Teaching and Learning Strategies	2.00
PT	890	Foundations of Therapeutic Exercise	3.00

Physical Therapy Professional Phase Year 2.

All Courses Required.

PT	785	Evidence-Based Practice	3.00
----	-----	-------------------------	------

PT	790	Musculoskeletal Pathology	3.00
PT	810	Physical and Mechanical Modalities	4.00
PT	820	Pulmonary: Pathology, Diagnosis and Management	3.00
PT	822	Cardiac: Pathology, Diagnosis and Management	3.00
PT	830	Neuromuscular Pathology	3.00
PT	832	Pediatric Neuromuscular Diagnosis and Management	3.00
PT	834	Adult Neuromuscular Diagnosis and Management	4.00
PT	850	Clinical Practice I	4.00
PT	875	Clinical Seminar II	2.00
PT	879	Health Promotion and Wellness	2.00
PT	880	Physical Therapy Across the Lifespan	2.00
PT	885	Specific System Diagnosis and Management	4.00
PT	892	Musculoskeletal Diagnosis and Management	4.00

Physical Therapy Professional Phase Year 3.

All Courses Required.

PT	910	Clinical Decision-Making I	3.00
PT	915	Clinical Decision-Making II	4.00
PT	950	Clinical Practice II	5.00
PT	955	Clinical Practice III	8.00
PT	956	Clinical Practice IV	8.00
PT	960	Instrumented Movement Analysis	1.00
PT	975	Health Care Delivery	3.00
PT	995	Elective Seminar	3.00

Physical Therapy Courses

PT 750 Anatomy I

The first part of a two-course sequence for the detailed study of human structure using a regional approach with an emphasis on various systems, including nervous, pulmonary, endocrine, integumentary, muscular, skeletal, genitourinary, gastrointestinal, and cardiovascular. The focus of the course pertains to the relationship between anatomical structure and normal human movement with lectures that supplement human dissection laboratories and problem-oriented exercises. An introduction to the clinical reasoning process by applying anatomy to clinical cases will be discussed.

The co-requisite of PT 760 is required and the student must be a PT major.

Credits: 2

Every Summer

PT 752 Anatomy II

Continuation of a two-course sequence for the detailed study of the structures of the human body using a regional approach as described for PT 750 (Anatomy I).

The pre-requisites of PT 750, 755 and 760 are required. The co-requisites of PT 759, 762, 770, 775 and 780 are required.

Credits: 3

Every Fall

PT 755 Human Physiology

The microscopic anatomy (histology) and function (physiology) of the cardiovascular, integumentary, nervous, pulmonary, skeletal, muscular, genitourinary, gastrointestinal, metabolic, and endocrine systems are studied. Emphasis is on the interaction of all systems relative to human movement and particularly as applied to exercise, rest, and immobility. Additional emphasis includes the principles of healing, the inflammatory process, tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context.

The co-requisites of PT 750 and 760 are required.

Credits: 3

Every Summer

PT 757 Pharmacology

Course content emphasizes the physiologic and metabolic responses of the human body to commonly used medications. Classroom presentations reinforce prerequisite information in anatomy and physiology and include a focus on a problem-oriented instruction to encourage active student involvement. Course content will provide the student with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions through critical analyses of clinical problems.

The co-requisites of PT 764, 766, 877 and 890 are required. The pre-requisites of PT 752, 759, 762,

770, 775 and 780 are required.

Credits: 2

Every Spring

PT 759 Neuroscience

The basic structure, organization, and function of the nervous system within the context of rehabilitation are presented in classroom setting with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. An emphasis is placed on neuroanatomy and neurophysiology of the sensory and motor systems that govern posture and movement. A rehabilitation framework is built on the fundamental relationship between normal structure and function, damage and dysfunction, sensory processing and integration, motor control, posture and balance. Prerequisites: PT 750 (Anatomy I), PT 755 (Human Physiology), PT 760 (Movement Analysis I). Corequisites: PT 752 (Anatomy II), PT 762 (Movement Analysis II), and PT 780 (Research Methods). This course has an additional fee.

The co-requisites of PT 752, 762, 770, 775 and 780 are required. The pre-requisites of PT 750, 775 and 760 are required.

Credits: 3

Every Fall

PT 760 Movement Analysis I

The first part of a two-course sequence designed for a detailed regional study of human arthrokinematics and osteokinematics. Course materials include biomechanics of human tissue and neurological regulation of movement with an emphasis on the clinical relationship of joint structure and muscle function at individual joints. Lectures and laboratory sessions supplement problem-oriented learning exercises that cover palpation of anatomical structures, observation of human movement with an emphasis on clinical problems, and their relationship to the mechanical and physiological concepts that direct foundations of human movement.

The co-requisites of PT 750 and 755 are required.

Credits: 2

Every Summer

PT 762 Movement Analysis II

A continuation of a two-course sequence for detailed study of human arthrokinematics and osteokinematics using a regional approach as described for PT 760 (Movement Analysis I).

The co-requisites of PT 752, 759, 770, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 2

Every Fall

PT 764 Movement Analysis III

This course continues the analysis of functional movements from Movement Analysis I and II, and introduces students to foundational issues in motor learning and motor control of basic skills through problem-oriented exercises, lab activities, and

traditional lectures. Additional course content includes theoretical perspectives on how to analyze movements, cognitive skills underlying motor learning and performance, and theoretical issues regarding the relationship between motor skills and the disablement model. Upon course completion, students should demonstrate an understanding of the fundamental skills and challenges required to perform movement in both healthy and disabled populations. Prerequisites: PT 750 (Anatomy I), PT 752 (Anatomy II), PT 759 (Neuroscience), PT 760 and 762 (Movement Analysis I & II). This course has an additional fee.

The co-requisites of PT 757, 766, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 4

Every Spring

PT 766 Tests and Measurements

Tests and Measurements is a 4-credit course during the third semester of the first year of the Doctorate of Physical Therapy (DPT) curriculum and is designed to provide the student an introduction and overview to the tests and measures used in patient examination in order to determine the need for physical therapy intervention. The pedagogical approach of the course includes an emphasis on problem-oriented learning in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures.

Administration encompasses the development of psychomotor skills; analysis includes measurement theory; and interpretation involves the implementation of foundational clinical decision-making skills. Students will be expected to recall and apply information from the prerequisite courses in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures.

The co-requisites of PT 757, 764, 877 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 4

Every Spring

PT 770 Psychological Issues

This course integrates the psychosocial, economic, vocational, cultural, familial, religious, sexual, and illness/disability specific factors that may be encountered by a professional physical therapist. An emphasis is placed on small group discussions, problem-oriented learning, role-playing, simulation activities, and structured experiential learning outside the classroom. The content will provide theoretical and practical knowledge that can be used during care of individuals with acute and chronic disabilities, stress-related disorders, victims

of domestic violence, and mental disorders requiring intervention and/or appropriate referral. Students are expected to recall and apply information from previous and concurrent coursework in psychology, ethics and communication and synthesize course content to demonstrate competency in the professional behaviors.

The co-requisites of PT 752, 759, 762, 775 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 775 Clinical Seminar I

Clinical Seminar I is a 3 credit course during the Fall of the first year of the Doctorate of Physical therapy curriculum and is designed to provide the student with an introductory exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, the role of the physical therapist in health care delivery, the examination of human behavior as a basis for interaction between therapist and client, including skills of cultural competence. Course content will include ethics, patient rights, an introduction to the Guide to Physical therapist Practice and the Disablement Model, use of portfolios, core values and generic abilities to foster professional development, and communication skills, including documentation. The pedagogical approach for the course will include didactic lecture, discussion, student presentation and demonstration.

The co-requisites of PT 752, 759, 762, 770 and 780 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 780 Research Methods

This course presents the theoretical and practical foundations of research design and measurement, including descriptive and inferential statistical techniques common to clinical research studies through lectures, problem sets, problem-oriented learning experiences, and student presentations. Upon course completion, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies.

The co-requisites of PT 752, 759, 762, 770 and 775 are required. The pre-requisites of PT 750, 755 and 760 are required.

Credits: 3

Every Fall

PT 785 Evidence-Based Practice

This course focuses on improving student skills regarding reading, understanding, and applying clinical research literature in physical therapy. Classroom experiences include lecture, group discussion, Socratic questioning, group projects, and student presentations. Students will practice

and develop skills in the formulation of clinical research questions, search for evidence related to those questions through various media, critically and systematically evaluate and write about current literature and clinical research studies, and draw conclusions from the literature with regard to the implications for physical therapy practice.

The pre-requisites of PT 820, 834, 880 and 892 are required. The co-requisites of PT 822, 832, 885 and 960 are required.

Credits: 3

Every Spring

PT 790 Musculoskeletal Pathology

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.

The co-requisites of PT 810, 830 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.

Credits: 3

Every Summer

PT 810 Physical and Mechanical Modalities

This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the therapeutic application of commonly used physical and mechanical modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios.

Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering physical and mechanical modalities.

The co-requisites of PT 830, 790 and 875 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.

Credits: 4

Every Summer

PT 820 Pulmonary: Pathology, Diagnosis and Management

This course is designed to provide the student an introduction and overview of commonly encountered pulmonary conditions. Course content has been organized to provide the student with a theoretical knowledge base that can be used to understand the pathophysiology of common pulmonary disorders and to promote clinical

decision making skills in the examination, evaluation, and intervention design for patients/clients with pulmonary dysfunction. Students will be expected to recall and apply information from previous coursework including the basic sciences of anatomy, physiology, and pharmacology in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. The pedagogical approach of the course will include didactic lectures enhanced by the use of case studies with a problem oriented approach to encourage active student involvement in the educational process. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques. Clinical documentation skills and professional behaviors will also be reinforced.

The co-requisites of PT 834, 850, 880 and 892 are required.

Credits: 3

Every Fall

PT 822 Cardiac: Pathology, Diagnosis and Management

This course will review normal and abnormal cardiopulmonary and cardiovascular anatomy and physiology. Disease pathologies and their relevance to clinical settings will be discussed. Additionally, diagnostic procedures will be reviewed as they relate to specific disease processes. Both medical and surgical management will be discussed. The role of the health care team will be discussed as well as integration of data from the patient chart review, objective assessment and creation of a comprehensive plan of care including, goals, frequency setting and discharge recommendations. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques.

The co-requisites of PT 785, 832, 885 and 960 are required. The pre-requisites of 820, 834, 880 and 892 are required.

Credits: 3

Every Spring

PT 830 Neuromuscular Pathology

This course presents pathophysiology related to neuromuscular disorders with an emphasis on the mechanisms of injury, surveys of epidemiology and etiology, symptomology, pathology, acute management, and prognosis of specific neuromuscular disorders. Lecture and case study presentations focus on problem-oriented learning to encourage active student participation and clinical decision-making. Course materials reinforce earlier course work in neuroanatomy and neurophysiology to provide students with an understanding of neuromuscular disorders such as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson's Disease, Alzheimer's Disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and the neurological implications of aging.

The co-requisites of PT 810, 790 and 875 are required. The pre-requisites of PT 757, 764, 766,

877 and 890 are required.

Credits: 3

Every Summer

PT 832 Pediatric Neuromuscular Diagnosis and Management

This course presents the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes related to neuromuscular disabilities of children and adolescents. Course expectations include problem-oriented learning, literature review for evidence-based practice, and live video demonstrations. Principles of motor development, motor learning and motor control are explored as students become familiar with different practice settings including the Neonatal Intensive Care Unit, early intervention, and the school setting. Laboratory sessions enable students to learn assessment and intervention strategies consisting of standardized tests, outcome measures, handling techniques, and neurophysiological and neurodevelopmental treatment techniques. Upon completion, students will have entry-level clinical knowledge and skills to manage a client with a developmental disability. *The co-requisites of PT 785, 822, 960 and 885 are required. The pre-requisites of PT 820, 834, 880 and 892 are required.*

Credits: 3

Every Spring

PT 834 Adult Neuromuscular Diagnosis and Management

This course presents assessment procedures and therapeutic management techniques of adult patients with neurological dysfunction and spinal cord injuries through the use of case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. The presentation of course materials reinforces earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology. Laboratory sessions emphasize the development of specific psychomotor skills necessary for assessment and treatment of the adult neurological client. Course content also provides an eclectic theoretical treatment rationale based on normal sensorimotor development, neurophysiology, and motor control to include Neurodevelopmental Treatment (NDT), Brunnstrom, Proprioceptive Neuromuscular Facilitation (PNF), and Motor Relearning Programme (MRP) as a basis for clinical decision-making. *The co-requisites of PT 820, 850, 880 and 892 are required.*

Credits: 4

Every Fall

PT 850 Clinical Practice I

Clinical Practice I is a 6-week, full time clinical practice course under the supervision of a licensed physical therapist clinical instructor (CI). The student attends a clinical practice facility for six

consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student an opportunity to develop professional behaviors and communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Emphasis during this clinical practice is on the evaluation and treatment of patients, including the areas of basic examination and evaluation skills, ambulation training, transfer training, the administration of modalities, and in administering therapeutic exercise. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems within a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate development of the generic abilities and core values necessary for becoming a physical therapist.

The pre-requisites of PT 790, 810, 830 and 875 are required.

Credits: 4

Every Fall

PT 857 Current Physical Therapy Practice

This course is designed to provide the student an introduction to recent fundamental changes that have occurred in physical therapy practice relative to patient management model and the roles and responsibilities of the physical therapist including relevance and procedures of medical screening, systems review, and theories and concepts of clinical decision-making and diagnosis. The student will also be oriented to the scientific basis of the physical therapy profession and instructed in the methods of evidence-based practice. Students will be instructed in the relevance and basic skills of cultural competence in patient management. The expanding role, responsibility, and accountability of the physical therapist as a doctoring level profession will be introduced and discussed. This course serves as a prerequisite or corequisite for all other courses. Offered every Fall and Spring. Three credits. *Student must be a Physical Therapy major in order to register for this course.*

PT 875 Clinical Seminar II

Clinical Seminar II is a 2-credit course during the Summer semester of the second year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be strongly emphasized. This course will also provide the student with an overview of the HIPPA and OSHA requirements for clinical practice. There will be a strong focus on professional

behavior and communication skills. Clinical documentation skills will also be reinforced. The pedagogical approach for the course will include lecture, demonstration, case study, and discussion. *The co-requisites of PT 810, 830 and 790 are required. The pre-requisites of PT 757, 764, 766, 877 and 890 are required.*

Credits: 2

Every Summer

PT 877 Teaching and Learning Strategies

This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, and Clinical Seminar with an emphasis on problem-oriented learning, small group discussions, and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings.

The co-requisites of PT 757, 764, 766 and 890 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 2

Every Spring

PT 879 Health Promotion and Wellness

Health Promotion and Wellness is a 2-credit course designed to provide students with the theoretical and practical aspects of maintaining and promoting health. Students will examine theories of wellness as well as the effects of lifestyle and the environment on wellness. The patient-practitioner collaborative model and approaches to facilitating adherence to healthy lifestyle behavior changes will be explored. Emphasis will be placed on social, epidemiological, and behavioral and environmental assessment as well as educational and ecological assessment of factors affecting health-related behavior and environments. Students will also become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles and the prevention of illness and injury. Upon completion of the course students are expected to understand wellness theories and implement programs on the individual and community levels.

The co-requisites of PT 915, 975 and 995 are required. The pre-requisite of PT 950 is required.

Credits: 2

Every Fall

PT 880 Physical Therapy Across the Lifespan

Physical Therapy Across the Lifespan is a 2-credit course during the fall semester of the second year of the Doctorate of Physical Therapy curriculum and is designed to explore concepts of human growth and development from conception to senescence including physical, cognitive, social and emotional development. Theories of aging including somatic and other factors that influence wellness and

disability across the lifespan will be addressed. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and other pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will learn to understand and apply lifespan theory to the examination, evaluation and treatment of various patient types and conditions based on information acquired in prior courses in the curriculum and their clinical practice experiences.

The co-requisites of PT 820, 834, 850 and 892 are required.

Credits: 2

Every Fall

PT 885 Specific System Diagnosis and Management

Specific Systems Diagnosis and Management is a 4-credit course offered during the spring semester of the second year of the Doctorate of Physical Therapy curriculum. The course is designed to provide the student an overview of the pathology, examination, evaluation, and interventions of patients with specific system pathologies. Presentation of course material will reinforce earlier course work from anatomy, physiology, and previous examination, evaluation, and intervention courses. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate clinical decision-making in regard to individuals with specific system pathologies.

The co-requisites of PT 785, 822, 834, and 960 are required. The pre-requisites of PT 820, 834, 880, and 892 are required.

Credits: 4

Every Spring

PT 890 Foundations of Therapeutic Exercise

This course will introduce students to the scientific and theoretical basis as well as the clinical application of therapeutic exercises commonly used by physical therapists such as range of motion, stretching, resistance, and aerobic exercises. Specific

course content will include indications, precautions, contraindications, principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions, laboratory activities, and case presentations. In order to critically analyze clinical scenarios presented in this course, students will be expected to integrate and apply information learned from any preceding physical therapy coursework in addition to those learned from this course. At the completion of the course, students will be expected to be able to design an exercise program aimed at improving physical impairments and functional limitations.

The co-requisites of PT 757, 764, 766 and 877 are required. The pre-requisites of PT 752, 759, 762, 770, 775 and 780 are required.

Credits: 3

Every Spring

PT 892 Musculoskeletal Diagnosis and Management

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.

The co-requisites of PT 820, 834, 850 and 880 are required.

Credits: 4

Every Fall

PT 910 Clinical Decision-Making I

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 case studies of patients with a musculoskeletal

diagnosis and new skills learned include spinal manipulation and taping techniques. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, independent learning and problem-solving through traditional lectures and small group discussions. Upon completion of the course the student will be able to safely examine and treat individuals with musculoskeletal problems.

The pre-requisites of PT 785, 822, 834 and 885 are required.

Credits: 3

Every Summer

PT 915 Clinical Decision-Making II

Clinical Decision Making II is a 4-credit course during the fall semester of the third year of the Doctorate in Physical Therapy curriculum. This is the second of two courses that use a problem-oriented case study approach designed to provide opportunities to apply the wide range of cognitive skills physical therapists use to process information, reach decisions, and determine actions. Within the context of the patient/client management model, emphasis is on integration of all academic coursework and clinical experiences. Focus is also on appropriate application of knowledge and experience, cognitive processing strategies, self-monitoring strategies, and communication and teaching skills. Case studies present greater complexity of clinical problems and diagnoses. The course also considers wellness and prevention, community outreach, evidence-based practice, and issues in the literature that potentially impact patient management.

The pre-requisite of PT 950 is required and the co-requisites of 879, 975, 995 are required.

Credits: 4

Every Fall

PT 940 Alternative and Complementary Therapies

This course is designed to introduce the student to the theories, application, assumptions, and outcomes of a wide variety of alternative and complementary therapies, including homeopathy, chiropractic, naturopathy, Tai Chi, yoga, and acupuncture, among others. This course addresses the importance of these therapies within the larger framework of the current health care system. Students will discuss the expected growth of these therapies for the foreseeable future as well as the impact of these therapies on the profession of physical therapy.

Student must be a Physical Therapy major in order to register for this course.

PT 950 Clinical Practice II

The student is supervised by the clinical instructor while applying the knowledge and skills acquired in previous coursework. This 9-week clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the

patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

The co-requisite of PT 910 is required.

Credits: 5

Every Summer

PT 955 Clinical Practice III

Clinical Practice III is a 10-week, full time clinical practice course under the supervision of a licensed physical therapist. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.

The co-requisite of PT 956 is required. The pre-requisites of PT 915, 879, 975 and 995 are required.

Credits: 8

Every Spring

PT 956 Clinical Practice IV

Clinical Practice IV is a 10 week, full time clinical practice course under the supervision of a licensed physical therapist. The student attends a clinical practice facility for 10 consecutive weeks with specific hours arranged by each facility. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of

clinical settings.

The co-requisite of PT 955 is required. The pre-requisites of PT 915, 879, 975 and 995 are required.

Credits: 8

Every Spring

PT 960 Instrumented Movement Analysis

This course provides an opportunity for students to become familiar with instruments used in the study of human movement. In addition to lecture presentations, this course includes discussions, demonstrations, and hands-on practice of instrumentation typically found in a human movement laboratory such as electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry. Upon course completion, students are expected to describe the use of advanced instrumentation in the analysis of human movement, and be able to perform basic setups using the equipment.

The co-requisites of PT 785, 822, 834 and 885 are required. The pre-requisites of PT 820, 834, 880 and 892 are required.

Credits: 1

Every Spring

PT 975 Health Care Delivery

Health Care Delivery is a 3-credit course offered during the fall semester of the third year of the Doctorate of Physical Therapy curriculum and is designed to provide the student with the management theory and skills to use human resources effectively, understand the concepts behind cost control, finance, and entrepreneurship. The pedagogical approach of the course includes case studies and didactic lectures. Course content includes introducing the theory and practice of managing and developing employees, interviewing, developing job position descriptions, performance evaluations, conflict resolution, budgeting practices, financial reports, reimbursement concepts, guiding employees through change, marketing, business plan, quality assurance, outcomes management, risk management, and federal/state laws and legal issues.

The prerequisite of PT 950 is required and the co-requisites of PT 879, 915 and 995 are required.

Credits: 3

Every Fall

PT 995 Elective Seminar

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.

The co-requisites of PT 879, 915 and 975 are

required. The pre-requisite of PT 950 is required.

Credits: 3

Every Fall

DIVISION OF PHYSICIAN ASSISTANT STUDIES

Associate Professor: Elizabeth Salzer, PA-C, MA (Division Director)

Assistant Professors: Marion Masterson, PA-C, MPAS; Sharon Verity, PA-C, MPAS; Maria Compte, MD, MPH; James Eckert, PA-C, MA

Instructor: Camile Kiefer, RN, PA-C;

Medical Director: Joanna Shulman, MD, FACOG

Adjunct Faculty: 14

M.S. in Physician Assistant Studies

The 86-credit M.S. in Physician Assistant is an intense, 28-month professional program that prepares health practitioners to work in a wide variety of clinical settings. Physician assistants take medical histories and perform physical examinations, select and interpret diagnostic tests and manage the health problems of patients under the supervision of a physician. In general, PA's may perform 80-90% of the care provided by physicians. Additionally, they may specialize in any area of medicine or surgery and enjoy lateral mobility, meaning that they may move from specialty to specialty without additional formal training.

LIU Brooklyn's Physician Assistant program was the first such program to be approved by the New York State Education Department and is accredited by the Accreditation Review Committee of Physician Assistants (ARC-PA). The program is a member of the Physician Assistant Education Association.

During the didactic year, medical courses are augmented with weekly clinical experiences. During the clinical year, students are assigned to clinical rotations for fifteen months on a full-time basis, returning to the program once every five weeks.

After meeting all Campus and degree requirements, the Master of Science degree is conferred upon the candidate. This enables the candidate to register as a physician assistant and to sit for the National Certifying Examination administered by the National Commission on the Certification of Physician Assistants (NCCPA).

The highest ethical and professional standards are expected to be upheld throughout the physician assistant course of study. The program is challenging and requires dedication, a high ethical standard, and professionalism in addition to intelligence, skill and medical knowledge.

Program Requirements

Students may attend LIU Brooklyn on a part-time or full-time basis while completing their prerequisite courses. During this phase students are expected to:

- Complete a minimum of 500 hours of direct patient care experience. Of these 500 hours, a

minimum of 300 hours must be completed by the time of submission of CASPA application. Acceptable types of direct patient care experience include: medical assistant; surgical technologist; licensed practical or registered nurse; dental assistant; dental hygienist; certified nursing assistant; home health aide; residential aide; emergency medical technician; paramedic; physical therapist; occupational therapist; physical therapy assistant; physical therapy aide; occupational therapy assistant; occupational therapy aide; respiratory therapist; perfusionist; electrocardiographic (EKG) technician; phlebotomist; ophthalmologic technician; volunteer work involving direct patient care; shadowing a physician, physician assistant or dentist. Other types of experiences may be acceptable. If you are interested in clinical experience that differs from those listed above, please contact the Division of Physician Assistant Studies to determine if the proposed experience is acceptable.

- Obtain at least a baccalaureate degree from an accredited college or university no later than at the time of matriculation to the Division of Physician Assistant Studies.
- Maintain a preferred grade-point average of 3.0 or above (overall and in prerequisites) in courses taken at an accredited college or university.
- Demonstrate acceptable academic performance.
- Complete all prerequisite coursework, which includes: one year (two courses) of not less than 4 credits each in general biology, with laboratory; one year (two courses) of not less than 4 credits each in general chemistry, with laboratory; one semester (one course) of not less than 4 credits in human anatomy, with laboratory; one semester (one course) of not less than 3 credits in human physiology, with or without laboratory; one semester of microbiology; one semester of statistics.
- Sit for the Graduate Record Examination. The code for LIU Brooklyn is 2369.

The application to the Division of Physician Assistant Studies is evaluated on the following criteria:

- A preferred cumulative grade-point average of 3.0.
- A preferred cumulative grade-point average in the prerequisite courses of 3.0.
- A personal statement as to why the applicant wishes to become a physician assistant.
- Breadth and amount of patient care experience.
- Three satisfactory recommendations included in the CASPA application.
- Completion of course work and above criteria within a specified time limit.
- Successful completion of the GRE. There is not currently a minimum score set by the Division of Physician Assistant Studies for this examination.
- A recommendation for acceptance from the Division of Physician Assistant Studies

Admissions Committee, based upon all entities as described above.

Some applicants are selected for personal interviews based on the strength of the written application. If an applicant is invited for a personal interview, the interview itself is evaluated on the criteria of satisfactory performance based on assessment of qualities such as interpersonal relations, concern for others, integrity, and an ability to communicate effectively and maturely.

The Division is accredited to have 84 students enrolled in the curriculum, e.g., approximately 42 students in the didactic year and 42 students in the clinical year.

Course work and above criteria must be completed within a specified time limit. Applicants meeting all of the criteria above may be considered for an interview.

Initial application to the Professional Phase of the program for transfer students should be made through the Centralized Application Service for Physician Assistants (CASPA) by visiting www.caspaonline.org. CASPA will collect and summarize all of the applicant's data (application form, transcripts, recommendations), which will be forwarded to the Physician Assistant Program. When all materials have been collected and reviewed, selected applicants will be invited for a personal interview. If the candidate is accepted to the program, a deposit of \$500 is required to hold a seat in the incoming class.

A supplemental application also must be filed through the Office of Admissions. Please apply online at My LIU or use the Apply Now link in the top navigation bar. For more information on the admissions process, visit the Office of Admissions Web site.

Advanced Standing

The Division of Physician Assistant Studies does not offer advanced standing to any applicants, including those who have prior experience as a medical student or physician assistant student or who are foreign medical graduates.

Technical Standards

Observation - The ability to observe is required for demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiological cultures, microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe patients accurately and completely, both closely and from a distance. Observation requires functional vision and somatic sensation and is enhanced by a sense of smell.

Communication - A candidate should be able to speak, hear and observe patients in order to elicit information, perceive non-verbal communications and describe changes in mood, activity and posture. The candidate must be able to communicate effectively and sensitively with patients through speech, and through reading and writing. Communication in oral and written form with the health care team must be effective and efficient.

Motor - A candidate should have sufficient motor function to elicit information from patients by palpation, auscultation and percussion, as well as to carry out diagnostic maneuvers. A candidate should have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium and sensation.

Intellectual-Conceptual, Integrative and Quantitative Abilities - Problem solving is a critical skill demanded of physician assistants; this skill requires all of these abilities. The candidate must also be able to comprehend three-dimensional relationships as well as the spatial relationship of structures.

Behavioral and Social Attributes - A candidate must have sufficient emotional health to fully use his or her intellectual ability, to exercise good judgment, to complete all responsibilities, and to attend to the diagnosis and care of patients. A candidate must be able to develop mature, sensitive and effective relationships with patients and colleagues. A candidate must be able to tolerate physical and emotional stress and continue to function effectively. A candidate must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. He/she must have a high level of compassion for others, motivation to serve, integrity and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds and all belief systems. The administration of the Physician Assistant program recognizes its responsibility to present candidates who have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The responsibility for these technical standards is primarily placed on the Physician Assistant Admissions Committee to select entering Physician Assistant students who will be the candidates for the degree.

Health Requirements

All students entering or re-entering the Professional Phase of the M.S. degree in Physician Assistant Studies must complete and submit a Health Examinations/Vaccinations form located in the Forms & Documents section of the Web site, as well as the Division’s health forms. The Division’s health forms will be sent along with the package of materials that is mailed out once a student is accepted into the program and sends in the deposit to hold the seat. Additional health forms are required for entry into the clinical year of the Division’s curriculum.

Clinical Year Clerkships

Each clinical year student completes ten (10) clerkships of five (5) weeks in length. The faculty creates an individual rotation schedule for each clinical year student. The student must return to the LIU campus at the end of each clerkship for a two-day End-of-Rotation Meeting with the faculty.

Students must rotate in each of the following

clerkships during the clinical year: internal medicine, surgery, family medicine, emergency medicine, pediatrics, obstetrics and gynecology, psychiatry, internal medicine elective, surgical elective and clinical elective.

Must complete all of the following courses:

Didactic Year Courses (Year 1)

MS	500	Anatomy	4.00
MS	501	Physiology	3.00
MS	502A	Pharmacology I	3.00
MS	503A	Art and Science of Medicine I	4.00
MS	504A	Clinical Medicine I	4.00
MS	505	Psychosocial Aspects of Medicine	2.00
MS	506	Pathology	3.00
MS	502B	Pharmacology II	3.00
MS	503B	Art and Science of Medicine II	3.00
MS	504B	Clinical Medicine II	6.00
MS	507	Role Socialization	1.00
MS	508A	Research Methods I: Epidemiology	2.00
MS	509	Preventive Medicine	2.00
MS	510	Clinical Laboratory Science	3.00
MS	504C	Clinical Medicine III	6.00
MS	508B	Research Methods II: Evidence-Based Medicine	2.00
MS	511	Introduction to Medical Literature	1.00
MS	512	Medical Informatics	1.00
MS	513	Surgery	4.00
MS	514	Emergency Medicine	3.00

Clinical Year Courses (Year 2)

MS	601	Internal Medicine	2.00
MS	602	Surgery	2.00
MS	603	Pediatrics	2.00
MS	604	Family Medicine	2.00
MS	605	Emergency Medicine	2.00
MS	606	Obstetrics and Gynecology	2.00
MS	607	Behavioral Medicine	2.00
MS	608	Medical Elective	2.00
MS	609	Surgical Elective	2.00
MS	610	Clinical Elective	2.00
MS	611	Clinical Seminar I	1.00
MS	612	Clinical Seminar II	1.00

MS	613	Clinical Seminar III	1.00
MS	614	Summative Evaluation	1.00
MS	615	Capstone Project	1.00

Physician Assistant Courses

MS 500 Anatomy

The study of the structure of the human body with a clinical emphasis. Lectures and labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures. Includes cadaver lab.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

Four units.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 4

Every Fall

MS 501 Physiology

A study of organ systems, with presentations emphasizing normal physiology of each system. Lectures will discuss normal function, cellular changes and pathological changes where appropriate.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

Three units.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 3

Every Fall

MS 502A Pharmacology I

Part one of a two-semester sequence in pharmacology and clinical therapeutics. This course introduces the principles of pharmacokinetics and pharmacodynamics, dosage forms and dose-response relationships. Classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

Three credits.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 3

Every Fall

MS 502B Pharmacology II

Part two of a two-semester sequence in pharmacology and clinical therapeutics. This course continues the consideration of the principles of pharmacokinetics and pharmacodynamics, dosage forms and dose-response relationships. Additional classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of

prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. Three credits.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 3

Every Spring

MS 503A Art and Science of Medicine I

Part one of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the science and technique of performing a physical examination. Areas of the physical examination considered in this semester include general survey, vital signs, head, ears, eyes, nose and throat, neck, chest and heart. Students also learn the indications, contraindications, equipment, technique, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

Four credits.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 4

Every Fall

MS 503B Art and Science of Medicine II

Part two of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the science and technique of performing a physical examination. Areas of the physical examination considered in this semester include general survey, vital signs, head, ears, eyes, nose and throat, neck, chest and heart. Students also learn the indications, contraindications, equipment, technique, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. Three credits.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 3

Every Spring

MS 504A Clinical Medicine I

Part one of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis,

treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include cardiology, pulmonology, otorhinolaryngology, ophthalmology, infectious diseases, HIV medicine, and gastroenterology.

Prerequisites: admission to the graduate program in Physician Assistant Studies.

Four credits.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 4

Every Fall

MS 504B Clinical Medicine II

Part two of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include rheumatology, radiology, renal medicine, endocrinology, geriatrics, dermatology and hematology.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. Six credits.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 6

Every Spring

MS 504C Clinical Medicine III

Part three of a three-semester sequence in clinical medicine. This course introduces the student to the epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment and prognosis of disease processes affecting the human body. Disciplines considered in this semester include immunology, psychiatry, neuroanatomy, neurology, obstetrics and gynecology, and pediatrics.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies. Six credits.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 6

Every Summer

MS 505 Psychosocial Aspects of Medicine

This course considers primarily the non-medical issues critical to caring for patients. Topics include: cultural competency; medical ethics; substance abuse; human sexuality; and end of life care.

Prerequisites: admission to the graduate program in Physician Assistant Studies. Two credits.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 2

Every Spring

MS 506 Pathology

This course considers the pathophysiology of

disease states at a cellular, structural and systemic level, including cellular dynamics; modes of death; the cardiovascular, pulmonary, gastrointestinal, humoral, renal, neurological, endocrine and reproductive systems. Genetic disorders are also considered.

Prerequisites: admission to the graduate program in Physician Assistant Studies. Three credits.

In order to register for this course, the student must be a graduate student in the Physician Assistant plan.

Credits: 3

Every Fall

MS 507 Role Socialization

This course examines the physician assistant profession from its inception in the mid-1960s to the present. Topics to be considered include: history of the profession; state licensure and regulation; maintenance of professional license and certification; regulation of physician assistant education; types of reimbursement through health insurance plans; the physician-physician assistant relationship; other types of health care professionals and their roles in caring for patients; interacting with other health care professionals; and professionalism.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. One credit.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 1

Every Spring

MS 508A Research Methods I: Epidemiology

This course is designed to give students an introduction to the fundamentals of clinical epidemiology: measuring health statistics, how vital statistics are used in public health research and interventions, concepts of causality and risk. The relevance of epidemiologic concepts to public health and clinical work will be highlighted through the use of case studies and the examples of current health research.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. Two credits.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 2

Every Spring

MS 508B Research Methods II: Evidence-Based Medicine

Part two of a two-semester sequence in research methodology. This is a course in evidence-based medicine. Topics include: study design, diagnostic and screening tests, assessment of diagnostic studies, and medical practice as seen through the lens of evidence-based medicine. A component in clinical problem-solving is also included.

Prerequisites: successful completion of the spring

semester of the didactic year of the graduate program in Physician Assistant Studies. Two credits.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 2

Every Summer

MS 509 Preventive Medicine

This course examines health promotion and disease prevention; infectious disease control and prevention; prevention of disease resulting from contaminated food sources and from poor nutrition; occupational health; international health; preventable injuries; and the importance of the role of behavior, culture and society in the perception of health.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. Two credits.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 2

Every Spring

MS 510 Clinical Laboratory Science

This course is designed to introduce students to the science of clinical laboratory medicine. Topics to be considered include: hematologic laboratory studies; chemistries; urinalysis; cardiac enzymes; and the ways in which these laboratory tests inform the understanding of the disease state.

Prerequisites: successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies. Three credits.

The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.

Credits: 3

Every Spring

MS 511 Introduction to Medical Literature

This course considers methods of conducting medical database searches; the use of a personal computer in clinical medicine for data storage and access to medical databases; the variety of medical databases currently in use; use of medical references; formulation and development of a research topic. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies. One credit.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 1

Every Summer

MS 512 Medical Informatics

This course considers electronic medical records; medical insurance, including Medicaid and Medicare; billing and coding; health insurance fraud; and health literacy.

Prerequisites: successful completion of the spring semester of the didactic year of the graduate

program in Physician Assistant Studies. One credit. *The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.*

Credits: 1

Every Summer

MS 513 Surgery

This course considers the approach to the surgical patient. The focus is on clinical diagnoses requiring a surgical management. Topics include: anesthesia; preoperative, intra-operative and postoperative care; disorders of the upper gastrointestinal tract; disorders of the stomach, liver, spleen, pancreas, and gallbladder; colorectal disorders; cardiothoracic surgery; orthopaedic surgery; vascular surgery; urology; transplant surgery. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies. Four credits.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 4

Every Summer

MS 514 Emergency Medicine

This course considers the approach to the emergent patient. Emphasis is placed on stabilization and emergent care. Topics include: stabilization; emergency ophthalmology; acute coronary syndrome; myocardial infarction; heart failure; poisoning; hyper- and hypothermia; fractures and sprains; animal bites; burns; sexual assault; pneumonia; trauma; and other concerns. Prerequisites: successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies. Three credits.

The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.

Credits: 3

Every Summer

MS 601 Internal Medicine

This clinical course is a clinical clerkship in internal medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum. Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 602 Surgery

This clinical course is a clinical clerkship in surgery. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 603 Pediatrics

This clinical course is a clinical clerkship in pediatrics. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 604 Family Medicine

This clinical course is a clinical clerkship in family medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum. Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 605 Emergency Medicine

This clinical course is a clinical clerkship in emergency medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum. Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 606 Obstetrics and Gynecology

This clinical course is a clinical clerkship in obstetrics and gynecology. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 607 Behavioral Medicine

This clinical course is a clinical clerkship in behavioral medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information. Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum. Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 608 Medical Elective

This clinical course is a clinical clerkship in a particular discipline of internal medicine. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 609 Surgical Elective

This clinical course is a clinical clerkship in a particular discipline of surgery. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

Two credits.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 610 Clinical Elective

This clinical course is a clinical clerkship in a particular clinical discipline of the student's choice. All clinical clerkships are five (5) weeks in length. Each student is assigned a clinical site and preceptor at the inception of the clinical year. Please see the Division of Physician Assistant Studies Clinical Year Handbook for further information.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

Two credits.

The pre-requisites of MS 504C, 508B, 511, 512,

513 and 514 are all required.

Credits: 2

Every Fall and Spring

MS 611 Clinical Seminar I

In this seminar, students will draw on their clinical clerkship(s) in Internal Medicine and/or the Internal Medicine elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from Internal Medicine or an Internal Medicine elective before a group of clinical year PA students and faculty member(s).

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

One credit.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall and Spring

MS 612 Clinical Seminar II

In this seminar, students will draw on their clinical clerkship(s) in General Surgery and/or the Surgical elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from General Surgery or a Surgical elective before a group of clinical year PA students and faculty member(s).

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

One credit.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall and Spring

MS 613 Clinical Seminar III

In this seminar, students practice the techniques that will lead to successful completion of the Physician Assistant National Certifying Examination (PANCE). Each student will draw on all material previously learned in the entire PA Studies curriculum and additional PANCE materials to prepare for this examination, which is a prerequisite for PA licensure.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Spring

MS 614 Summative Evaluation

In this laboratory course, students will draw on all material previously learned in the entire PA Studies curriculum to complete a summative evaluation.

This evaluation will take place in the Division's Simulation Laboratory. The student will demonstrate his or her ability to evaluate, stabilize, examine, diagnose, perform relevant clinical procedures, and treat the simulated patient (Sim-Man 3G). The student will also demonstrate the ability to work well with other members of the health care team and to provide culturally competent care. Prerequisites: successful

completion of the didactic year of the Physician Assistant Studies curriculum. One credit.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Spring

MS 615 Capstone Project

Students will draw on all material previously learned in the entire PA Studies curriculum to complete a capstone project in partial fulfillment of the requirements of the Master's degree. The student will formulate a research paper based on a clinical issue of interest to the student from one of the student's clinical clerkships. The student will also use techniques learned in Research Methods I and II and in Introduction to Medical Literature in the didactic year.

Prerequisites: successful completion of the didactic year of the Physician Assistant Studies curriculum.

One credit.

The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.

Credits: 1

Every Fall and Spring

PUBLIC HEALTH PROGRAM

Chairperson and Associate Professor: Karen

Denard Goldman, M.P.H., Ph.D.

Professors: Enna Crosman, M.P.H., Valerie Walker, M.P.H.

Assistant Professors: Anthony Santella, D.P.H.

Practicum Coordinator: Scott Westervelt, M.S.

Adjunct Faculty: 8

The Master of Public Health (MPH) is a professional degree program for individuals seeking training and experience in the combination of disciplines (medicine, education, policy, economics, education, statistics, communication, marketing and administrative) applied by teams of health professionals to prevent disease, prolong life and promote health through organized efforts and informed choices of society at large, public and private organizations, communities, and individuals. It is an exciting field offering many essential and rewarding career opportunities.

Members of the Program faculty have strong working relationships with New York City and Brooklyn government health agencies, community-based organizations, health care facilities, health care providers, voluntary not-for-profit health and social service organizations, and public health professional associations.

The 42-credit M.P.H. program is a professional degree program for individuals seeking training and experience in applied public health. Our program's focus is health education, advocacy, and communication. Health advocacy involves educating policymakers about critical public health issues, anticipating and analyzing the potential impact of all legislative and regulatory actions on public health, and defending/promoting the interests of communities to ensure health equity – universal access and benefits. Health communication involves the development, implementation, and evaluation of a wide range of communication strategies to inform and influence individual and community decisions to enhance and advance health. Health education is the development, implementation, and evaluation of individual, group, institutional, community and systemic strategies rooted in education research, theory and best practices to improve health-related knowledge, attitudes, skills and behavior.

The mission of the M.P.H. program is to improve public health systems, infrastructure and workforce in a way that is likely to reduce the health disparities of the Downtown Brooklyn neighborhood, Borough of Brooklyn, and New York City by educating the next generation of culturally competent public health practitioners and scholars.

A very practical professional training curriculum that prepares graduates to “hit the ground running” in the public health field, the M.P.H. program emphasizes existing and emerging health education, advocacy, and communication strategies that have been and can

be used to improve the public's health. Located in the heart of downtown Brooklyn, the Program provides a unique opportunity for students to become involved in promoting health equity in Brooklyn through the use of these three strategies.

To address the aforementioned program mission, M.P.H. students, administration, faculty, and staff will do the following:

- Educate individuals seeking training and experience in applied public health through a graduate level program that focuses on the public health disciplines of behavioral sciences, epidemiology, biostatistics, environmental health, and health policy and management.
- Advance the field of public health practice through population-based scholarly research and investigation of health problems and public health issues and through collaboration with local, state, and federal partners.
- Improve the health status of the Brooklyn community through collaboration, education, advocacy, and service.

Admission Requirements

To apply for this program, you must:

- Have a bachelor's degree from an accredited college or university
- Have a cumulative undergraduate grade-point average of 2.8 or better
- Submit official transcripts of undergraduate and graduate institutions attended; degrees from institutions earned outside of the United States or Canada must be evaluated by an agency recommended by LIU Brooklyn
- Submit a **personal statement** following the guidelines provided in the personal statement form (available at www.liu.edu/brooklyn/mph). The statement has two parts: an autobiography and a descriptive explanation of what public health is and why you wish to pursue an MPH degree in general and at LIU in particular. The essay should be typed, double-spaced, and no more than three (3) pages. (1) Tell us a little about yourself: where you are from, what and who has influenced your life, and what is important to you. (2) In your own words, what is public health and in what way is it a unique and essential profession? Why have you chosen to study public health? What event, person, or experience triggered your choice? (3) What makes you believe that you will be an effective public health professional in general and a health promotion specialist in particular? (4) Do you have a specific career goal at this point? If yes, what is it, and if not, what possibilities are you considering? What other careers have you explored or pursued recently or in the past? (5) What personal, work, and academic strengths and experiences do you bring to the program? What characteristics and life experiences increase the likelihood that you will be successful in this program?
- Submit **at least two (2) current letters of reference** (reference forms available at www.liu.edu/brooklyn/mph) on

agency/institutional letterhead completed by individuals qualified to comment on (1) your academic background/achievements and potential and (2) your volunteer or paid community or health-related experience (specific format must be followed). Standard, outdated, "to whom it may concern" reference letters are discouraged.

- Submit a **current resume**. Highlight any health, public health, medical, or community work experience, studies, or training.
- Submit graduate test scores - official GRE or MAT score. (Test scores more than five years old will NOT be accepted. Applicants with official transcripts showing completed graduate degrees are NOT required to submit graduate test scores)
- Submit official scores for Test of English as a Foreign Language (TOEFL) exams if you are an international applicant who does not have an undergraduate degree from a regionally accredited U.S. college or university, or if English is not your native language

Submitting an Application for Admission

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

Important Dates

Application deadlines can be found on the program website, www.liu.edu/brooklyn/mph

Program Requirements

Continued enrollment in this program is contingent upon:

- A cumulative 3.0 G.P.A. must be maintained throughout the program
- Completion of 30 credits of required courses
- Completion of 6 credits of an elective course
- Completion of 6 credits of Capstone and Practicum experiences (MPH 798 and 799)

Master of Public Health

The following are the course requirements for the Public Health, Master of Public Health plan.

Required courses in the Master of Public Health plan

Required core courses:

MPH	600	Foundations of Public Health and Health Education	3.00
MPH	610	Principles of Epidemiology	3.00
MPH	615	Principles of Biostatistics	3.00
MPH	620	Social and Behavioral Sciences in Public Health	3.00
MPH	625	Environmental Health Issues in Public Health	3.00
MPH	735	Research Methods in Public Health and Health Education	3.00
MPH	740	Public Health Planning, Implementation and Evaluation	3.00
MPH	745	Principles and Methods of Health Education and Promotion	3.00
MPH	750	Public Health Policy, Advocacy and Leadership	3.00
MPH	755	Public Health Planning, Implementation and Evaluation	3.00
MPH	798	Public Health Capstone Seminar: Promoting Health Equity	3.00
MPH	799	Public Health Field Practicum	3.00

Of the following elective courses only one is required:

A minimum of 42 units are required for the Public Health, Master of Public Health plan.

Unit requirement for the Public Health, Master of Public Health plan

42 units are required:

Of the following elective courses only two are required:

MPH	500	Public Health Application of Informatics	3.00
MPH	510	Public Health Preparedness	3.00
MPH	515	Public Health Implications of HIV/AIDS	3.00
MPH	520	Public Health Nutrition	3.00

MPH	525	Social Marketing Strategies for Improving Public Health	3.00
MPH	530	Global Public Health Challenges	3.00
MPH	535	Infectious Diseases and Public Health Practice	3.00

Public Health Courses

MPH 500 Public Health Applications of Informatics

This course provides a basic understanding of public health informatics and its application in a public health setting. The goal is for students to understand the basic technological tools and building blocks needed to develop and manage public health data collection systems to meet analytical needs.

The pre-requisite of MPH 600 is required.

Credits: 3

On Occasion

MPH 510 Public Health Preparedness

This course introduces students to major concepts relevant to past and potential future disease outbreaks including acts of bioterrorism. Students receive a brief review infectious disease epidemiology including investigation, control, prevention and surveillance. These fundamentals are then used to construct a framework for assessing threats to public health and recommending an appropriate response.

Credits: 3

On Occasion

MPH 515 Public Health Implications of HIV/AIDS

This course will focus on public health issues related to HIV/AIDS with an emphasis on HIV/AIDS epidemiology and prevention. Lectures will cover primary prevention (preventing HIV infection in those who are uninfected), secondary prevention (preventing development of HIV disease in those who are HIV-infected), and tertiary prevention (preventing morbidity and mortality in those with HIV disease).

Credits: 3

On Occasion

MPH 520 Public Health Nutrition

This course is an introduction to public health nutrition. It covers the prevention and solutions to diet-related conditions at the population level rather than the individual level, with a focus on current problems such as obesity and type 2 diabetes. It emphasizes the determining factors of food intake and nutritional status including: economic, environmental, societal and institutional factors. It introduces current nutrition programs and policies for improving the nutrition status of various populations. Three credits.

Credits: 3

On Occasion

MPH 525 Social Marketing Strategies for Improving Public Health

Social marketing, the use of marketing principles, concepts, and theories to facilitate socially beneficial behavior change, is an increasingly popular though often misunderstood public health intervention. This overview course reviews the

history of social marketing applications to public health, differentiates social marketing from related but significantly different strategies, and analyzes social marketing campaign requirements, limitations, tips for success, typical challenges, and expected outcomes. Three credits.

Credits: 3

On Occasion

MPH 530 Global Public Health Challenges

This course is designed to give the student and introduction to the issues of global health and the factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored. The evolution of epidemics and the phenomena of endemic and pandemic disease will be considered. The understanding of burden of and determinants of morbidity and mortality are examined.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

On Occasion

MPH 535 Infectious Diseases and Public Health Practice

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

The pre-requisite of MPH 710 is required.

Credits: 3

On Occasion

MPH 600 Foundations of Public Health and Health Education

This course is an introduction to public health and health education, specifically: academic foundations; key principles; priorities; values; concepts; vocabulary; key document; historic milestones; pioneers and leaders; codes of ethics; professional organizations and associations; career and professional development options; future trends.

Credits: 3

Every Fall

MPH 610 Principles of Epidemiology

This course introduces the distribution and determinants of health and disease in defined populations. It also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall

MPH 615 Principles of Biostatistics

This course is an introduction to the field of biostatistics. Emphasis is on key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. Students are also taught the statistical software SPSS.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Spring

MPH 620 Social and Behavioral Sciences in Public Health

This course introduces the role of well established and new and emerging social and behavioral science theories in shaping research and practice in public health and health promotion and education. Students will analyze and compare theories and review research that supports and/or challenges different theories' contributions to health promotion and disease prevention at the individual, group, organizational, community, and public policy levels.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall

MPH 625 Environmental Health Issues in Public Health

The study of biological, physical, chemical, economic, political, and social factors that cause environmental health problems, and traditional and new and emerging approaches to help prevent and manage/control these problems.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Spring

MPH 710 Foundations of Public Health and Health Education

This course is an introduction to public health and health education, specifically: academic foundations; key principles; priorities; values; concepts; vocabulary; key document; historic milestones; pioneers and leaders; codes of ethics; professional organizations and associations; career and professional development options; future trends.

Credits: 3

Every Fall

MPH 715 Principles of Epidemiology

This course introduces the distribution and determinants of health and disease in defined populations. It also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall

MPH 720 Principles of Biostatistics

This course is an introduction to the field of biostatistics. Emphasis is on key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. Students are also taught the statistical software SPSS.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Spring

MPH 725 Social and Behavioral Sciences in Public Health

This course introduces the role of well established and new and emerging social and behavioral science theories in shaping research and practice in public health and health promotion and education. Students will analyze and compare theories and review research that supports and/or challenges different theories' contributions to health promotion and disease prevention at the individual, group, organizational, community, and public policy levels.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

Every Fall

MPH 735 Research Methods in Public Health and Health Education

This course is an introduction to publication-based research design and methods, including the logic of scientific research, research ethics, causal inference, hypothesis formation, measurement theory, survey research, experimental design, qualitative methods, sampling and data analysis applications. The bridges and barriers to the diffusion and application of research results to practice will be discussed.

The pre-requisite of MPH 600 is required and the pre-requisite or co-requisite of MPH 615 is required.

Credits: 3

Every Spring

MPH 740 Public Health Planning, Implementation and Evaluation

This course provides an overview of health promotion planning frameworks and issues in planning, implementing and evaluating health promotion programs in a variety of settings.

Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

The pre-requisites of MPH 600, 610, 615 and 620 are required.

Credits: 3

Every Spring

MPH 745 Principles and Methods of Health Education and Promotion

This course examines the design, production and evaluation of health promotion and disease programs and services rooted in health education theory, research, and best practices. Includes support and work group facilitation; group presentations; community and professional group training; community organizing; and coalition building. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

The pre-requisites of MPH 600, 610, 615 and 620 are required.

Credits: 3

Every Spring

MPH 750 Public Health Policy, Advocacy and Leadership

This course provides an overview of effective leadership principles that contribute toward creating a shared vision among individuals, groups, organizations and communities; the role of public health practitioners in advocating for programs and policies that improve the public's health; strategies and techniques for participating effectively in the legislative process.

The pre-requisite of MPH 600 and 630 are required.

Credits: 3

Every Spring

MPH 755 Public Health Planning, Implementation and Evaluation

This course provides an overview of health promotion planning frameworks and issues in planning, implementing and evaluating health promotion programs in a variety of settings.

Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

The pre-requisites of MPH 600, 610, 615 and 620 are required.

Credits: 3

Every Spring

MPH 760 Global Public Health Challenges

This course is designed to give the student and introduction to the issues of global health and the

factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored. The evolution of epidemics and the phenomena of endemic and pandemic disease will be considered. The understanding of burden of and determinants of morbidity and mortality are examined.

In order to register for this course, the student must be active in the Public Health plan.

Credits: 3

On Occasion

MPH 765 Infectious Diseases and Public Health Practice

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

The pre-requisite of MPH 710 is required.

Credits: 3

On Occasion

MPH 798 Public Health Capstone Seminar: Promoting Health Equity

A culminating academic experience in which students design a public health health promotion program/strategy/intervention that involves the application and integration the perspective/mindset, knowledge and skills acquired from the Program of Study to a local public health problem. Projects focus on the application of health education, advocacy, and communication strategies and reducing health disparities.

The pre-requisites of MPH 600, 610, 615, 740 and 745 required.

Credits: 3

Every Fall and Spring

MPH 799 Public Health Field Practicum

A 200-hour field practicum/placement at a local health organization that involves the performance of health education, health advocacy, and health communication functions, and the collection and analysis of data as appropriate, under the supervision of a qualified health professional to determine or assess a response to an actual public health challenge. A practicum report is completed and presented in the form of an oral presentation and scientific poster.

The pre-requisite or co-requisite of MPH 798 is required.

Credits: 3

Every Fall and Spring

DEPARTMENT OF SOCIAL WORK

Professor: Ilene Nathanson, M.S.W., D.S.W.

Program Director, LIU Post

Assistant Professor: Donna Wang, M.S.W., Ph.D.

Chair, Social Work Department, LIU Brooklyn;

LIU Brooklyn Site

Coordinator, M.S.W. Program

Associate Professor: Samuel C. Jones, D.S.W.,

LIU Brooklyn

Associate Professor: Elissa Giffords, M.S.W.,

D.S.W.

LIU Post

Assistant Professor: Orly Calderon, M.S., Psy.D.

LIU Post

Assistant Professor: Amanda Speakes-Lewis,

M.S.W., Ph.D.

LIU Brooklyn

Assistant Professor: Mathew Corrigan, M.S.W.,

Ph.D.

LIU Brooklyn

Assistant Professor: Kathryn Kruse, M.S.W.,

Ph.D., J.D.

Assistant Professor: Jo Rees, Ph.D.

LIU Brooklyn

Field Work Coordinators: Iris Mule, M.S.W. (LIU

Brooklyn), Renie Rondon Jackson, M.S.W. (LIU

Brooklyn), Pamela Brodlieb, M.S.W. (LIU Post)

Adjunct Faculty (LIU Brooklyn and LIU Post): 32

LIU is the first university to offer a fully accredited social work program in Brooklyn on both the undergraduate and the graduate level. The Department's Common Ground Service Learning Program provides students from all disciplines with the opportunity to gain valuable volunteer experience in a wide range of service venues throughout the greater New York area. Social Work as a profession is an exciting growth area that offers professional flexibility, longevity and personal satisfaction.

Master of Social Work (M.S.W.)

LIU Brooklyn's 60-credit Master of Social Work (M.S.W.) offers degree candidates five different concentrations: gerontology, nonprofit management, alcohol and substance abuse, child and family welfare, and forensic social work. The program is collaboration between LIU Brooklyn and LIU Post (Brookville), and courses are available at both locations. It is accredited by the Council of Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student

to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity sensitive practice. Students select a specific area of concentration – not-for profit management, substance abuse, gerontology, child and family welfare or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes.

An Interdisciplinary Approach

The M.S.W. program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from LIU will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case and care management.

Gerontology Concentration

Students in the Gerontology concentration will show an intellectual mastery of and demonstrate the professional ability to competently respond to the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories related to late-age functioning. Students who choose this concentration may choose one of two tracks: direct client service through senior community service, or leadership in long-term care administration.

The senior community service track incorporates both clinical and administrative content areas. Students in this track will learn to plan and to develop community services for older adults; perform intervention, develop treatment

plans and understand and manage issues of death, bereavement and loss.

Those who take the long-term care administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health and personal management. The long-term care administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

As an added benefit, graduates of either Gerontology track may also qualify for a New York State Advanced Certificate by taking just one additional course, which is offered by LIU.

Nonprofit Management Concentration

The concentration in Nonprofit Management provides students with the knowledge, the values and the skills to work effectively and to administer programs in virtually any segment of the social service community – from child welfare to health and mental health – and in a variety of programs that address a broad range of social issues from hunger and homelessness to women at risk. Upon completion of the concentration in Nonprofit Management, graduates may also qualify for an Advanced Certificate in Not-For-Profit Management by taking just one additional course, which is offered by the School of Business.

Alcohol and Substance Abuse Concentration

The Alcohol and Substance Abuse concentration incorporates various methods and systems of practice to prepare students to work with individuals, families, groups and the community at large. This concentration prepares graduates to work in settings ranging from school to community-based organizations and from mental health clinics to the criminal justice system.

Graduates of this program will have the knowledge, the skills and the values to deliver alcohol and substance abuse counseling and to perform assessment; clinical evaluation; treatment planning; case management; and client, family and community education. In addition, they will become completely familiar with their professional and ethical responsibilities as well as the documentation process.

The Alcohol and Substance Abuse concentration has been designed in conjunction with the New York State Department of Education's requirements for the Certificate in Alcohol and Substance Abuse Counseling (CASAC). Students can complete the requirements for CASAC by fulfilling additional internship hours after completing the M.S.W. degree.

Child and Family Welfare Concentration

The Child and Family Welfare concentration will provide educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, the Nassau County Coalition Against Domestic Violence, the Family and Children's Association

and other community-based organizations' personnel. It incorporates knowledge, values and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs.

After completing their first-year M.S.W. coursework, students will develop their understanding about policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, and childhood psychopathology.

New: Advanced Standing M.S.W. Online Program with a Concentration in Child and Family Welfare

LIU is now offering the advanced year of the Master of Social Work program completely online (6 credits of fieldwork are not offered online). The M.S.W. program with a specialization in Child and Family Welfare is held over five semesters, including one summer session.

- The program is for “advanced standing” students who have completed the Bachelor of Social Work from a Council on Social Work Education (CSWE) accredited institution or students who wish to transfer from a two-year M.S.W. accredited program and who have completed their first year of study.
- Applicants must have a B.S. in Social Work from an CSWE-accredited institution or have completed the first year of study in a two-year M.S.W. CSWE-accredited program.
- This unique specialization offers students the opportunity to obtain in-depth knowledge and competency training in the critical area of child and family welfare.
- Field work experience will be available in students’ local communities
- The program is designed to meet the practical needs of the working professional who need the flexibility afforded by online course instruction
- Classes begin in August

Students typically complete the degree in 4 semesters. There will be a one-day orientation at LIU Post and LIU Brooklyn in the summer, after which the Advanced Practice course, SWK 614, will be taught online in one of LIU Post and LIU Brooklyn regular summer sessions. Students will then take two courses that fall and two more in the following spring. Fieldwork begins in the second year of the program; students must complete a total of 600 hours over the course of the fall and spring semesters. The field placement component of the program can be completed in the student’s area of residence. Field placement may be continued into the following summer with the permission of the local field agency.

The courses are offered on LIU’s Blackboard platform and allow students to work on their coursework at times that are convenient to them. The program requires students to follow the established advanced standing curriculum. Students must take the required courses offered to stay on track with their projected graduation date. The online M.S.W. Program is guided by the same

standards as the on-campus and off-campus M.S.W. programs. Plans of study, course descriptions, and general guidelines about the Master of Social Work can be accessed on the LIU website. This program is fully accredited by CSWE and taught by many of the same professors who teach on campus. The degree earned is a Master of Social Work from LIU.

This program is fully accredited by CSWE and taught by many of the same professors who teach on campus. The degree earned is a Master of Social Work from LIU.

Forensic Social Work Concentration

Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients’ lives may impact access to legal services.

To meet a growing national interest in forensics (the application of physical science, mental health, technology and the legal system) and a growing recognition of the complex interplay between social, clinical, and legal services, the Department of Social Work offers a Forensics Social Work concentration within the 60-credit Master of Social Work (M.S.W.) program.

As a graduate of the Master of Social Work Program with the concentration in Forensic Social Work, you will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Your clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

The Forensic Social Work concentration prepares you to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients, who may range from individual children or adults to organizations or communities.

Admissions Criteria

The admissions criteria reflect the program’s goals and objectives and support LIU’s mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will serve, including the suburban population of Nassau County and the multiethnic, urban population of Brooklyn and Queens, as well as the greater tri-state area. Through direct care or

leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk, including the elderly; immigrants and refugees; the physically and mentally challenged; gay, lesbian, bisexual and transgender (GLBT) individuals and groups; the suburban and urban poor; and other populations that are economically at risk.

The program seeks applicants who have a broad liberal arts education consisting of the humanities; the social and behavioral sciences; the natural sciences including biology and courses reflective of a basic interest in human services.

Admissions Requirements

- To be admitted to this program, you must:
- Hold a bachelor of arts degree from a regionally accredited university
 - Have a minimum overall grade-point average of 2.8 or better
 - Have a B average or better in courses taken during the final four semesters of undergraduate study
 - Submit a minimum of three recommendations
 - Submit a personal narrative/autobiographical statement
 - Submit an undergraduate transcript from all colleges or universities previously attended
 - Possess the personal characteristics and qualifications essential for professional work with vulnerable individuals and with populations at risk
 - Submit an application to the Office of Admissions (see Submitting an Application for Admission)

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU or use the Apply Now link in the upper right-hand corner of the Campus’ website.

In addition to completing the Graduate Application, we request that you collect all required documents needed for admission and mail them together in a single envelope to:

LIU Brooklyn
Admissions Processing Center
P.O. Box 810
Randolph, MA 02368-0810

Please note that the program admits students for the Fall Semester only. All applications and supporting documentation must be submitted by March 15.

Program Requirements

- Continued enrollment in this program is contingent upon:
- Earning a grade of B or better in all field education courses
 - Maintaining a minimum grade-point average of 3.0
 - Being in compliance with all program and CSWE standards including Education Policy 2.1.1, which requires that students “Identify as a professional social worker and conduct oneself accordingly.”
 - Earning the required 60 credits within a four-

year period.

M.S.W. in Social Work Requirements

Must Complete All Courses Listed Below.

SWK 601	Policy I: History and Philosophy of Social Work Social Welfare Policy and Services	3.00
SWK 602	Policy II: Social Welfare Policies and Services: Social Provisions & Framework	3.00
SWK 611	Social Work Practice I: Working with Individuals and Groups	3.00
SWK 612	Social Work Practice II: Working with Families	3.00
SWK 613	Social Work Practice III: Social Work Practice with Organizations and Communities	3.00
SWK 621	Human Behavior/Social Environment I: Birth through Adolescence	3.00
SWK 622	Human Behavior/Social Environment II: Young through Late Adulthood	3.00
SWK 623	Human Service Organizations and Administrative Behavior: A context for Soc Work	3.00
SWK 650	Psychopathology	3.00
SWK 701	Field Instruction I	3.00
SWK 702	Field Instruction II	3.00
SWK 703	Field Instruction III: Specialization	3.00
SWK 704	Field Instruction IV: Research II and three courses in the concentration.	3.00
SWK 790	Capstone Seminar	3.00
SWK 798	Research Methods I: Introduction to Social Research	3.00
SWK 799	Social Work Research II: Advanced Research Methods for Practice	3.00

Child and Family Welfare Concentration

Must Complete All Courses Listed Below for the Child Welfare Concentration

SWK 660	Families and Children: Policy and Services	3.00
SWK 661	Family Violence Across the Lifespan	3.00

SWK 662	Community Based Practice with Children and Families	3.00
---------	---	------

SWK 663	Child Psychopathology	3.00
---------	-----------------------	------

Alcohol & Substance Abuse

Concentration

Must Complete All Courses Listed Below for the Alcohol & Substance Abuse Concentration

SWK 674	Thrs/Prn:Al/Sub Cnsl	3.00
---------	----------------------	------

SWK 675	Intr:Tch Sub Ab Cnsl	3.00
---------	----------------------	------

SWK 677	Soclg/Psylvg Aspects	3.00
---------	----------------------	------

SWK 678	Phys/Pharmlg Effects	3.00
---------	----------------------	------

Gerontology Concentration

Must Complete All Courses Listed Below for the Gerontology Concentration.

MPA 602	Human Resources Management	3.00
---------	----------------------------	------

MPA 616	Legal Aspects of Health	3.00
---------	-------------------------	------

PM 738	Gerontology: The Process of Aging	3.00
--------	-----------------------------------	------

Must Complete One Course (Three Units)

Listed Below for the Gerontology Concentration.

MPA 616	Legal Aspects of Health	3.00
---------	-------------------------	------

PM 739	Long-Term Care Administration	3.00
--------	-------------------------------	------

PM 743	Aging Policy in the Community	3.00
--------	-------------------------------	------

Non-Profit Management Concentration

Must Complete All Courses Listed Below for the Non Profit Management Concentration

PM 741	Fundraising	3.00
--------	-------------	------

MPA 624	Non Profit Management	3.00
---------	-----------------------	------

MPA 602	Hyman Resource Management	3.00
---------	---------------------------	------

MPA 626	Legal, Etincal & Gov. Issues	3.00
---------	------------------------------	------

Forensic Social Work Concentration

Must Complete All Courses Listed Below for the Forensic Social Work Concentration

SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
---------	--	------

SWK 631	Interviewing, Evaluating and Offering Treatment as a Forensic Social Worker	3.00
---------	---	------

SWK 632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
---------	---	------

SWK 634	Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues in the Criminal and Juvenile Justice Systems	3.00
---------	--	------

A minimum of 60 credits are required.

Social Work Courses

SWK 601 Policy I: History and Philosophy of Social Work Social Welfare Policy and Services

This introductory policy class provides information about the development of social work as a profession; historical and contemporary social welfare policies, services and institutions; and examines how economic, political, and organizational systems influence how services are created and provided. These themes are discussed within a context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations.

Credits: 3
Every Fall

SWK 602 Policy II: Social Welfare Policies and Services: Social Provisions & Framework

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal and national perspectives and learn about those factors which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also helps students to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse, and health care are also provided.

The pre-requisite of SWK 601 is required.
Credits: 3
Every Spring

SWK 611 Social Work Practice I: Working with Individuals and Groups

The first of four practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walkthrough of a clinical interview and the stages of treatment, an integrated clinical approach to individual and

group practice and an application of generalist and advanced practice skills with groups in specific settings.

Credits: 3
Every Fall

SWK 612 Social Work Practice II: Social Work Practice with Organizations and Communities

This practice course focuses on macro social work practice within a systems perspective. The course clarifies the common elements of practice with systems of all sizes and identifies the application of micro and mezzo strategies of intervention within the organizational and community context, e.g. work with teams, coalitions, boards. The course provides an introduction to role theory and its application to collaboration and other forms of multi-disciplinary and interdisciplinary activity. The course begins with an analysis of the worker's role within the organization, starting with the historical antecedents of social work practice in this macro arena.

Practice II 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.

The pre-requisites of SWK 611, 621 and 701 are required. The co-requisites of SWK 702, 613 and 622 are required.
Credits: 3
Every Spring

SWK 613 Social Work Practice III: Working with Families

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span, will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

The pre-requisites of SWK 611, 621 and 701 are required. The co-requisites of SWK 612, 702 and 622 are required.

Credits: 3
Every Spring

SWK 614 Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context

The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSE program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families.

Credits: 3
On Demand

SWK 621 Human Behavior/Social Environment I: Birth through Adolescence

This course, the first of two in this sequence, provides the theoretical and empirical support for several social work values, practice skills, and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. In addition to biological, psychological, and social development, the course covers moral development.

The co-requisite of SWK 601 is required.
Credits: 3
Every Fall

SWK 622 Human Behavior/Social Environment II: Young through Late Adulthood

The second in the sequence of two HBSE courses, this course continues to provide theoretical and empirical support for social work values and ethics while providing the generalist practitioner with the knowledge necessary to work with individuals, groups, communities, and systems of all sizes. With the focus on early, middle, and late adulthood, the social work values that are emphasized in the course embrace larger systems such as family relationships, communities, organizations, and socioeconomic policies.

The pre-requisites of SWK 611, 621 and 701 are required.

The co-requisites of SWK 612, 613 and 702 are required.

Credits: 3

Every Spring

SWK 623 Human Service Organizations and Administrative Behavior: A context for Soc Work

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structural theory. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which they influence administration and service delivery. The course provides an overview of the responsibilities necessary to support effective and efficient quality services to clients including how to manage information, finances and people.

The pre-requisites of SWK 601, 602, 611, 612, 613, 621, 622 701, 702 and 798 are required.

Credits: 3

Every Fall and Spring

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice systems, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated the competency of the accused as well as the preparation of the presentence forensic evaluatio. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

Credits: 3

Every Fall

SWK 631 Interviewing, Evaluation, and Offering Treatment as a Forensic Social Worker

The clinical overview leading to an accurate understanding of the underpinnings of the pathology which led to the involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a range of criminal and juvenile offenses with special attention to the specific issues associated with sentencing, diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems

This course focuses on the role of the forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drugs and alcohol abusing offenders" behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

Credits: 3

Every Spring

SWK 633 Frnsc SWK & Domstc Viol- Legl, Cultrl, Ethnc & Religious Issues in Criminl & Juvenile Justice Systems

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker"s role in impacting the institutions associated with the efforts to reduce domestic violence.

Credits: 3

Every Spring

SWK 650 Psychopathology

This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 4th Ed. (DSM-IV) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions. The DSM-IV multi-axial system will serve as a backdrop and context in which these conditions will be presented and studied. The Competency Based- Assessment Model, which follows a process of reviewing and understanding an individual's past in order to distinguish and interpret present concerns, (Zide & Grey, 2001) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-IV diagnostic criteria and the empirical and

epidemiological data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required.

Credits: 3

Every Fall, Spring and Summer

SWK 660 Families and Children: Policy and Services

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children"s services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker"s role in an interdisciplinary approach, and how to advocate for individuals and families.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required.

Credits: 3

Every Fall

SWK 661 Family Violence Across the Lifespan

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required. The co-requisite of SWK 660 is required.

Credits: 3

Every Fall

SWK 662 Community Based Practice with Children and Families

This course provides students with the opportunity to hear community based practitioners present actual cas studies based on a "case of the week" model. These cases provide students with the opportunity to review family and children type cases presented by local practitioners. Each case will present a client profile, history, bio-psycho-social

assessment and Questions/Discussions to precede the practitioner's discussion of the actual case outcome/current standing. Cases will come from a variety of organizations including some that focus on prevention, child abuse and maltreatment, foster care and adoption substance abuse, physical and emotional disabilities, health and mental health.

The pre-requisites of SWK 660 and 661 are required.

Credits: 3

Every Spring

SWK 663 Child Psychopathology

This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 4th Ed Text Revised. (DSM-IV-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Marsh and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-IV-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptations, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

The pre-requisites of SWK 660 and 661 are required.

Credits: 3

Every Spring

SWK 674 Theories and Principles of Alcohol and Substance Abuse Counseling

This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

The pre-requisites of SWK 602, 112, 613, 622 and 702 are required.

Credits: 3

Every Fall

SWK 675 Introduction to the Techniques of Substance Abuse Counseling

This course provides students with a foundation in basic techniques of counseling the substance abuse population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counseling intervention methods. The qualities and professional skills for competent and effective practice will also be thoroughly examined.

The pre-requisites of SWK 602, 112, 613, 622 and 702 are required.

Credits: 3

Every Fall

SWK 677 Sociological and Psychological Aspects of Substance Abuse

This course will offer students a comprehensive view of alcohol and drug use and alcohol and addiction from a historical perspective. Utilizing cultural attitudes, legal sanctions and normative values regarding alcohol and drug use, students will analyze what addiction is and who is an addict by various disciplines (i.e., medicine, sociology, psychology, etc.) and systems (i.e., family, criminal justice, social services, etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact alcoholics and/or addicts as well as the substance abuse counselor.

The pre-requisites of SWK 674 and 675 are required.

Credits: 3

Every Spring

SWK 678 Physical and Pharmacological Effects of Substance Abuse

This course will examine how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.

The pre-requisites of SWK 674 and 675 are required.

Credits: 3

Every Spring

SWK 701 Field Instruction I

This is the first course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students (1) to function at a

beginning level of competence in a social service delivery system (2) to develop generalist problem-solving and relationship-building skills and (3) to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

The co-requisites of SWK 611 and 798 are required.

Credits: 3

Every Fall

SWK 702 Field Instruction II

Field Instruction II is the second course in the field practicum sequence and represents the culmination of the Foundation year. Field Instruction II provides students with the opportunity to further integrate and build upon the knowledge, values and skills assimilated during the previous semester. Students further their proficiency in intervening with diverse problems and multiple sized systems, develop more intensive interactive helping skills, become better adept at writing process records and other agency records, assume more responsibility in supervision and inter-professional collaboration, and utilize research and the skills of policy practice to benefit clients. They are increasingly expected to apply a multilayered understanding of generalist practice concepts and skills to their work with clients. Students gain greater awareness of their own value base and its compatibility to professional social work values, and can utilize more sophisticated expression of their dilemmas through the supervisory and self-evaluative process. They must also demonstrate greater professional responsibility by preparing supervisory agendas; monitor both learning and client goals by evaluating progress made toward both. Learning contracts are further refined, and tasks are operationalized and tethered to the mid-semester field evaluation. Again, students are required to participate in the self-evaluation process continually throughout the semester both in oral and written evaluation sessions, as well as evaluating their field experience and supervisor.

The pre-requisites of SWK 611, 621 and 701 are required. The co-requisites of SWK 612 and 613 are required.

Credits: 3

Every Spring

SWK 703 Field Instruction III

This is the third course in a four semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students (1) to gain expertise in gerontology, not-for-profit management or substance and alcohol abuse (2) to function at an advanced level of competence in a social service delivery system (3) to continue to practice problem-solving and relationship-building skills, (4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

The prerequisites of SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 are required.

Credits: 3

Every Fall

SWK 704 Field Instruction IV

Field Instruction IV is the second course in the Advanced Curriculum/ Specialization Year. It shares its objectives with Field Instruction III. Applying social work knowledge, skills and values in the practicum is understood as a developmental process. Students make a solid beginning in the Foundation Year, continue to work towards these objectives in the 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 specialization as described above and deepen their understanding of allied disciplines. Collaborations with professional colleagues across disciplinary lines have the opportunity to develop and mature over time.

The pre-requisite of SWK 703 is required.

Credits: 3

Every Spring

SWK 726 Interdisciplinary Assessment

The first half of this course will cover assessing mental health conditions commonly found in many older adults, such as depression, dementia, delirium, and anxiety. Caregiver and family roles will also be covered. The second half of the course will promote a clarification of the roles of different practitioners and the purpose of different health, financial legal and social services organizations serving the elderly in the community.

Credits: 3

Every Fall

SWK 790 Capstone Seminar

This course is intended to provide students with the academic framework within which they design and implement the capstone project. Students review their knowledge about role conflict within interdisciplinary setting that is related to their respective areas of concentration studies. Students then choose a topic related to the concentration area and design and carry out a research project that examines role conflict within an interdisciplinary context of social work. Finally, students design a solution to the role conflict that is embedded in interdisciplinary collaborative practice of social work. The course focuses on application of skills that have been taught in previous semesters within a particular area of concentration. Such skills include: Critical thinking, ethical practice, practice skills in systems of all sizes, research skills, communication skills, organizational skills and interdisciplinary collaboration.

The pre-requisite of SWK 799 is required.

Credits: 3

Every Spring

SWK 798 Research Methods I: Introduction to Social Research

This course places significant emphasis on the adherence to social work values and ethical standards in research and in practice evaluation. It requires the students to ask themselves Why be ethical in an effort to help the student realize that a personal moral code is the best defense against unacceptable and unethical conduct. The student is encouraged to ponder the question of ethics with guidance from social work values and guiding principles, and the NASW Code of Ethics. Students are presented with practical examples of ethical dilemmas and required to address the situation using critical thinking skills, technical training, and social work values. This course aims to improve students understanding of the place research plays and has played in social work practice. Using the Code of Ethics as a foundation for all research ventures, students will be taught the basic concepts of research question formation, psychometrics and use of measurement instruments. The course will introduce key components of research including research design, data collection, appropriate communication of research findings, and its relevance to the evaluation of practice, programs, and policies.

The co-requisites of SWK 611 and SWK 701 are required.

Credits: 3

Every Spring

SWK 799 Social Work Research II: Advanced Research Methods for Practice

Social work values and ethics continue to guide the student's development of technical skills for generating social work knowledge and the evaluation of social work practice. With a greater emphasis on the sensitive development and use of technology with populations-at-risk, social work values and ethics continue to be the primary components in the content of this course. Accessing secondary data and the judicious and ethical use of the data coupled with cultural sensitivity will be woven into the fabric of the course and frequently discussed and practiced. This course aims to develop students ability to apply qualitative and quantitative research design to their area of concentration. By offering students an opportunity to design appropriate measurement instruments, identify appropriate sampling method and differences between group research design and case research design, students will gain knowledge needed to evaluate research and apply its tenets to social work. Moreover, this course gives students an opportunity to practice implementing research by familiarizing students with various data collection methods, encouraging their use of secondary data, and teaching them basic psychometric and data analysis processes.

The pre-requisites of SWK 602, SWK 612, SWK 613, SWK 622, SWK 702 and SWK 798 are required.

Credits: 3

Every Spring

SWK 801 Special Topics: Social Work

This course allows faculty and students to explore supplemental topics to existing curriculum content in a format that is most conducive to the subject matter.

Credits: 3

On Demand

SCHOOL OF NURSING

The School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate prepared registered nurse interested in pursuing a career as a nurse educator, a nurse executive or a nurse practitioner. Advanced certificate programs are available for the Master (in nursing) prepared registered nurse interested in practice as a nurse practitioner or as a nurse educator. The registered nurse with an associate degree is eligible for admission to one of the two dual degree programs culminating with a Master of Science degree.

The graduate program is fully accredited by the Commission on Collegiate Nursing Education (C.C.N.E.) and all of its programs are registered with the New York State Education Department. Graduates of the Nurse Practitioner Program are eligible for New York State certification as either an adult or family nurse practitioner.

For information, please contact the School of Nursing at 718-488-1059 fax 718-780-4019, email us at susanne.flower@liu.edu, or visit the website at www.liu.edu/brooklyn/son.

Dr. Shirley Girouard

Dean

shirley.girouard@liu.edu

Dr. Hazel Sanderson Marcoux

Associate Dean

hsanders@liu.edu

Ms. Latrice Solomon

Administrative Assistant to the Dean

latrice.solomon@liu.edu

Professor Susanne Flower

Associate Dean for Graduate Programs

susanne.flower@liu.edu

Ms. Corinne Reilly

Administrative Assistant to Graduate Programs

corinne.reilly@liu.edu

School of Nursing

Susanne Flower

Director, Practitioner Programs

Director, Nurse Educator Program 718-780-4589

Assistant Professor: Dubal

Director, Nurse Executive Program; 718-780-4127

Professor: Levine-Brill

Associate Professors: Dobal, Dropkin, Ma,

Sanderson, Sweeny

Assistant Professors: Ankner, Valenti

Vaast (Information System), Kaplan (Human

Resources), Levine (Finance)

Adjunct Faculty: 10

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

- Synthesize knowledge from conceptual frameworks and empirical sciences relevant to the advanced-practice nursing role.
- Evaluate relevant data in the planning and implementation of health care.
- Utilize the research process in the systematic investigation of factors that influence the health and adaptation of client populations.
- Assume a collegial role in consultation with other care providers to enhance the quality and accessibility of health care services to consumers.
- Utilize the advanced practice role to exercise leadership responsibility, professional accountability and scholarly approach to health care.
- Generate a personal philosophy and role definition that reflects commitment to human values and contributes to the evolution of nursing as a profession.
- Utilizes oral and written communication skills to actualize the advanced practice of the nursing role.

Dual Degree Programs

- B.S./M.S. in Nursing/Adult Nurse Practitioner*
- B.S./M.S. in Nursing/Executive Program for Nursing & Health Care Management

Graduate Programs

- M.S. Executive Program for Nursing and Healthcare Management
- M.S. in Adult Nurse Practitioner*
- M.S. in Family Nurse Practitioner*
- M.S. in Nurse Educator*
- Advanced Certificate in Adult Nurse Practitioner*
- Advanced Certificate in Family Nurse Practitioner*
- Advanced Certificate in Education for Nurses*

*These programs are presented in a blended format.

Admission to the Degree and Advanced Certificate Programs

Criteria for acceptance into any of the Master of Science degree programs:

- B.S. degree from a School of Nursing accredited by a nationally recognized accrediting body with a 3.0 G.P.A. in the Nursing major and 2.5 overall G.P.A.
- New York State R.N. License.
- One-year current clinical experience, two years preferred. Applicants to the Nurse Educator Program can be accepted without the minimum 1-year of clinical experience.
- Three professional references on School of Nursing form.
- A personal statement of professional goals.
- A personal interview, analytical writing and basic computer competency tests.
- Research and statistics courses and a health assessment course or certificate are pre-requisites for the nurse practitioner programs. Pre-requisites may be completed during the first year of graduate work.
- Research and statistics courses are pre-requisites for the nurse executive program.
- Read and sign the Essential Behaviors and the School of Nursing Code of Honor document.

Criteria for acceptance into any of the Post Master's Certificate programs:

- M.S. from a CCNE or NLN accredited School of Nursing with a 3.0 G.P.A.
 - New York State R.N. License
 - One-year current clinical experience, two years preferred.
 - Three professional references on the School of Nursing form.
 - A personal statement of professional goals.
 - A personal interview, analytical writing and basic computer competency tests.
 - Read and sign the Essential Behaviors and the School of Nursing Code of Honor document.
- Criteria for acceptance into the dual B.S./M.S. programs:
- Registered Nurse with an associate degree in Nursing.
 - Licensed in the U.S., eligible for licensure in New York State
 - Minimum G.P.A. of 3.0 in science and nursing courses.
 - A personal statement of professional goals.
 - Three professional references on School of Nursing form.
 - Personal interview, analytical writing and basic computer competency tests.
 - Read and sign the Essential Behaviors and the School of Nursing Code of Honor document.

Application for Admission

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

- Completed LIU application form
- A current resume

- Three completed recommendation forms
- An official transcript.
- A copy of the applicant's current New York State registration/license as a Registered Nurse
- A 1-2 page personal statement of professional goals.

Deadlines for Submission of Application

Students are accepted for classes starting in September in the Nurse Educator Program and the Nurse Practitioner Program and September and January in the Executive Program for Nursing. The deadline for submitting a completed application to the Nurse Educator and the Nurse Practitioner programs is August 1st. The deadlines for admission to the Executive Program for Nursing are August 1st and December 1st.

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at My LIU. For more information on the admissions process, visit the Office of Admissions Web site or call 718-488-1011.

Program Requirements

Completion of this program is contingent upon:

1. Maintaining a B average with a grade of B or better in designated clinical courses.
2. Completion of the prescribed course of study.
3. Adhere to the Essential Abilities and Behaviors of the Graduate Nursing Program and the Code of Honor of the School of Nursing.
4. Maintaining a current membership in a professional organization approved by the Director of their program.
5. Attending at least one meeting of the approved professional organization each semester.
6. Completing the online course *Nurses on the Front Line: Preparing for and Responding to Emergencies and Disasters* at learning.nnepi.org/default.asp.

Clinical Clearance

Students must submit all of the following documentation prior to starting the internship experience:

1. A health history and physical examination on a School of Nursing form.
2. Current New York State license to practice as a registered professional nurse.
3. Malpractice insurance for graduate nursing students with minimum coverage of \$1,000,000 per claim and \$6,000,000 aggregate. It is the student's responsibility to check with their insurance carrier to confirm that their malpractice coverage includes activities as a nurse practitioner, nurse executive or nurse educator student.
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 HIPPA privacy/confidentiality certificate.
7. Current health care insurance certificate.
8. Background investigation within the past year.
9. Drug screen within the past year.

10. Current résumé.

11. If a student is pregnant, she must have written permission from her health care provider to practice where there are infectious diseases

12. Current address, e-mail address, mobile telephone number, home and work telephone numbers on file with the clinical coordinator.

M.S. in Executive Program for Nursing and Health Care Management

The Master of Science Executive Program for Nursing and Health Care Management is a 43-credit program offering nursing and business courses and requires two semesters of internship experience in management of a nursing or health care organization.

The internship experiences are designed to continue for two consecutive semesters and will be 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 utilized. The student will be expected to develop a final Master's project based on the internship experience. The concurrent seminars allow the student to synthesize and apply the content of the required nursing and business courses to the unique requirements of managing in the health care settings. The seminars will also serve to bring together students from a variety of internships for in-depth discussion and analysis of projects, problems and issues encountered in various fields based on levels of patient acuity (level of patient care) and nursing skill mix, hospital based managed care, as well as management of nursing budget and quality management.

Graduates of this program will demonstrate mastery of the following objectives:

- Establish a clear vision and mission for Nursing Services (that aligns with the organization's mission, vision, and values) in collaboration with the organizational leaders.
- Develop, implement, and evaluate standards of patient care and standards of nursing practice that ensure safety and quality patient care.
- Prioritize resources and utilize budget effectively in the delivery of patient care services.
- Apply leadership principles to the development of core competencies and promote critical thinking skills across the continuum of care.
- Manage evolving health care environment in accordance with accrediting and regulatory agencies within the health care delivery system.
- Communicate Performance Improvement findings and recommendations to the professional staff and appropriate oversight community and governing board.
- Commitment to professional development and

lifelong learning.

M.S. in Executive Nursing Health Care Management

Core requirement:

All of the following courses are required:

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

Specialty course requirement:

All of the following courses are required:

GBA	512	Principles of Management and Leadership	3.00
GBA	517	Fundamentals of Management Information Systems	3.00
MAN	722	Human Resource Management	3.00
MPA	613	Foundations of Health Systems Finance	3.00
NUR	668	Organizational Performance	3.00
NUR	674	The Nurse Executive and the Changing Health Care Systems	3.00
NUR	675	Nursing Finance	3.00
NUR	680	Internship in Nursing and Health Care Management I	5.00
NUR	682	Internship Seminar in Nursing and Health Care Management I	2.00
NUR	684	Internship in Nursing and Health Care Management II	5.00
NUR	686	Internship Seminar in Nursing and Health Care Management II	2.00

Requirement of 43 credits must be completed.

Nurse Practitioner Programs

The Nurse Practitioner programs are designed to prepare the Registered Nurse for an advanced practice role in a primary care setting. The Master of Science degree programs and the post-Master's certification programs prepare students to meet the requirements for New York State certification to practice as an Adult or Family Nurse Practitioner. Graduates also will be eligible for national certification by professional organizations.

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

Practitioner may be completed in eight to nine semesters of part time study.

The primary focus of both the Master of Science degree and the post-master's certificate program for nurse practitioners is expertise in the clinical role. The course of study for both has been developed with that goal in mind. Graduates of the any of the nurse practitioner programs will be able 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.
- Assess, diagnose, monitor, coordinate and manage the health care of selected clients of all ages in both primary and acute care settings.
- Perform and interpret physical examinations and laboratory tests in both the primary and acute care setting.
- Select and recommend appropriate diagnostic and therapeutic interventions and regimes with attention to safety and cost in keeping with collaborative protocols.
- Select and prescribe appropriate drug therapy for common acute and chronic disorders in keeping with collaborative protocols.
- Prepare and submit practice protocols in order to meet the certification requirements of the New York State Education Department.
- Articulate the role of the nurse practitioner as a collaborative member of the health care team.

M.S. in Adult Nurse Practitioner (Blended Format)

The 41-credit M.S. in Adult Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing, who wishes to acquire the clinical knowledge and skills needed for advance-practice nursing roles in the care of adults in a variety of primary care settings.

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

The program is approved by the New York State Education Department and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible for New York State certification as an Adult Nurse Practitioner and for national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

M.S. in Adult Nurse Practitioner

Must complete all courses below:

NUR 610	Nursing Research	3.00
NUR 611	Advanced Medical Physiology	3.00
NUR 612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Adult	2.00
NUR 620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 670	Healthcare Issue Policies and Ethics	2.00

Specialty requirement:

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

Requirement of 41 credits must be completed

M.S. in Family Nurse Practitioner (Blended Format)

The 49-credit M.S. in Family Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing, who wishes to acquire the clinical knowledge and skills needed for advance-practice nursing roles in the care of families in a variety of primary care settings.

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

The program is approved by the New York

State Education Department and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible for New York State certification as an Family Nurse Practitioner and for national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

M.S. in Family Nurse Practitioner

Must complete all courses below:

NUR 610	Nursing Research	3.00
NUR 611	Advanced Medical Physiology	3.00
NUR 612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Adult	2.00
NUR 620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 670	Healthcare Issue Policies and Ethics	2.00

Specialty requirement:

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

Requirement of 49 credits must be completed.

Advanced Certificate in Adult Nurse Practitioner (Blended Format)

The 33-credit Advanced Certificate in Adult Nurse Practitioner offers master's-prepared nurses the opportunity to qualify for New York State certification as an Adult Nurse Practitioner.

Nurse Practitioners certified by New York State who wish to expand into this specialty can have their academic preparation evaluated and an individualized program developed for them.

Advanced Certificate in Adult Nurse Practitioner (Post-Masters)

Must complete all courses below:

NUR 611	Advanced Medical Physiology	3.00
NUR 612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR 614	Primary Health Care of the Adult	2.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 650	Diagnosis and Management of Illnesses and physical Conditions of the Adult I	4.00
NUR 654	Preceptored Practicum in Primary and Acute Care of the Adult I	4.00
NUR 660	Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4.00
NUR 664	Preceptored Practicum in Primary Care of the Adult II	4.00

Requirement of 33 credits must be completed.

Advanced Certificate in Family Nurse Practitioner (Blended Format)

The 41-credit Advanced Certificate in Family Nurse Practitioner offers master's-prepared nurses the opportunity to qualify for New York State certification as a Family Nurse Practitioner.

Nurse Practitioners certified by New York State who wish to expand into another specialty can have their academic preparation evaluated and an individualized program developed for them.

Advanced Certificate in Family Nurse Practitioner

Must complete all courses below:

NUR 611	Advanced Medical Physiology	3.00
NUR 612	Pathophysiology of the Adult for Advanced Practice Nursing	3.00
NUR 614	Primary Care of the Adult	2.00
NUR 630	The Advanced Practice Role	2.00
NUR 634	Advanced Physical Assessment	3.00
NUR 644	Pharmacology	4.00
NUR 690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR 691	Preceptored Practicum in Primary Care of the Family I	4.00
NUR 692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR 693	Preceptored Practicum in Primary Care of the Family II	4.00
NUR 694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR 695	Preceptored Practicum in Primary Care of the Family III	4.00

Requirement of 41 credits must be completed.

M.S. in Nurse Educator (Blended Format)

The Master of Science Nurse Educator Program is a 36-credit program presented in a blended learning format and provides the baccalaureate graduate with a strong foundation in the knowledge and skills needed for a position in academic teaching or staff development: curriculum development, theories of teaching and learning, teaching methodologies, use of stimulation and testing and outcomes measurements.

The academic teaching track includes advanced studies of pathophysiology, physical assessment and pharmacology to assure the level of understanding of these subjects to teach in a baccalaureate nursing program. The staff development track introduces the student to

nursing budgets, organizational behavior and informatics. Both track include a teaching practicum during the final semester.

Graduates of this program will be able to:

- Use a wide range of theory and research from both general and nursing education to facilitate learning in various educational environments.
- Develop and implement strategies to facilitate learner development and socialization in various educational environments.
- Design courses and participate in curriculum development and evaluation of program outcomes.
- Utilize the nurse educator role to exercise leadership, professional accountability and a scholarly approach to nursing and healthcare.
- Select and develop appropriate assessment tools to evaluate classroom and clinical performance of nursing students and/or clinical staff.
- Use a wide range of modalities in classroom and clinical teaching.
- Articulate the role of the nurse educator as a collaborative member of the academic and healthcare teams.

M.S. in Nurse Educator

Must complete all courses below:

NUR 610	Nursing Research	3.00
NUR 620	Theoretical Basis of Advanced Practice Nursing	3.00
NUR 670	Health Care Policy, Issues and Ethics	2.00
NUR 710	Theories of Teaching and Learning	3.00
NUR 715	Role of the Nurse Educator	2.00
NUR 720	Curriculum Development	3.00
NUR 730	Teaching Strategies and Methodologies	2.00
NUR 740	Testing and Outcomes Measurement	2.00
NUR 750	Teaching Practicum	2.00

Students must choose from one of two tracks: Academic Teaching or Staff Development

Academic Teaching Courses

NUR 612	Pathophysiology for Advanced Practice	3.00
NUR 634	Advanced Physical Assessment	3.00
NUR 645	Pharmacology	3.00
NUR 735	Use of Technology and Simulation	3.00
NUR 745	Academic Teaching Seminar	2.00

OR

Staff Development Courses

NUR 668	Organizational Performance	3.00
NUR 675	Nursing Finance	3.00
NUR 725	Informatics	3.00
NUR 735	Use of Technology and Simulation	3.00
NUR 755	Staff Development Seminar	2.00

Requirement of 36 credits must be completed.

Advanced Certificate in Education for Nurses (Blended Format)

The 12-credit Advanced Certificate in Education for Nurses offers master's-prepared nurses the opportunity to augment their advanced practice degrees with core nursing education courses that will prepare them for the role of nurse educator in an academic or clinical setting.

Advanced Certificate in Education for Nurses

Must complete all courses below.

NUR 710	Theories of Teaching and Learning	3.00
NUR 720	Curriculum Development	3.00
NUR 730	Teaching strategies and Methodologies	2.00
NUR 740	Teaching and Outcomes Measures	2.00
NUR 750	Teaching Practicum	2.00

Requirement of 12 credits must be completed.

Nursing Courses

NUR 610 Nursing Research

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

Pre-requisite of NUR 620 is required.

Credits: 3

Every Spring

NUR 611 Advanced Medical Physiology

This course builds upon the knowledge from basic anatomy, physiology, and biochemistry courses to reinforce and update previous information and to present advanced concepts of physiology. The human body is studied from a cellular, tissue and integrated system view.

Credits: 3

Every Fall

NUR 612 Pathophysiology of the Adult for Advanced Practice Nursing

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

Pre-requisite of NUR 611 is required.

Credits: 3

Every Spring

NUR 613 Health Care of the Geriatric Client

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

Credits: 2

Every Summer

NUR 614 Primary Health Care of the Adult

This course is an overview of common issues in primary care, including principles of screening, prevention, anticipatory guidance, patient education techniques, multicultural issues,

occupational and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations. The Healthy People 2020 goals are the basis for all discussions.

Credits: 2

Every Spring

NUR 620 The Theoretical Basis of Advanced Practice Nursing

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

Credits: 3

Every Fall

NUR 630 The Advanced Practice Role

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

Pre-requisite of NUR 611 is required.

Credits: 2

Every Fall

NUR 634 Advanced Physical Assessment

The student is provided with knowledge, methods and laboratory practicum experience to build upon and to refine physical assessment skills.

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

Credits: 3

Every Fall and Spring

NUR 644 Pharmacology

This course provides the student with an advanced understanding of pharmaceuticals, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan are emphasized. Ethical considerations and cultural and financial

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

Pre-requisite of NUR 612 is required.

Credits: 4

Every Spring

NUR 645 Pharmacology

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

Credits: 3

Every Fall

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

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

Pre-requisites of NUR 611, 612, 614, 630, 634 and 644 are required.

Credits: 4

Every Fall

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

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

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

Credits: 4

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

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

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

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

Credits: 4

Every Spring

NUR 664 Preceptored Practicum in Adult Primary and Acute Care II

This preceptored practicum provides an opportunity to practice skills and develop competency in the diagnosis and management of common acute and chronic conditions of adolescents and adults. Students, with the supervision of their preceptor, continue to refine

their skills in diagnostic reasoning, developing plans of care, and to gain experience in the selection and prescription of drug therapy using practice protocols. Students also focus on the health education needs of individual clients as well as the needs of the community served by the clinical site
Pre-requisite or Co-requisite of NUR 660 is required.

Credits: 4

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

NUR 668 Organizational Performance

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; Continuous Quality Improvement (CQI) tools; processes in improving organizational performance, e.g., Root Cause Analysis (RCA); The Joint Commission (TJC) standards on Improving Organizational Performance (IOP).

Credits: 3

On Demand

NUR 670 Healthcare Issue Policies and Ethics

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

Credits: 2

Every Fall

NUR 674 The Nurse Executive and the Healthcare System

This is a seminar course analyzing the role of the nurse executive in health care organizations. Issues relevant to nursing leadership and management, and to other health care providers will be discussed. The course will explore new demands placed on organized health care delivery systems, ethical and legal issues related to healthcare practice, and policy development.

The pre-requisites of NUR 610, 620, 670, GBA 512, GBA 517, MAN 722 and MPA 613 are required.

Credits: 3

On Demand

NUR 675 Nursing Finance

This course provides a beginning nurse leader with the theory and skills necessary for healthcare finance related to nursing. Content focuses on concepts, operations, and control of nursing budget. It also covers strategic planning, organizations, leadership, decision-making, healthcare systems, and the basic budgeting concepts required to function as an effective leader and manager of client care in an evolving healthcare milieu.

Credits: 3

On Demand

NUR 680 Internship in Nursing and Health Care Management I

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.

The pre-requisites of NUR 610, 620, 668, 670, GBA 512, GBA 517, MAN 722 and MPA 613 are required and the co-requisite of NUR 682 is required.

Credits: 5

On Demand

NUR 682 Internship Seminar in Nursing and Health Care Management I

The seminar is designed to be concurrent with each semester of the Internship in Nursing and Health Care Management I. The focus of the seminar will be the issues and problems encountered by students in the various Internship experiences and in-depth discussion analysis of student projects. In addition, topics, such as staffing, scheduling, hospital-based managed care, quality management, conflict management, integrated delivery systems, policy development, and negotiation, will be discussed.

The pre-requisites of NUR 620, 668, 670, GBA 512, GBA 517, MAN 722 and MPA 613 are required. The corequisite of NUR 680 is required.

Credits: 2

On Demand

NUR 684 Internship in Nursing and Health Care Management II

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 the data related to the issue, recommendations to improve, pilot/implementation tested, measurement.

The pre-requisites of NUR 674, 680 and 682 are required. The co-requisite of NUR 686 is required.

Credits: 5

On Demand

NUR 686 Internship Seminar in Nursing and Health Care Management II

The seminar is designed to be concurrent with each semester of the Internship in Nursing and Health Care Management II. The focus of the seminar will be the issues and problems encountered by students in the various Internship experiences and in-depth discussion an analysis of student projects. In addition, topics such as staffing, scheduling, hospital-based managed care, quality management, conflict management, integrated delivery systems, policy development and negotiation will be discussed.

The pre-requisites of NUR 674 and 682 are required and the co-requisite of NUR 684 is required.

Credits: 2

On Demand

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

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

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

Credits: 4

Every Fall

NUR 691 Preceptored Practicum in Primary Care of the Family I

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

clinical site.

Pre-requisite or Co-requisite of NUR 690 is required.

Credits: 4

Every Fall, Spring and Summer

NUR 691A Preceptored Practicum in Family Primary Care I

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

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

Credits: 2

Every Fall, Spring and Summer

NUR 691B Preceptored Practicum in Family Primary Care I

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

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

Credits: 2

Every Fall, Spring and Summer

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

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

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

Credits: 4

Every Fall

NUR 693 Preceptored Practicum in Primary Care of the Family II

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

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

Credits: 4

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

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

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

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

Credits: 4

Every Spring

NUR 695 Preceptored Practicum In Primary Care of the Family III

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

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

Credits: 4

Every Fall, Spring and Summer

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

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

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

Credits: 2

Every Fall, Spring and Summer

NUR 695B Preceptored Practicum in Primary Care of the Family III

This segment, of a two segment preceptored practicum, provides an opportunity to practice skills

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

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

Credits: 2

Every Fall, Spring and Summer

NUR 700 Independent Study

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

Credits: 1

On Demand

NUR 700P Independent Study - Practicum

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

Credits: 1

Every Fall, Spring and Summer

NUR 701 Independent Study

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

Credits: 1

On Demand

NUR 701P Independent Study - Practicum

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

Credits: 1

Every Fall, Spring and Summer

NUR 702 Independent Study

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

Credits: 1

On Demand

NUR 703 Independent Study

An opportunity for students to do advanced work

under the guidance of the faculty. Open to graduate students with permission of their Program Director.

Credits: 1

On Demand

NUR 704 Independent Study

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

Credits: 1

On Demand

NUR 710 Theories of Teaching and Learning

This course introduces the student to the theories and principles 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.

Credits: 3

Every Fall

NUR 715 The Role of the Nurse Educator

This course is designed to explore the multiple roles of the nurse educator in the academic and clinical settings. The roles of teacher, counselor, group member, evaluator, curricular designer, advisor and informatics expert are among those reviewed. The complexity of the role of the nurse educator is discussed using case study and real-life scenarios. The process of academic progression to tenure is also considered.

Credits: 2

Every Spring

NUR 720 Curriculum Development

This course focuses on developing curricula for nursing education programs. Mission statements, philosophy, terminal outcomes, course outcomes/objectives, are examined and students critique curriculum examples 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 are discussed. Curriculum, which is evidence-based and grounded in professional standards, is explored. Use of technology in the development of high-order thinking skills is considered.

Credits: 3

Every Spring

NUR 725 Nursing Education Informatics

This course is designed as an introductory course. It exposes students to topical issues in education and health care information systems such as course management systems, electronic medical records, critical decision systems, and expert systems. It covers data modeling, database design, and data

visualization. The course develops understanding of key issues related to academic and health care policies, security and privacy as well as ethical and compliance issues. The focus is on the use of informatics in nursing education.

Credits: 3

Every Spring

NUR 730 Teaching Strategies and Methodologies

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 is stressed. Fostering creativity and critical thinking skills are discussed. The student develops teaching-learning plans for learners in diverse settings. The student learns to use slide shows, chat rooms, learning management systems, Internet resources and educational software with hands-on experiences.

Credits: 2

Every Fall

NUR 735 The Utilization of Technology and Simulations in Nursing Education

This course focuses the role of technology and simulation in nursing education. The use of computer based teaching platforms, such as Blackboard and learning modules are explored with hands-on experiences. Principles and applications of computer-based programs are presented. The use of simulation, as a primary and adjunctive teaching tool, is discussed with opportunities to develop a teaching plans using simulation. Various types of software and computer applications are explored. Extensive use is made of the simulation equipment available in the School of Nursing.

Credits: 3

Every Fall

NUR 740 Testing and Outcomes Measurements

This course explores the use of evaluation techniques to assess student learning. Standardized tests, teacher made tests and other forms of measurement such as return demonstrations are explored. Statistical analysis of testing and measurement data, use of technology to both create and evaluate testing and measurement tools are discussed. Students have the opportunity to design and evaluate test and measurement tools.

Credits: 2

Every Fall

NUR 745 Academic Teaching Seminar

The seminar serves as a capstone course for the student to synthesize the information and skills acquired in other courses. Students discuss problems encountered in practicum and issues related to academic and clinical teaching. A journal club approach is used to provide a common basis for discussion. Case studies both published and from students' experiences are used. The seminar is student directed with the instructor serving as a facilitator and clarifier.

Credits: 2

Every Spring

NUR 750 Preceptored Practicum in Nursing Education

Students have the opportunity to practice teaching-learning techniques. Students develop, plan, teach and evaluate teaching-learning projects appropriate to their assigned practicum setting. Each student has a mentor in the practice environment and an instructor coordinating and overseeing the experience.

Credits: 2

Every Spring

NUR 755 Staff Development and Clinical Teaching Seminar

The seminar serves as a capstone course for the student to synthesize the information and skills acquired in other courses. Students discuss problems encountered in practicum and issues related to staff development and clinical teaching. A journal club approach is used to provide a common basis for discussion. Case studies both published and from students' experiences are used. The seminar is student directed with the instructor serving as a facilitator and clarifier.

Credits: 2

Every Spring

LIU PHARMACY

LIU Pharmacy (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 (with specializations in Industrial Pharmacy and Cosmetic Sciences), Pharmacology/Toxicology, Pharmacy Administration, and Drug Regulatory Affairs. The College also offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree as well as an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree. Detailed information on the Pharmacy programs is provided in the LIU Pharmacy Bulletin.

For information, please contact the Dean's Office at 718-488-1004, fax 718-488-0628, email us at pharmacy@brooklyn.liu.edu, or visit the website at www.liu.edu/pharmacy. For additional information:

Doctor of Pharmacy Professional Program

Phone: 718-488-1234

Email: pharmacy@brooklyn.liu.edu

Graduate Programs

Phone: 718-488-1263

Email: pharmacygradprograms@brooklyn.liu.edu

Continuing Professional Education

Phone: 718-488-1248

Email: pharmce@brooklyn.liu.edu

Alumni Relations

Phone: 718-488-1016

Email: pharmacy.alumni@brooklyn.liu.edu

David R. Taft

Dean

Martin E. Brown

Associate Dean

Harold L. Kirschenbaum

Associate Dean for Professional Affairs

Lorraine Cicero

Assistant Dean for Academic & Student Affairs

Anneliese B. Schumacher

Assistant Dean for Administration

SCHOOL OF CONTINUING STUDIES

The School of Continuing Studies at LIU Brooklyn provides opportunities for adult, non-traditional and professional students to advance their careers and develop in mind, body and spirit. We strive to partner with adult learners who seek access to a superior educational experience.

In addition to its wide array of certificate programs in such career fields as surgical technology, cardiac sonography, information technology and paralegal studies the school offers coursework in ceramics, lifesaving skills training, conducts language classes and workshops and operates LIU's Children's Academy.

If you have questions, please contact the office at 718-488-1364, email: scsinfo@brooklyn.liu.edu, or fax: 718-488-1367.

George Rosales

Executive Director

jorge.rosales@liu.edu

Certificate Programs

Surgical Technology Certificate Program

The Surgical Technology Certificate Program is designed to give individuals the knowledge and skills required to function within an operating room environment. Students receive surgical technology training during classroom lectures, practice in a mock surgical lab and get clinical experience in various hospitals' operating rooms.

Surgical technologists are an important part of a surgical team working closely with surgeons, anesthesiologists, registered nurses and other surgical personnel. Surgical technologists help supply the operating room with the instruments, equipment and supplies that will be needed during a surgical procedure.

The program prepares students for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification exam. Successful candidates demonstrate their theoretical and practical knowledge of surgical technology and are granted the designation of Certified Surgical Technologist (CST). The program has been accredited through 2015 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), through the Accreditation Review Committee on Education in Surgical Technology (ARC-ST).

Every Fall, Spring and Summer

Central Service Technology Certificate Program

The Central Service Technology Certificate Program is designed to train individuals to receive and process supplies and equipment from operating rooms and nursing units throughout a hospital. The training includes decontamination, sterilization, and the preparation and assembling of surgical instruments for distribution.

The Central Service Program is accredited by the International Association of Healthcare Central Service Material Management (IAHCSSM).

Every Fall, Spring and Summer

Vascular Technology Certificate Program

The Vascular Technology Certificate Program is a 12-month, full-time, daytime program that prepares the student for an entry-level position as a vascular technologist. In performing ultrasound examinations of the cerebral, peripheral, and abdominal vessels, vascular technologists provide vital information to physicians toward the diagnosis of disorders affecting circulation.

A vascular technologist (sonographer) employs clinical skills such as pulse palpation; limb pressure measurements; auscultation; description of trophic limb changes' symptom analysis; and the gathering of findings from related testing procedures and historical information such as previous vascular or related interventions and risk factor documentation.

Vascular technologists use performance and dynamic interpretation of computer-generated anatomic imaging and physiologic assessment of

blood-flow to aid physicians. Students are responsible for having a physical exam and getting the required immunizations. After completing the required number of vascular examinations, graduates are encouraged to take the American Registry of Diagnostic Medical Sonography (ARDMS) examination to be a Registered Vascular Technologist (RVT).

Vascular Technology is a sub-specialty of Diagnostic Medical Sonography. It is primarily a non-invasive imaging modality with an indirect testing component. It is performed on the surface of the body, with no use of radiant ionizing energy. Therefore, it is safe with no risks to the patient or the sonographer when performed to diagnostic industry standards.

This clinical and technological data provides the physician with vital information toward the diagnosis and treatment of their patients.

The program at the School of Continuing Studies is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP), through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Every Fall and Spring

Cardiac Sonography Certificate Program

The Cardiac Sonography Certificate Program is an intense, one-year, full-time program. It combines classroom didactics, ultrasound lab practicum, and clinical rotations at some of the best cardiovascular laboratories in New York City.

A cardiac sonographer (or echo-cardiographer) employs clinical and technological skill-sets in a dynamic fashion to evaluate the way in which the heart is functioning. The main structures are observed and the condition of each is measured or graded, including the chambers and the chamber walls for dilation, thrombus development, wall thickening, wall motion, pressure gradients, and valvular function. The Sonographer utilizes two and three-dimensional, real-time ultrasonic imaging; color, pulsed-wave and continuous-wave Doppler; and electrocardiogram technologies to provide information that is essential to the cardiologist in making treatment decisions for potentially life-threatening heart diseases.

The sonographer additionally aids the Cardiologist in the performance of more invasive procedures, such as transesophageal echo (TEE), and the evaluation of the heart using minimally invasive contrast agents.

Every Fall

Life Saving Skills Certificate Program

The Life Saving Skills Certificate program is designed to train students to give an emergency health support. Course offerings include: Basic Life Support (BLS), Heartsaver CPR/AED (HSAD), Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). These skills are vital for health care workers, educators and all those who work with the public. At the conclusion of each course, students will receive The American Heart Association

Certificate, valid for 2 years.

Paralegal Studies Certificate Program

The Paralegal Studies Certificate Program provides students with the practical knowledge of law, preparing graduates with the skill-set that will enable them to carry out high-quality legal work. The program is a 328-hour, non-credit certificate program designed to prepare the student to work at a law firm, a government agency (e.g., law enforcement), or a law department of a corporation, bank, real estate company and insurance company. Through their course of study at LIU Brooklyn, students are provided a strong background in a variety of areas.

The School of Continuing Studies' Paralegal Certificate Program is approved by the American Bar Association (ABA). Legal employers recognize the ABA's role in establishing professional guidelines for paralegal programs. Of more than 1,000 colleges, universities, and law schools that offer paralegal programs, approximately 260 paralegal programs are approved by the ABA.

Every Fall, Spring and Summer

Building Construction Certificate Program

The Building Construction Certificate Program at the School of Continuing Studies is designed to attract individuals seeking an understanding of the building construction industry, either as a perspective apartment dweller or homeowner looking to perform renovations or as an entry-level employee looking to begin a career in the industry.

The program is specially designed for those who need the building construction entry-level and small business start-up skills.

On occasion

Information Technology Program

The Information Technology (IT) program is a cutting-edge selection of courses led by skilled experts in the field, for those who wish to jump start their career. The program is suitable for all levels: beginners, intermediate and advanced. For the beginners, courses include: Microsoft Office 2010™, Introduction to Microsoft Windows 7™, Introduction to Web Design and Development. Offerings for those with intermediate skill levels are: Web Development (ASP.NET), A+PC Network Technician and Network +; and for advanced students: CCNA™ and Security+, Microsoft Certified Systems Engineer™ Certification Prep (MCSE Core) and Programming with Visual C# for ASP.NET.

Open Enrollment Programs

Children's Academy

Children's Academy at LIU Brooklyn creates an immersive, educational experience for youngsters between the ages of 3-12. Children's Academy is a year round program for children with a focus on Academics, Athletics and Creativity.

During the summer months, Children's Academy operates Summer Camp, where

youngsters from across Brooklyn participate in courses ranging from robotics, movie making, fashion design, comic book creation, language immersion, ballet and or movement. LIU Brooklyn faculty is employed to lead class instruction and graduate and undergraduate students are employed to serve as camp counselors.

Children's Academy, Summer Camp is fully licensed by the New York City Department of Health.

During the Fall and Spring semesters, Children's Academy offers Saturday classes specifically designed for children in the areas of swimming, robotics, fashion design and languages. *Every Fall, Spring and Summer*

Language and Creative Arts

Foreign Language

To learn a new language or improve your current skills, we offer classes for all levels. Whether you are in business, construction, legal or any of the health professions foreign language ability will make you competitive in New York City.

On Occassion

Writing and Speech

Communicating clearly and confidently is fundamental to both your personal and professional life. The classes offered in Writing & Speech will provide you with the skills and practice to improve your professional writing, academic writing and public speaking.

On Occassion

ESL

English as a Second Language at SCS is for those seeking a comprehensive and practical knowledge of the English Language. Classes will focus on Reading, Writing, Grammar, Listening, and Conversation.

On Occassion

Ceramics

Enjoy crafting unique pottery in a downtown Brooklyn oasis. Some classes will take place in our relaxed and welcoming ceramic studio and other classes on the west balcony overlooking the City.

Every Fall, Spring and Summer

The Working Actor

Students will learn the fundamentals of acting in theater, film and television from Malik Yoba, star of new SyFy series "Alphas." The course will be a combination workshop and lecture series with an emphasis on: scene study, improvisation, character breakdown, audition techniques, cold reads, acting for film, television, theater and public speaking.

On Occassion

How to Apply

Our applicants come from unique backgrounds and diverse experiences and SCS values these qualifications. We carefully weigh all of the pieces

of your application to make a determination in your acceptance. Where an interview is required, it is often the determining factor in your acceptance for our more competitive programs.

To apply to non-certificate programs

Please fill out the application form and submit.

To apply to certificate programs

Requirements for Surgical Technology

The criteria for entry into SCSs Surgical Technology Certificate Program meets the requirements of CAAHEPs approved programs.

Applicants must provide:

- a completed application form
- proof of an educational level of GED, high school or greater

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

Requirements for Vascular Technology

The criteria for entry into SCSs Vascular Technology Certificate Program meets the requirements for the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Applicants must provide:

- a completed application form
- proof of an educational level of GED, high school or greater
- have satisfactorily completed a college level course in biological science, general physics, algebra, and communication. Transcripts are required

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

Requirements for Paralegal Studies

The criteria for entry into SCSs Paralegal Studies Certificate Program meets the requirements for the American Bar Association.

Applicants must provide:

- a completed application form
- proof of an 60 college credits, transcripts are required

Upon meeting the requirements above, applicants must participate in an in-person interview and receive a positive rating.

Request Materials

To contact us or for more information, please choose:

Via Email:

scsinfo@brooklyn.liu.edu

Via Telephone:

718-488-1364/1366

In Person:

9 Hanover Place, 2nd Floor,
Brooklyn, New York
(between Fulton Mall & Livingston Street)

Via Mail:

School of Continuing Studies

LIU Brooklyn
1 University Plaza
Brooklyn, NY 11201-5372

Via Website:

www.liu.edu/brooklyn/scs

English Language Institute

Stanley J. Zelinski III, Associate Dean, ESL

Phone: 718-488-1323

Fax: 718-246-6313

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

BLENDED AND ONLINE LEARNING PROGRAMS AT LIU

Technology-enhanced, blended and online learning are an important part of fulfilling LIU's mission of access and excellence in higher education. These courses and programs are delivered through the University's Blackboard Learning Management System, which enables students to complete their online coursework at any time of day and at any place in the world there is an Internet connection. LIU's blended learning programs feature classes that include both face-to-face and online components, reducing the amount of time students need to be physically on campus while still reaping the benefit of meeting in person with professors and other professionals.

The University currently offers the following degree and certificate programs in the blended or online learning format:

LIU Brooklyn

Advanced Certificate, Bilingual Education*
Advanced Certificate, Educational Leadership
B.S. Nursing (R.N. to B.S. track)
M.S. Adult Nurse Practitioner
M.S. Computer Science
M.S. Family Nurse Practitioner
M.S. and Advanced Certificate, Human Resources Management
M.S. Nurse Educator

LIU Post

Advanced Certificate, Archives & Records Management*
Advanced Certificate, Mobile GIS Applications Development*
Certificate, Health Information Management*
M.S. Accountancy
M.S. Environmental Sustainability
M.S. Library & Information Science/School Library Media
M.S. and Advanced Certificate, Nursing Education
M.S. Taxation

LIU Hudson

Advanced Certificate, Bilingual Extension*
Advanced Certificate, Bilingual Special Education*
Advanced Certificate, Cyber Security for Business Professionals*
Advanced Certificate, TESOL*
Advanced Certificate, TESOL: Special Education*

LIU Riverhead

M.S. and Advanced Certificate, Homeland Security Management*
Advanced Certificate, Cyber Security Policy*

Our programs are accredited by the Middle States Commission on Higher Education and are registered with the New York State Education Department. For additional program information, please consult the appropriate academic department pages of the campus bulletin.

**Denotes a fully online program.*

APPROVED PROGRAMS - LIU BROOKLYN

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Richard L. Conolly College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Biology	0401	BS, MS
Biochemistry	0414	BS
Chemistry	1905	BS, MS
Communication Sciences and Disorders	1220	BS
Communication Sciences and Disorders / Speech-Language Pathology	1220	BS/MS
Speech-Language Pathology (Bilingual Extension)	1220	MS
Computer Art	1009	BFA
Creative Writing	1507	MFA
Cytotechnology	1223	BS
Dance	1008	BFA, BS
Economics	2204	BA
English	1501	BA, MA
History	2205	BA
Humanities	5649	AA
Humanities	4903	BA
Interdisciplinary Major	4901	BA, BS
Journalism	0602	BA
Mathematics	1701	BS
Media Arts	0601	BA
Media Arts	1009	MA
Media Arts	0605	MFA
Medical Technology	1223	BS
Music – Applied Music	1004	BA
Music (Jazz Studies)	1004	BFA
Music Education in Urban Schools	0832	BS
Modern Languages – French, Spanish	1101	BA
Nuclear Medicine Technology	1299	BS
Philosophy	1509	BA
Political Science	2207	BA, MA

Psychology	2001	BA, MA
Clinical Psychology	2003	Ph.D.
Sociology-Anthropology	2208	BA
Speech	1506	BA
Studio Art	1002	BFA
Visual Arts	1099	BA
Teacher of Visual Arts in Urban Schools	0831	BFA
Social Science	2201	MS
Social Science	4903	BA, BS
Social Science	5622	AA
United Nations	2210	Adv. Cr.
Urban Studies	2214	MA
Writing & Producing for Television	0605	MFA

School of Business, Public Administration and Information Sciences

Major	Hegis Code	Degree
Accounting	0502	BS, BS/MS, MS, MBA
Business Administration	5004	AAS
Business Administration	0506	MBA
Business Finance	0504	BS
Business Management	0506	BS
Computer Science	0701	BS, MS
Computer Information Systems	0701	BS
Gerontology	2104	Adv. Cr.
Human Resources Management	0515	MS, Adv. Cr.
Health Administration	1202	MPA
Marketing	0509	BS
Not-for-Profit Management	2102	Adv. Cr.
Public Administration	2102	MPA
Taxation	0502.1	MS
United Nations / Public Administration	2210 / 2102	Adv. Cr./MPA

School of Education

Major	Hegis Code	Degree			
Adolescence Urban Education: Biology 7-12: 1st Initial	0401.01	MSEd	Childhood Urban Education: 2nd Initial	0802	MSEd
Adolescence Urban Education: Biology 7-12: 2nd Initial	0401.01	MSEd	Childhood Urban Education: Non-certification	0802	MSEd
Adolescence Urban Education: Biology 7-12: Non-certification	0401.01	MSEd	Childhood/Early Childhood Urban Education: 1st Initial	0802	MSEd
Adolescence Urban Education: Chemistry 7-12: 1st Initial	1905.01	MSEd	Childhood/Early Childhood Urban Education: 2nd Initial	0802	MSEd
Adolescence Urban Education: Chemistry 7-12: 2nd Initial	1905.01	MSEd	Childhood/Early Childhood Urban Education: Non-certification	0802	MSEd
Adolescence Urban Education: Chemistry 7-12: Non-certification	1905.01	MSEd	Early Childhood Urban Education: 1st Initial, 2nd Initial	0802.00	MSEd
Adolescence Urban Education: English 7-12: 1st Initial	1501.01	MSEd	Early Childhood Urban Education: Non-certification	0802.00	MSEd
Adolescence Urban Education: English 7-12: 2nd Initial	1501.01	MSEd	Early Childhood Urban Education	0823	Adv. Crt.
Adolescence Urban Education: English 7-12: Non-certification	1501.01	MSEd	Teacher of Physical Education in Urban Schools	0835	BS
Adolescence Urban Education: Math 7-12: 1st Initial	1701.01	MSEd	Teacher of Visual Arts in Urban Schools	0831	BFA
Adolescence Urban Education: Math 7-12: 2nd Initial	1701.01	MSEd	Music Education in Urban Schools	0832	BS
Adolescence Urban Education: Math 7-12: Non-certification	1701.01	MSEd	Teaching Urban Adolescents with Disabilities: 1st Initial	0808	MSEd
Adolescence Urban Education: Social Studies 7-12: 1st Initial	2201.01	MSEd	Teaching Urban Adolescents with Disabilities: 2nd Initial	0808	MSEd
Adolescence Urban Education: Social Studies 7-12: 2nd Initial	2201.01	MSEd	Teaching Urban Adolescents with Disabilities: Non- certification	0808	MSEd
Adolescence Urban Education: Social Studies 7-12: Non-certification	2201.01	MSEd	Teaching Urban Children with Disabilities: 1st Initial	0808	MSEd
Childhood Urban Education	0802	BS	Teaching Urban Children with Disabilities: 2nd Initial	0808	MSEd
Childhood Urban Education: 1st Initial	00802	MSEd	Teaching Urban Children with Disabilities: Non- certification	0808	MSEd
			TESOL: 1st Initial	1508	MSEd
			TESOL: 2nd Initial	1508	MSEd
			TESOL: Non-certification	1508	MSEd

Bilingual Education	0899	Adv. Cr.
Bilingual Education: ITI	0899.60	Adv. Cr.
School Counselor	0826.01	MSEd
School Counselor	0826	Adv.Crt.
Bilingual School Counselor	0826.01	MSEd
Bilingual School Counseling	0899	Adv. Cr.
Mental Health Counseling	2104.1	MS, Adv. Cr.
School Psychologist	0826.02	MSEd
Educational Leadership	0828	Adv. Cr.

School of Health Professions

Major	Hegis Code	Degree
Athletic Training	1299.3	BS/MS
Advanced Athletic Training & Sports Sciences	0835	MS
Diagnostic Medical Sonography	1225	BS
Exercise Science	1201	MS
Health Sciences	1201	BS
Health Sciences / Public Health	1201 / 1214	BS/MPH
Occupational Therapy	1208	BS/MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Respiratory Care	1299	BS
Sports Science	1299.3	BS
Social Work	2104	BA, MSW

School of Nursing

Major	Hegis Code	Degree
Nursing	1203	BS
Adult Nurse Practitioner	1203.1	BS/MS, MS
Adult Nurse Practitioner	1203.12	Adv. Cr.
Family Nurse Practitioner	1203.1	MS
Family Nurse Practitioner	1203.12	Adv. Cr.
Executive Program for Nursing and Health Care Management	1203.1	BS/MS, MS
Nurse Educator	1203.1	MS
Education for Nurses	1203.12	Adv. Cr.

LIU Pharmacy

Major	Hegis Code	Degree
Pharmacology/ Toxicology	0409	MS
Pharmacy Administration	1211	MS
Pharmaceutics	1211	MS, Ph.D.
Drug Regulatory Affairs	1211	MS
Pharmacy	1211	PharmD

LIU Global

Major	Hegis Code	Degree
Global Studies	2210	BA

LIU BROOKLYN FACULTY

Anna Acee

Associate Professor of Nursing
B.S., M.A., New York University;
Ed.D., Columbia Teacher's College

M. Radh Achuthan

Professor of Physics
B.E., M.S., University of Madras, India;
M.S., University of Missouri;
Ph.D., Union Graduate School

Sutapa Aditya

Assistant Professor of Marketing
B.B.A., University of Dhaka, Bangladesh;
M.B.A., Simon Fraser University;
Ph.D., York University, Canada

Yaw O. Afriyie

Associate Professor Emeritus of Public Administration
Diploma, Regional Planning, University of Tel Aviv;
B.A., University of Ghana;
M.Sc., University of Science and Technology (Ghana);
L.L.B., B.L., University of Ghana;
Ph.D., SUNY at Albany;

Vaibhavee Agaskar

Visiting Assistant Professor of Human Development and Leadership
B.A., M.A., University of Mumbai
Ph.D., Oakland University

Nicholas Agrait

Assistant Professor of History
B.A., Yale University
M.A., Ph.D., Fordham University

Syed Ali

Associate Professor of Sociology
B.A., Binghamton, SUNY;
M.A., Ph.D., University of Virginia

James A. Allan

Department Chair;
Associate Professor of Mathematics
B.Sc., University of Durham (United Kingdom);
M.S., New York University;
M.S., Ph.D., Polytechnic University of New York

Carol Allen

Professor of English
B.A., M.A., University of Virginia;
Ph.D., Rutgers University

Rhianon Allen

Professor Emerita of Psychology
B.A., University of British Columbia;
M.A., Hunter College, CUNY;
M.Phil., Ph.D., Graduate Center, CUNY

Naoual Amrouche

Assistant Professor of Marketing
B.B.A., IHEC, Carthage, Tunisia;
M.S., Ph.D., HEC, Montreal, Canada

Marie Ankner

Assistant Professor of Nursing
B.S., M.S., Pace University

Melissa Antinori

Instructor of English
B.A., Wittenberg University;
M.A., Pennsylvania State University

Filomena Arespacochaga

Associate Professor Emerita of Foreign Languages
B.A., Brooklyn College, CUNY;
M.A., Columbia University

Michael E. Arons

Professor of Physics
B.E.E., Cooper Union;
Ph.D., University of Rochester

Almas Babar

Professor of Pharmaceutics
B.S., University of Punjab (Pakistan);
M.S., Ph.D., St. John's University

Susan Baglieri

Assistant Professor, Teaching, Learning and Leadership
B.A., William Paterson University of New Jersey;
M.A., Ed.D., Teachers College, Columbia University

Gurprit S. Bains

Associate Professor of Teaching, Learning and Leadership
B.A., M.A., Punjab University (India);
Dip. TEFL, University of Wales, Institute of Science and Technology;
Dip. Ed., Nottingham University;
M.A., Ph.D., New York University

Bertram Bandman

Professor Emeritus of Philosophy
B.S., M.A., Ph.D., Columbia University

Larry Banks

Department Chair;
Associate Professor of Media Arts
B.A., Rutgers University;
M.F.A., LIU Post

Robert Barry

Coordinator, Division of Communications;
Visual and Performing Arts;
Associate Professor of Visual Arts
B.A., Pitzer College;
M.F.A., University of Delaware

Halbert Barton

Associate Professor of Anthropology
B.A., University of California at Santa Cruz;
M.A., Ph.D., Cornell University

Supriya Bavadekar

Assistant Professor of Pharmacology
B.S., Mumbai, India;
Ph.D., University of Mississippi

Debe Bednarchak

Associate Professor of Mathematics
B.A., Lehman College, CUNY;
Ph.D., Graduate Center, CUNY

Robert A. Bellantone

Associate Professor of Pharmaceutics
B.S., Ph.D., University of Connecticut

Ninotchka Devorah Bennahum

Associate Professor of Journalism & Communication Studies
B.A., Swarthmore College;
M.A., Ph.D., New York University

Lamar V. Bennett

Assistant Professor of Public Administration
B.A., M.P.A., Rutgers University;
Ph.D., American University

Michael Bennett

Professor of English
B.A., Whitman College;
M.A., Ph.D., University of Virginia

Azzedine Bensalem

Professor of Chemistry and Biochemistry
B.S., École Supérieure de Mécanique;
M.S., Ph.D., Université de Nantes

Kenza E. Benzeroual

Assistant Professor of Pharmacology
B.S., Paul Sabatier University (France)
M.S., Toulouse Polytechnic Institute (France)
Ph.D., Montreal University (Canada)

Mina Berkowitz

Professor Emerita of Teaching, Learning, and Leadership
B.A., University of Buffalo;
M.A., Ph.D., Columbia University

Kenneth Bernard

Professor Emeritus of English
B.A., The City College of New York, CUNY;
M.A., Ph.D., Columbia University

Mrinal K. Bhattacharjee

Associate Professor of Chemistry and Biochemistry
B.S., M.S., The Indian Institute of Technology (Kharagpur, India);
Ph.D., Ohio State University

Aurora Biamonte

Professor Emerita of Counseling and School Psychology
B.A., M.A., University of Alberta, Canada;
Ph.D., University of Chicago

Evelyn Biray

Assistant Professional Nursing
B.S., Philippine Women's University
M.S., Pace University

Mark G. Birchette

Associate Professor of Biology
B.A., Yale College;
M.A., Ph.D., Harvard University

Donald Allport Bird

Professor of Journalism and Communication Studies
A.B., Rutgers University;
M.A., Ph.D., Indiana University

Laura Blitzer

Associate Professor of Teaching, Learning, and Leadership
B.S., University of Florida
M.S., Brooklyn College, CUNY;
Ph.D., University of Georgia

Adele Bloch

Professor Emerita of Foreign Languages
B.A., Hunter College, CUNY;
M.A., Ph.D., Columbia University

Julia Bock

Acquisitions Librarian; Associate Professor
B.A., M.A., Ph.D., Eötvös Loránd University (Hungary)
M.L.S., Columbia University

Joseph R. Boggan

Associate Professor Emeritus of English
B.A., University of Dayton;
M.A., New York University

Michael Bokor

Assistant Professor of English
B.A., University of Cape Coast, Ghana
M.A., Ph.D., Illinois State University

Lana T. Borno

Assistant Professor of Pharmacy Practice
Pharm.D. University of North Carolina at Chapel Hill

Mary J. Bostic

Acquisitions Librarian; Professor Emerita
Diploma, Durham Business College;
B.A., M.L.S., North Carolina Central University;
M.S., C.A.S., LIU Post

Bernice Braid

Professor Emerita of English
B.A., M.A., University of California at Los Angeles;
Ph.D., Occidental College

Cindy Bravo-Sanchez

Director of Clinical Education, Respiratory Care
B.S., LIU Brooklyn
M.P.H., Marist College
Licensed Respiratory Therapist

Bernard J. Brener

Professor Emeritus of Foreign Languages
B.A., M.A., Ph.D., New York University

Donna Brennan

Assistant Professor of Nursing
A.S.N., Nassau Community College
B.S., Adelphi University
M.S.N., University of Phoenix

John W. Brennan

Professor Emeritus of History
A.B., Fordham University;
A.M., Ph.D., Harvard University

Dennis Broe

Professor of Media Arts
B.A., Indiana University;
M.A., New York University

Cheryl Bronner

Research Associate Professor, School of Health Professions
B.A., Barnard College, Columbia University;
B.S., College of Health Related Profession, Brooklyn, SUNY;
M.H.S., University of Indianapolis;
Ph.D., University of Medicine and Dentistry of New Jersey

Martin E. Brown

Associate Dean, LIU Pharmacy; Associate Professor of Social and Administrative Sciences
B.S., M.S., University of Iowa

Nicole Cain

Assistant Professor of Psychology
B.A., Cornell University;
M.S., Ph.D., Penn State University

Thomas J. Canavan, Jr.

Professor Emeritus of Law
B.A., St. John's University;
J.D., Brooklyn Law School

Maren Lockwood Carden

Professor Emerita of Sociology
B.S., University of London;
M.A., University of Maryland;
Ph.D., Harvard University

Sebastian Carito

Professor Emeritus of Biology
B.S., Manhattan College;
M.S., Ph.D., St. John's University

Suzanne M. Carr

Associate Professor of Nursing
B.S., Georgetown University;
M.S., Texas Women's University;
Ph.D., University of Texas at Arlington; R.N.

Agnes Cha

Assistant Professor of Pharmacy Practice
Pharm.D., University of Illinois at Chicago

Jack Chaikin

Professor Emeritus of Music
Diploma, Mannes College of Music;
B.S., M.A., New York University

Tempii Champion

Associate Professor of Communication Sciences & Disorders
B.S., Northeastern University;
M.S., Hampton University;
Ph.D., University of Massachusetts

Ishwar D. Chawla

Professor Emeritus of Chemistry and Biochemistry
B.S., M.S., Punjab University;
Ph.D., Kansas State University

Sweta Chawla

Assistant Professor of Pharmacy Practice
B.S., Philadelphia College of Pharmacy and Science;
M.S., LIU Pharmacy;
Pharm.D., Philadelphia College of Pharmacy and Science

Sheldon Chouse

Public Services Librarian; Professor Emeritus
A.B., M.L.S., Rutgers University;
M.A., M.B.A., Fairleigh Dickinson University

Denise Chung

Professor of Biology; Professor of Chemistry and Biochemistry
B.A., M.S., Ph.D., New York University

Ping-Tsai Chung

Chair, Department of Computer Science; Associate Professor of Computer Science
Diploma, National Taipei University of Technology (Taiwan);
M.S., Stevens Institute of Technology;
Ph.D., Polytechnic University of New York

Sam Y. Chung

Associate Professor of Finance
B.A., Kyung Hee University (South Korea);
M.B.A., Illinois State University;
M.S.F., Boston College;
Ph.D., University of Massachusetts (Amherst)

Lorraine A. Cicero

*Assistant Dean for Academic and Student Affairs,
LIU Pharmacy;*
Associate Professor of Pharmacy Practice
B.S., St. John's University;
M.S., LIU Pharmacy;
Pharm.D., St. John's University

Edward A. Clark

Professor Emeritus of Physics
B.S., Holy Cross College;
M.S., Ph.D., Fordham University

Shannon Nicole Clifford

Physical Therapy Chair
Associate Professor of Physical Therapy
B.S., M.P.T., Ph.D., University of Pittsburgh

Dale A. Coffin

*Academic Field Work Coordinator for
Occupational Therapy*
B.A., Stony Brook, SUNY
M.S., Occupational Therapy, Springfield College

David Cohen

Dean, Richard L. Conolly College;
Professor of Biology
B.S., M.S., LIU Brooklyn;
Ph.D., New York University

Henry Cohen

Professor of Pharmacy Practice
B.S., M.S., LIU Pharmacy;
Pharm.D., St. John's University

Morton Ari Cohen

Head of Cataloging; Professor Emeritus
B.A., Brooklyn College, CUNY;
M.L.S., Pratt Institute

Victor Cohen

Assistant Professor of Pharmacy Practice
B.S., Bouvé College of Pharmacy and Health
Sciences, Northeastern University;
Pharm.D., St. John's University

Maria Compte

Pre-Clinical Coordinator;
Associate Professor of Physician Assistant Studies
M.P.H., Tulane University;
M.D., University of Buenos Aires, Argentina

Gloria Cooper

Associate Professor of Music
B.S., M.M.Ed., University of Missouri;
Ed.D., Teachers College, Columbia University

Matthew Corrigan

Assistant Professor of Social Work
B.A., New Paltz, SUNY
M.S.W., Ph.D., Albany, SUNY

Donna Covello

Assistant Professor of Occupational Therapy
B.S., Brooklyn College;
M.A., New York University;
O.T.D., Creighton University

Enna C. Crosman

Professor of Public Health
B.S., Hunter College, CUNY;
M.S., M.P.H., Columbia University;
R.N., C.N.M.

Margaret Cuonzo

Division Coordinator of Humanities;
Associate Professor of Philosophy
B.A., Barnard College;
M.Phil., Ph.D., Graduate Center, CUNY

Dennis M. Curley

Professor Emeritus of Biology
B.S., St. Bonaventure University;
M.S., LIU Brooklyn;
Ph.D., St. John's University

Anthony J. Cutie

Director, Division of Pharmaceutical Sciences;
Professor of Pharmaceutics
B.S., Brooklyn College of Pharmacy;
M.S., Ph.D., Rutgers University

Jocelyn D'Antonio

Assistant Professor of Nursing
B.S., Molloy College;
M.S., Adelphi University
Ph.D., Walden University

Cynthia Dantzic

Senior Professor of Visual Arts
B.F.A., Yale University;
M.F.A., Pratt Institute

Robert M. Danziger

Professor of Chemistry
B.S., Brooklyn College, CUNY;
M.S., Ph.D., Northeastern University

Rutesh Dave

Assistant Professor of Pharmaceutics
B.S., K.L.E's College of Pharmacy (India);
Ph.D., LIU Pharmacy

Marla Del Collins

*Associate Professor of Journalism &
Communication Studies*
B.F.A., West Virginia University;
M.A., Ph.D., New York University

Anthony DePass

Associate Professor of Biology
B.S., University of Connecticut;
M.S., Ph.D., University of Massachusetts

Robert V. DiGregorio

Professor of Pharmacy Practice
B.S., St. John's University;
Pharm.D., Medical College of Virginia, Virginia
Commonwealth University

Leah Dilworth

Department Co-Chair;
Professor of English
B.A., Oberlin College;
M.A., Ph.D., Yale University

Alfred DiMaio

Professor Emeritus of Political Science
B.A., Colby College;
M.A., Ph.D., Harvard University

Katherine Dimitropoulou

Chair, Occupational Therapy;
Assistant Professor Occupational Therapy
B.S., Technological Educational Institution,
Athens, Greece;
M.A., Ph.D., New York University

Adva Dinur

Associate Professor of Management
B.A., Hebrew University of Jerusalem;
Ph.D., Temple University

May Dobal

Associate Professor of Nursing
A.A.S., Queens College, CUNY;
B.S., LIU Brooklyn;
M.N., Louisiana State;
Ph.D., University of Texas, Austin

Donna Dolinsky

Professor of Social and Administrative Sciences;
B.S., The University of Toledo;
M.A., Hollins College;
Ph.D., The University of Toledo

Edward Donahue

Division Coordinator of Science;
*Associate Professor of Chemistry and
Biochemistry*
B.S., St. Joseph's College;
Ph.D., Polytechnic Institute of New York

Joseph Dorinson

Professor of History
B.A., M. Phil., Columbia University

Francis H. Dowd

Associate Professor Emeritus of Biology
B.S., St. Francis College;
M.S., LIU Brooklyn

Emily Drabinski

Assistant Professor
Reference and Instruction Librarian
B.A., Columbia University;
M.L.S. Syracuse University;
M.A., LIU

Mary Jo Dropkin

Associate Professor of Nursing
B.S., Cornell University;
M.S.N., University of Nebraska;
Ph.D., New York University

Erlinda N. Dubal

Assistant Professor of Nursing
B.S.N., University of Santo Tomas;
M.A., New York University;
M.B.A., LIU Brooklyn

Kevin Duffy

*Assistant Professor of Athletic Training, Health
and Exercise Science*
B.S., Brooklyn College;
M.S., LIU Brooklyn

Joan Duncan

Professor of Psychology
B.A., Howard University;
M.A., Ph.D., Clark University

Bridget M. Dwyer

*Speech Clinic Administrator;
Assistant Professor of Communication Sciences
and Disorders (adjunct)*
B.A., M.S., Brooklyn College, CUNY

Rebecca E. Dyasi

*Associate Professor of Teaching, Learning, and
Leadership*
B.Sc., University of Sierra Leone (West Africa);
M.S., Ph.D., University of Illinois at
Urbana-Champaign

Barry S. Eckert

Dean and Professor, School of Health Professions
B.S., M.S., University of Albany, SUNY;
Ph.D., University of Miami, School of Medicine

James Eckert

Assistant Professor of Physician Assistant Studies
B.A., Theological Seminary of Saint Charles
Borromeo;
B.A., Hahnemann University;
M.A., Loyola University

William Edelson

Professor Emeritus of Computer Science
B.E.E., The City College, CUNY;
M.S., Courant Institute, New York University;
Ph.D., Polytechnic Institute of New York

John Ehrenberg

*Department Chair;
Senior Professor of Political Science*
B.A., Dartmouth College;
M.A., Ph.D., Stanford University

Ralph Engelman

*Department Chair;
Senior Professor of Journalism & Communication
Studies*
B.A., Earlham College;
M.A., Ph.D., Washington University (St. Louis)

John E. Exner, Jr.

Professor Emeritus of Psychology
B.S., M.S., Trinity University;
Ph.D., Cornell University

Kristin L. Fabbio

Assistant Professor of Pharmacy Practice
Pharm.D., St. John's University

Dalia Fahmy

Assistant Professor of Political Science
B.A., M.A., New York University;
Ph.D., Rutgers University

Ann E. Farber

Associate Professor Emerita of Mathematics
B.A., Barnard College;
M.A., Columbia University

Andrea Fass

Assistant Professor of Pharmacy Practice
B.S., Pharm.D., Farquhar College of Arts and
Sciences, Nova Southeastern University

Kenneth Fay

*Assistant Professor Emeritus of Foreign
Languages*
B.S., M.A., University of South Carolina;
Diplome d'Etudes Francaises, University of Aix-
Marseille

Stanley Feifer

Professor of Pharmacy;
B.S., Brooklyn College of Pharmacy;
M.S., St. John's University

John J. Ferraro

Professor Emeritus of Chemistry
B.S., Fordham University;
Ph.D., Polytechnic Institute of New York

Brooke D. Fidler

Assistant Professor of Pharmacy Practice
Pharm.D., University of Rhode Island

Joseph D. Filonowicz

*Department Chair;
Professor of Philosophy*
B.A., Hope College;
M.A., M. Phil., Ph.D., Columbia University

Domenic F. Firriolo

Professor Emeritus of Biology
B.S., St. Francis College;
M.S., Ph.D., St. John's University

Myrna L. Fischman

*Chair, Department of Accounting, Taxation and
Law;
Professor of Accounting;*
B.S., M.S., The City College, CUNY;
Ph.D., New York University;
CPA

Stuart Fishelson

Professor of Media Arts
B.A., M.A., LIU Brooklyn

Craig B. Fisher

Professor Emeritus of History
B.A., University of California at Berkeley;
M.L.S., Columbia University;
M.A., Harvard University;
Ph.D., Cornell University

JoAnn Floyd

*Associate Professor Emerita of Teaching,
Learning, and Leadership*
B.A., Universidad de las Americas (Mexico);
M.A., New York University;
Ed.D., Columbia University

Wing Fu

Director of Physical Therapy Admissions
B.S., Hong Kong Polytechnic University;
M.A., New York University;
Licensed Physical Therapist;
Pediatric Certified Specialist, OCS

Robert Fudin

Professor of Psychology
B.A., M.A., The City College, CUNY;
Ph.D., New York University

Jack Gabel

Professor Emeritus of History
B.A., M.A., The City College, CUNY;
Ph.D., New York University

Mohammed Ghriga

*Dean, School of Business, Public Administration
and Information Sciences;
Associate Professor of Computer Science*
Dipl. d'Ingénieur d'état, University of Sciences
and Technology (Algiers);
M.S., Ph.D., Polytechnic University of New York

Sealy Gilles

Associate Professor of English
B.A., Carleton College;
M.Phil., Ph.D., Graduate Center, CUNY

Suzanna Gim

Assistant Professor of Pharmacy Practice
B.A., M.P.H., New York University;
Pharm.D., University of Maryland

Amy Patraha Ginsberg

*Associate Dean, School of Education;
Associate Professor of Counseling &
School Psychology*
B.A., Tufts University;
M.A., M.Ed., Ph.D., Columbia University

Robert Glass

*University Dean of International Education
Dean, LIU Global*
B.A., University of British Columbia;
M.A., Temple University;
M.Phil., Ph.D., Syracuse University

Walter Glickman

*Department of Physics Chair;
Professor of Physics*
B.S., Alfred University;
M.S., Ph.D., Pennsylvania State University

Tamara Goldberg

Assistant Professor of Pharmacy Practice
Pharm.D., LIU Pharmacy

Karen Denard Goldman

*Chair, Public Health;
Associate Professor of Public Health*
B.A., Beloit College;
M.S., Hunter College, CUNY;
Ph.D., New York University

Claire Goodman

Associate Professor of Media Arts
B.A., Exeter University (U.K.);
M.A., LIU Brooklyn

Jonathan Gough

Assistant Professor of Chemistry
B.S., Eastern Nazarene College;
Ph.D., Syracuse University

Gail-Ann G. Greaves

*Associate Professor of Communication Studies,
Performance and Theatre*
B.A., M.A., Brooklyn College, CUNY;
Ph.D., Howard University

Carole Griffiths

Professor of Biology
B.A., Sarah Lawrence College;
M.A., Ph.D., The City College, CUNY

Glenn Gritzer

*Associate Professor Emeritus of Sociology and
Social Work*
B.A., Augustana College;
M.S.W., Ph.D., New York University

Stacy Jaffee Gropack

*Associate Dean, School of Health Professions
Associate Professor of Physical Therapy;*
B.S., M.S., LIU Brooklyn;
Ph.D., New York University;
Licensed Physical Therapist

Stephen M. Gross

*Professor of Social and Administrative Sciences;
Dean Emeritus, LIU Pharmacy;*
B.S., Columbia University;
M.A., Ed.D., Teachers College, Columbia
University

Nancy Grove

*Director of Galleries;
Associate Professor of Visual Arts*
B.A., Sarah Lawrence College;
M.A., University of Chicago;
Ph.D., Graduate Center, CUNY

Charles Guarria

*Chair of the Brooklyn Library
Acquisitions Librarian; Assistant Professor*
B.A., Stony Brook, SUNY;
M.L.I.S., Queens College, CUNY;
M.S., LIU Brooklyn

Sara Haden

Assistant Professor of Psychology
B.A., University of Virginia;
M.A., University of Massachusetts, Dartmouth;
Ph.D., Virginia Polytechnic Institute & State
University

Marshall Hagins

Professor of Physical Therapy
B.S., M.A., Ph.D., New York University;
Licensed Physical Therapist, OCS

David Hammerman

Professor Emeritus of Biology
B.S., The City College, CUNY;
M.S., Ph.D., New York University

Dolwyn Gale Harrison

Assistant Professor of Nursing
A.A.S., Borough Manhattan Community College;
B.S.N., Health Science Center, SUNY;
M.S., Health Science Center, SUNY

Ruth Harwood

Associate Professor Emerita of Anthropology
B.A., Wellesley College;
M.A., Ph.D., Columbia University

Dana Hash-Campbell

*Department of Performing Arts Chair;
Associate Professor of Dance*
B.F.A., LIU Brooklyn

Gale Stevens Haynes

*Provost;
Professor of Political Science*
B.A., M.A., LIU Brooklyn;
J.D., LL.D., St. John's University

Janet L. Haynes

Associate Professor of Biology
B.S., M.S., LIU;
M.Phil., Ph.D., New York University

Jonathan Haynes

Professor of English
B.A., McGill University;
M.A., Ph.D. Yale University

Hildi Hendrickson

*Department of Sociology/Anthropology Chair;
Associate Professor of Anthropology*
B.A., M.A., M.Phil., Ph.D., New York University

Barbara Henning

Professor Emerita of English
B.A., M.A., Wayne State University;
Ph.D., Union Graduate School

John High

Associate Professor of English
B.A., M.A., San Francisco State University

Albert I. Hirschberg

Professor Emeritus of Chemistry
B.S., Brooklyn College, CUNY;
M.S., Ph.D., Polytechnic Institute of New York

Jordan B. Hirshon

Professor Emeritus of Biology
B.S., The City College, CUNY;
Ph.D., Rutgers University

Michael Hittman

Professor of Anthropology
B.A., LIU Brooklyn;
M.A., New York University;
Ph.D., University of New Mexico

Christopher Ho

Assistant Professor of Pharmacy Practice
B.S., (Biochemistry), Stony Brook University,
SUNY
Pharm.D., Massachusetts College of Pharmacy and
Health Sciences

Sidney Horowitz

Professor Emeritus of History
B.A., M.A., Ph.D., New York University;
Certificate of the Russian Institute, Columbia
University

Patrick Horrigan

Associate Professor of English
B.A., Catholic University of America;
M.A., Ph.D., Columbia University

Stacey Horstmann-Gatti

Associate Professor of History
B.A., Hamilton College;
M.A., Ph.D., Emory University

Suei-Rong Huang

Professor Emeritus of Chemistry
B.S., National University (Taiwan);
M.S., New Mexico Highlands University;
Ph.D., Stevens Institute of Technology

Marvin S. Hurvich

Professor of Psychology
B.S., University of Alabama;
M.A., Ph.D., University of Pennsylvania

Esther Hyneman

Professor Emerita of English
B.A., Goucher College;
M.A., Ph.D., Columbia University

Frances Iacobellis

Assistant Professor of Nursing
B.S., Hunter College, CUNY;
M.S., Wagner College

Anayo Ikeme

Associate Professor of Nursing
B.S., M.A., Rutgers University;
M.A., Ed.D., Columbia Teacher's College

Nancy Jackson

Associate Professor of Nursing
B.S., Columbia University;
M.A., New York University;
M.Ed., Ed.D., Columbia Teacher's College

Linda Jacobs

Associate Professor of Counseling & School Psychology
B.A., Brooklyn College, CUNY;
M.S., Ph.D., New York University

Jacob H. Jaffe

Professor Emeritus of Journalism
B.Lit., Rutgers University;
M.S., Columbia University

Thomas J. Johnson

Division Director of Respiratory Care
B.A., Fordham University;
M.S., LIU Brooklyn;
Licensed Advanced Practitioner, Respiratory Therapist, New York;
Licensed Respiratory Care Practitioner, New Jersey; Registered Respiratory Therapist

Kimberly Jones

Associate Professor of History
B.A., Trinity College;
M.A., Ph.D., University of California at Los Angeles

Samuel C. Jones

Associate Professor of Social Work
B.A., Stony Brook, SUNY;
M.S.W., D.S.W., Hunter College, CUNY

Susanna Jones

Associate Professor of Social Work
B.A., California State University, Northridge;
M.S.W., San Jose State University
Ph.D., Hunter College, CUNY

Cecil K. Joseph

Assistant Professor of Biochemistry (Pharmacy)
B.S., University of Toronto (Canada);
Ph.D., Hunter College, CUNY

Yusuf McDadly Juwayeyi

Associate Professor of Anthropology
B.Soc.Sci., University of Malawi (Malawi);
M.A., C.Phil., Ph.D. University of California, Berkeley

Cristiana Kahl Collins

Assistant Professor of Physical Therapy;
B.S., M.A., New York University;
Ph.D., Nova Southeastern University;
Neurologic Certified Specialist;
Licensed Physical Therapist

Samuel R. Kamhi

Associate Professor Emeritus of Physics
B.S., Ph.D., Columbia University

Jordan J. Kaplan

Director, M.S. in Human Resource Management;
Associate Professor of Management
B.A., M.B.A., LIU Brooklyn, LIU Post;
D.B.A., University of Sarasota

Michael Kavic

Assistant Professor of Physics
B.S., University of Minnesota, Twin Cities
M.S., University of North Carolina, Chapel Hill
Ph.D., Virginia Tech

Carole Kazlow

Professor Emerita of Teaching, Learning and Leadership
B.A., M.S., Queens College, CUNY;
Ph.D., New York University

Edward Keane

Assistant Professor
Reference and Instruction Librarian
B.A., Syracuse University;
M.A., Stony Brook University, SUNY;
M.L.A., Queens College

Patricia Keogh

Head of Cataloging;
Assistant Professor
B.A., University of Virginia;
M.L.S., University of Texas;
M.A., St. Mary's University

Kathleen Kesson

Department of Teaching, Learning, and Leadership Chair;
Professor of Teaching, Learning, and Leadership
M.S.Ed., Ed.D., Oklahoma State University

Camille Kiefer

Coordinator of Admission and Recruitment,
Physician Assistant Program
A.A.S., Farmingdale, SUNY;
B.S., LIU Brooklyn;
R.N., Certified Physician Assistant

John Killoran

Assistant Professor of English
B.A., Concordia University;
M.A., Ph.D., University of Waterloo

Dawn F. Kilts

Professor of Nursing; School of Nursing
B.S., Adelphi University;
M.A., New York University;
Certificate, Molloy College

Haesook Kim

Associate Professor of Sociology
B.A., M.A., Ewha University, Korea;
M.A., M.Phil., Ph.D., Columbia University

Rachel King

Head of Library Media Center;
Assistant Professor
B.A., Wellesley College;
M.A., Columbia University;
M.S.I.S.; University at Albany

Harold L. Kirschenbaum

Associate Dean for Professional Affairs, LIU Pharmacy;
Professor of Pharmacy Practice
B.S., Brooklyn College of Pharmacy;
M.S., LIU Pharmacy;
Pharm.D., Massachusetts College of Pharmacy

Troy Kish

Assistant Professor of Pharmacy Practice
Pharm.D., University of Toledo

Seymour Kleinberg

Professor Emeritus of English
B.A., The City College, CUNY;
M.A., University of Connecticut;
Ph.D., University of Michigan

Chemia J. Kleinman

Professor Emeritus of Physics
B.A., Yeshiva University;
M.S., Ph.D., New York University

John E. Knight

Associate Professor of Mathematics
B.A., Northwestern University;
M.S., Ph.D., Polytechnic University of New York

Laura L. Koenig

Associate Professor of Communication Sciences and Disorders
B.A., University of Chicago;
M.A., University of Pennsylvania;
Ph.D., Graduate Center, CUNY

Gary Kose

Director, M.A. Program;
Professor of Psychology
B.A., Temple University;
Ph.D., Graduate Center, CUNY

Dragos D. Kostich

Professor Emeritus of Interdisciplinary Studies
Diplome, Institute des Sciences Politiques,
University of Paris

Cecilia Kovac

Director of Molecular Biology
Associate Professor of Biology
B.S., St. John's University;
M.S., New York University;
M.Ph., Ph.D., Columbia University

Kathryn L. Krase

Assistant Professor of Social Work
B.S., Cornell University
M.S.W., J.D., Ph.D., Fordham University

Elizabeth Kudadjie-Gyamfi

Department of Psychology Chair;
Associate Professor of Psychology
B.Sc., University of Ghana;
M.A., Ph.D., Stony Brook, SUNY

Anne Kugler

Assistant Professor of Pharmacy Practice
B.S., Randolph-Macon College
Pharm.D., LIU Pharmacy

Su-Hwan Kwak

Assistant Professor of Biology
B.S., M.S., Ph.D., Yonsei University

Dong Kwon

Assistant Professor of Biology
B.S., M.S., Kangwon National University, Korea
Ph.D., Georgia State University

Seema Lall

Assistant Professor of Nursing
B.S., New Delhi, India;
B.S.N., RAK College of Nursing,
New Delhi, India;
M.S.N., Lehman College, Bronx, N.Y.

Kevin Lauth

Associate Dean, Richard L. Conolly College;
Professor of Media Arts
B.A., Lehman College, CUNY;
M.S., Brooklyn College, CUNY

Valerie Lava

Associate Professor of Teaching, Learning, and Leadership
B.A., Brooklyn College, CUNY;
M.S., Hunter College, CUNY;
Ed.D., Teachers College, Columbia University

Glen D. Lawrence

Professor of Chemistry and Biochemistry
B.S., Pratt Institute;
M.A., SUNY at Plattsburgh;
Ph.D., Utah State University

Christopher League

Associate Professor of Computer Science
B.S., Johns Hopkins University;
M.S., University of Maryland;
Ph.D., Yale University

Kamel Lecheheb

Dean, Information Technology;
Associate Professor of Physics
M.S., Ph.D., New York Polytechnic

Ben Bumsun Lee

Professor Emeritus of Accounting
B.A., Seoul National University;
M.B.A., Ph.D., New York University; CPA

Supawadee Lee

Assistant Professor of Occupational Therapy
B.S., Chiang Mai University;
M.S., Mahidol University;
M.A., Ph.D., New York University

Laurie Lehman

Associate Professor of Teaching, Learning, and Leadership
B.A., Clark University;
M.A., Arizona State University;
Ph.D., New York University

Nancy Lemberger

Associate Professor of Teaching, Learning, and Leadership
B.A., M.S., California State University;
Ed.M., Ed.D., Teachers College, Columbia University

Melissa Lent

Coordinator of B.S., in Health Science
B.A., Stony Brook University, SUNY;
M.S. Ed., LIU

Timothy Leslie

Assistant Professor of Biology
B.S., Ph.D., Penn State

Helisse Levine

Director, Advanced Certificate in Not-for-Profit Management;
Assistant Professor of Public Administration
B.A., M.A., Fairleigh Dickinson University;
Ph.D., Rutgers University

Esther Levine-Brill

Professor of Nursing
B.S., M.S., Hunter College, CUNY;
Ph.D., New York University;
Post-Master's Certificate, LIU

Xiao-Ming Li

Professor Emerita of English
M.A., East China Teachers' University
(Shanghai);
M.A., Ph.D., University of New Hampshire

Celia Lichtman

Professor of Foreign Languages and Literature
B.A., Brooklyn College, CUNY;
M.A., Ph.D., New York University

Aaron Lieberman

Associate Professor of Counseling & School Psychology
B.S., Brooklyn College, CUNY;
M.S.W., D.S.W., Yeshiva University

Andrew Livanis

Department of Counseling & School Psychology Chair;
Associate Professor of Counseling & School Psychology
B.A., M.S., St. John's University
Ph.D., Graduate Center, CUNY

Waldo J. Lombardi

Professor Emeritus of Economics
B.A., M.S., LIU Brooklyn, LIU Post;
M.A., Ph.D., Columbia University

Madeleine Long

Professor Emerita of Teaching, Learning and Leadership
B.A., Queens College, CUNY;
M.A., Harvard University;
Ed.D., Columbia University

John M. Lonie

Associate Professor of Social and Administrative Sciences
B.S., LIU Pharmacy;
M.A., New School for Social Research;
Ed.D., Teachers College, Columbia University

Rosalynde Le Blanc Loo

Assistant Professor of Dance
B.F.A., Purchase, SUNY

Hilary Lorenz

Department of Visual Arts Chair;
Associate Professor of Visual Arts and Media Arts
B.S., Western Michigan University;
M.A., M.F.A. University of Iowa

Anne G. Loscalzo

Professor Emeritus of Chemistry
B.A., M.S., Ph.D., New York University

Hannia Lujan-Upton

Associate Professor of Chemistry and Biochemistry
B.S., St. Francis College;
Ph.D., Polytechnic University of New York

Beverly Lyons

Director, Master of Public Administration Program;
Director, Advanced Certificate in Gerontology Administration;
Professor of Public Administration
 B.A., Queens College, CUNY;
 M.A., New York University;
 Ph.D., Fordham University

Amy Ma

Assistant Professor of Nursing
 A.A.S., Kishwaukee College
 B.S., M.S., East China University of Science and Engineering
 M.S., Medical University of South Carolina
 DNP, Case Western Reserve University

Carole Maccotta

Assistant Professor of Foreign Languages and Literature
 B.A., M.A., Université Paul Valéry, France
 P.D., University of North Carolina

Richard W. Macomber

Professor Emeritus of Physics
 B.S., M.S., Northwestern University;
 A.M., Harvard University;
 Ph.D., University of Iowa

Carol Z. Magai

Professor Emerita of Psychology
 B.A., M.A., Michigan State University;
 Ph.D., Rutgers University

Sandra Maldonado

Assistant Professor of Nursing
 B.S., Hunter College, CUNY;
 B.S., Downstate, SUNY;
 M.S., Hunter-Bellevue, CUNY

Harriet Malinowitz

Professor of English
 B.A., Queens College, CUNY;
 M.F.A., University of Massachusetts at Amherst;
 M.A., Hunter College, CUNY;
 Ph.D., New York University

Fraidy N. Maltz

Assistant Professor of Pharmacy Practice
 B.S., M.S., Pharm.D., LIU Pharmacy

Kathleen A. Marsala-Cervasio

Associate Professor of Nursing
 B.S., Staten Island College, CUNY;
 M.S., Hunter College, CUNY;
 Ph.D., Kennington University
 Ed.D., Northcentral University

Lorraine Marsh

Associate Professor of Biology
 A.B., University of California at Santa Cruz;
 M.A., San Francisco State College;
 Ph.D., Massachusetts Institute of Technology

Nino Marzella

Associate Professor of Pharmacy Practice
 B.S., M.S., Pharm.D., LIU Pharmacy

Michael Masaracchio

Associate Professor of Physical Therapy
 B.S., M.S., LIU Brooklyn;
 DPT, Creighton University
 Ph.D., Nova Southeastern University

Marion Masterson

Director of Clinical Education, Division of Physician Assistant Studies;
 B.S., LIU Brooklyn;
 M.P.A.S., University of Nebraska;
 Certified Physician Assistant

Nikita Matsunaga

Associate Professor of Chemistry and Biochemistry
 B.A., American International College;
 Ph.D., Iowa State University

Charles Matz

Professor of English
 B.A. Rutgers University;
 M.A. Columbia University;
 Ph.D. University of Notre Dame

Donald McCrary

Associate Professor of English
 B.A., M.A., University of Massachusetts at Boston;
 Ph.D., New York University

Maria McGarrity

Associate Professor of English
 B.A., Rutgers University;
 M.A., University of New Orleans;
 Ph.D., University of Miami

Sylvester McKenna

Professor Emeritus of Biology
 B.S., Richmond College, CUNY;
 M.S., LIU;
 Ph.D., New York University

J. Patrice McSherry

Professor of Political Science
 B.A., University of California at Berkeley;
 M.A., Ph.D., Graduate Center, CUNY

Kevin Meehan

Assistant Professor of Psychology
 B.A., New York University
 M.A., John Jay College of Criminal Justice, CUNY;
 Ph.D., Graduate Center, CUNY

Monica D. Mehta

Assistant Professor of Pharmacy Practice
 B.S., University of Houston;
 Pharm.D., University of Texas (Austin)

Valerie Michelsen

Professor Emerita of Nursing
 A.A.S., Farmingdale, SUNY;
 B.S., LIU;
 B.S./M.S., Adelphi University

Yuko Minowa

Associate Professor of Marketing
 B.S., Ph.D., Rutgers University

Diana Mitrano

Assistant Professor Cataloging Librarian
 B.A., New York University;
 M.L.S., M.S.Ed., LIU

Kathleen Modrowski

Assistant Dean of LIU Global
 B.A., University of Toledo
 M.A., École des Hautes Études en Sciences Sociales (EHES)
 A.B.D., École des Hautes Études en Sciences Sociales (EHES)

Marjan Moghaddam

Professor of Media Arts
 B.A., Empire State College, SUNY

Shahriar Mokhtari-Sharghi

Associate Professor of Mathematics
 B.S., Sharif University of Technology (Iran);
 M.A., Ph.D., Columbia University

Jeanmaire Molina

Assistant Professor of Biology
 B.S., University of the Philippines
 Ph.D., Rutgers University

Stephen Molton

Assistant Professor of Writing & Producing for Television
 B.F.A., Kansas City Art Institute

Maxine Morgan-Thomas

Assistant Professor of Business Law
 B.A., Queens College, CUNY;
 J.D., Columbia Law School, Columbia University;
 CPA

Joseph Morin

Department of Biology Chair;
Professor of Biology
 B.S., Southeastern Massachusetts University;
 Ph.D., University of Wisconsin

Nelson Moses

Department of Communication Sciences and Disorders Chair;
Professor of Communication Sciences and Disorders
 B.A., M.A., The City College, CUNY;
 Ph.D., New York University

Iris Mule

Director of Master of Social Work Field Education;

B.S.W., Virginia Commonwealth University, School of Social Work;
M.W.W., New York University, School of Social Work

Christy Mulligan

Assistant Professor of Counseling & School Psychology

B.S., Kutztown University;
M.S., Eastern College;
Psy.D., Philadelphia College of Osteopathic Medicine

Deborah Mutnick

Professor of English

B.A., University of Michigan;
M.F.A., University of North Carolina;
Ph.D., New York University

Russell Myers

Professor of Mathematics

B.S., Ph.D., Penn State University;
M.S., Stony Brook, SUNY

Jadwiga S. Najib

Professor of Pharmacy Practice

B.S., St. John's University;
Pharm.D., University of Minnesota, Twin Cities

Maureen Nappi

Assistant Professor of Media Arts

B.F.A., M.A., Ph.D., New York University

Stanley Nass

Professor of Counseling & School Psychology

B.A., The City College, CUNY;
M.A., New York University;
M.A., Ed.D., Columbia University

Joseph Nathan

Director, International Drug Information Center (IDIC)

Associate Professor of Pharmacy Practice
B.S., M.S., LIU Pharmacy;
Pharm.D., University of Arkansas for Medical Sciences

Robert B. Nathanson

Professor Emeritus of Teaching, Learning, and Leadership

B.A., Brooklyn College, CUNY;
M.S.W., Columbia University School of Social Work;
Ed.M., Ed.D., Teachers College, Columbia University

Ruth F. Necheles

Professor Emerita of History

A.B., M.A., Ph.D., University of Chicago

Susan Nesbit

Assistant Professor of Occupational Therapy

B.S., Ohio State University;
M.S., Columbia University

Samuel Newsome

Assistant Professor of Music

B.A., Berklee College of Music;
M.A., Purchase, SUNY

Timothy V. Nguyen

Assistant Professor of Pharmacy Practice

B.S. in Pharm., Rutgers, The State University of New Jersey;
Pharm.D., University of the Sciences in Philadelphia

Anna I. Nogid

Associate Professor of Pharmacy Practice

B.S., Pharm.D., LIU Pharmacy

Patricia O'Brien

Associate Professor of Nursing

B.S., Hunter College;
M.A., New York University;
Ph.D., Adelphi University

Doris Obler

Assistant Professor of Occupational Therapy

B.S., Downstate Medical Center, SUNY;
M.S.W., Adelphi University
Ph.D., YUI International University

Robert G. Olson

Professor Emeritus of Philosophy

B.A., University of Minnesota;
Docteur de l'Université de Paris;
Ph.D., University of Michigan

Renee Ortega

Academic Field Work Administrator for Occupational Therapy;

Evening/Weekend Cohort Program

A.A.S., Mercy College;
B.F.A., LIU;
B.S., Mercy College

Amber Pabon

Visiting Assistant Professor

B.A., University of California, Los Angeles;
M.A., Brooklyn College, CUNY;
Ed.D., The Graduate Center, CUNY

John Papadopoulos

Associate Professor of Pharmacy Practice

B.S., St. John's University;
Pharm.D., LIU Pharmacy

Nicholas Papouchis

Director of Ph.D. Program;

Professor of Psychology

B.S., Queens College, CUNY;
Ph.D., Graduate Center, CUNY

Evangelos Pappas

Interim Chair of Physical Therapy;

Associate Professor of Physical Therapy

B.S., T.E.I. of Thessaloniki (Greece);
M.S., Quinnipac College;
Orthopedic Certified Specialist;
Licensed Physical Therapist

Louis Parascandola

Professor of English

B.A., Brooklyn College;
M.A., LIU Brooklyn;
M.L.S., Pratt Institute;
Ph.D., Graduate Center, CUNY

Barbara Parisi

Professor of Communication Studies

B.A., Hunter College, CUNY;
M.A., New York University;
M.A., Brooklyn College, CUNY;
M.A., Graduate Center, CUNY;
Ph.D., New York University

Samuel Park

Professor of Mathematics

B.S., West Virginia Wesleyan;
M.A., Ph.D., University of Pittsburgh

Isabel D. Pascale

Professor Emerita of Counseling & School Psychology

B.A., M.S., Certificate in Administration and Supervision, Hunter College, CUNY;
Ed.D., Fordham University

Nagin K. Patel

Professor of Industrial Pharmacy

B.Pharm., Gujarat University (India);
M.S., Temple University;
Ph.D., University of Maryland

Robert Pattison

Professor of English

A.B. Yale University;
M.A. University of Sussex;
Ph.D. Columbia University

Ximara Peckham

Instructor of Biology

M.D. Caldas University (Colombia)

Thomas Peele

Associate Professor of English

B.A., New York University
M.A., City College of New York
Ph.D., University of South Florida

Shelley L. Peffer

Assistant Professor of Public Administration

B.A., Kent State University;
M.P.A., J.D., Ph.D., Cleveland State University

Linda S. Penn

Professor of Psychology
B.A., University of Michigan;
Ph.D., Adelphi University

Richard Perry

Assistant Professor of Pharmacy Practice
Pharm.D., University of Rhode Island

Rebecca A. Petersen

Clinical Coordinator, Division of Athletic Training, Health and Exercise Science;
B.S., Old Dominion University;
M.S., LIU Brooklyn;
Certified Athletic Trainer

Anthony Q. Pham

Assistant Professor of Pharmacy Practice
B.S., University of California, Irvine
Pharm.D., University of California, Los Angeles

Fotios M. Plakogiannis

Professor of Pharmaceutics;
Pharmacy Diploma, University of Athens (Greece);
M.S., Ohio State University;
Ph.D., University of Southern California

Roda Plakogiannis

Associate Professor of Pharmacy Practice
B.S., Pharm.D., LIU Pharmacy

Max Polisar

Assistant Professor of Communication Studies
B.A., M.A., Brooklyn College, CUNY

Eric Posmentier

Professor Emeritus of Mathematics and Physics
B.S., The City College, CUNY;
Ph.D., Columbia University

Michael Pregot

Assistant Professor of Counseling & School Psychology
B.A., M.A.T., Assumption College;
M.A., Framingham State College;
Ed.D., Boston University

Eunice Y. Pyon

Assistant Professor of Pharmacy Practice
B.S., University of California, Berkeley;
Pharm.D., University of California, San Francisco

Elaena Quattrocchi

Associate Professor of Pharmacy Practice
B.S., Pharm.D., St. John's University

Gregary J. Racz

Department of Foreign Language and Literature Chair;
Associate Professor of Foreign Languages & Literature
B.A., Rutgers University;
M.A., Ph.D., Princeton University

Paul Michael Ramirez

Professor of Psychology
B.A., Herbert Lehman College, CUNY;
M.A., New York University;
M.A., The City College, CUNY;
M.Phil., Ph.D., Graduate Center, CUNY

Warren Ratna

Professor of Pharmacology
B.Sc. Hons., University of Sri Lanka, Colombo (Sri Lanka);
M.S., University of South Carolina;
Ph.D., Stony Brook, SUNY

Jennifer Rauch

Associate Professor of Journalism
B.A., The Penn State University;
M.J., Temple University

Tracye Rawls-Martin

Director, Athletic Training Education Programs;
Assistant Professor of Athletic Training, Health and Exercise Science
B.S., M.S., LIU Brooklyn

Anthony A. Reidlinger

Professor Emeritus of Chemistry
B.A., Hofstra University;
M.S., Ph.D., New York University

John P. Reilly

Associate Emeritus Professor of History
A.B., A.M., St. Louis University;
Ph.D., Columbia University

Diane Reynolds

Associate Professor of Nursing
B.S., Hunter College/Bellevue School of Nursing, CUNY;
M.S., Health Science Center at Brooklyn, SUNY
Ed.D., Columbia Teacher's College

Ashley Richardson

Assistant Professor of Pharmacy Practice
Pharm.D., Northeastern University Bouve College of Health Sciences School of Pharmacy, Boston, MA

Martin Ries

Professor Emeritus of Art
B.A., American University;
M.A., Hunter College, CUNY

Barry A. Ritzler

Professor Emeritus of Psychology
B.A., Manchester College;
M.A., Ph.D., Wayne State University

Klaudia Rivera

Professor of Teaching, Learning, and Leadership
B.S., Central America University, Managua, Nicaragua;
M.S., Bank Street College of Education;
Ed.D., Teachers College, Columbia University

Anastasia Rivkin

Director, Division of Pharmacy Practice;
Associate Professor of Pharmacy Practice
Pharm.D., North Dakota State University

Robert Rochlin

Professor Emeritus of Accounting and Taxation
B.S., M.B.A., New York University;
CPA

Gustavo Rodriguez

Department of Economics, Chair
Associate Professor of Economics
B.S., Universidad de Buenos Aires (Argentina);
M.A., Ph.D., New York University

Jose Rodriguez

Professor of Computer Science
B.A., Rutgers University;
M.S., New York University;
Ph.D., Stevens Institute of Technology

Donald W. Rogers

Professor Emeritus of Chemistry
B.A., Princeton University;
M.A., Wesleyan University;
Ph.D., University of North Carolina

Renie Rondan-Jackson

M.S.W. Field Work Coordinator
M.S.W., Hunter College

Jan Rosenberg

Professor Emerita of Sociology
B.A., M.A., University of Illinois;
Ph.D., University of Massachusetts

Jessica M. Rosenberg

Associate Professor of Social Work
B.A., Sarah Lawrence College;
M.S.W., School of Social Work, Hunter College, CUNY;
Ph.D., Yeshiva University

Norman V. Rothwell

Professor Emeritus of Biology
B.S., Rutgers University;
Ph.D., Indiana University

Elizabeth A. Rudey

Professor of Visual Arts
B.A., New York University;
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Peter Salber

Coordinator of User Services;
Associate Professor
B.A., Canisius College;
M.A., New York University;
M.S.L.I.S., Pratt Institute

Sara Salloum

Assistant Professor of Teaching, Learning, and Leadership

B.Sc., Beirut University College;
M.A., American University of Beirut;
Ph.D., University of Illinois (Urbana- Champaign)

Elizabeth A. J. Salzer

Division Director of Physician Assistant Program

A.B., Smith College;
B.S. LIU Brooklyn;
M.A., Columbia University;
Certified Physician Assistant

Lisa Samstag

Professor of Psychology

B.A., Queen's University (Ontario, Canada);
M.A., M.Phil., Ph.D., The City College, CUNY

Jose Ramon Sanchez

Director, Urban Studies Department

Professor of Political Science;

B.A., Columbia University;
M.A., University of Michigan;
Ph.D., New York University

Hazel Sanderson-Marcoux

Associate Dean of Nursing;

Associate Professor of Nursing;

B.S., LIU Brooklyn;
M.Ed., Ed.D., Columbia University

John Sannuto

Associate Professor of Communication Studies,

Performance Studies and Theatre

B.A., Brooklyn College, CUNY;
M.A., D.A., New York University

Anthony Santella

Assistant Professor of Public Health

B.S., University of Connecticut;
M.P.H., Emory University;
Dr.P.H., Tulane University

Michael Saraceno

Associate Professor of Occupational Therapy

B.A., M.S., Touro College;
Registered Occupational Therapist

Kimberly Sarosky

Assistant Professor of Pharmacy Practice

Pharm.D., Wilkes University (Pennsylvania)

Benjamin Saunders

Assistant Professor of Psychology

B.A., University of Michigan;
M.A., Ph.D., University of Illinois

Vincent Scerbinski

Associate Professor of Accounting

A.B., Fairfield University;
M.B.A., St. Johns University;
C.P.A., New York and New Jersey

Wayne Schnatter

Associate Professor of Chemistry and

Biochemistry

B.S. in Chemistry, B.S. in Biology, Rensselaer
Polytechnic Institute;
M.A., Ph.D., Princeton University

Elliott P. Schuman

Professor of Psychology

B.S., United States Naval Academy;
M.A., Ph.D., Columbia University

Peter Schwarzburg

Professor Emeritus of Teaching, Learning, and

Leadership

B.A., M.A., Columbia University;
Ph.D., New School for Social Research

Bernard Schweizer

Associate Professor of English;

B.A., University of Minnesota;

Ph.D., Duke University

Kenneth W. Scott

Professor Emeritus of English

B.A., Queens College, CUNY;
M.A., Columbia University

Keith Serafy

Professor of Biology

B.A. University of South Florida;
M.A., Ph.D. University of Maine

Bupendra K. Shah

*Assistant Professor of Social and Administrative
Sciences*

B.S. Poona College of Pharmacy (India);

M.S., University of Toledo;

Ph.D., University of Wisconsin-Madison

Roopali Sharma

Assistant Professor of Pharmacy Practice

B.S., University of Rhode Island;

Pharm.D., St. John's University

Alexander Shedrinsky

Professor of Chemistry and Biochemistry

M.S., Leningrad University (U.S.S.R.);

M.S., Ph.D., New York University

Simon Sheppard

Assistant Professor of Political Science

B.A., Auckland University;

M.A., Victoria University of Wellington;

Ph.D., Johns Hopkins University

Mariam Sherar

Assistant Professor Emerita of Sociology

B.A., M.A., Michigan State University

Herbert Sherman

Chair, Department of Managerial Sciences

Professor of Management

B.A., The City College of New York, CUNY;

M.S., Polytechnic University;

Ph.D., The Union Institute and University

(Cincinnati, OH)

Lu Feng Shi

*Assistant Professor of Communication Sciences &
Disorders*

B.M. Shanghai Medical University;

M.S., Ph.D., Syracuse University

Ellen L. Short

Associate Professor of Counseling & School

Psychology

B.A., Lawrence University;

M.A., Northwestern University;

Ph.D. New York University

Joanna Shulman

Medical Director, Physician Assistant Studies

B.S., Swarthmore College;

M.S., Massachusetts Institute of Technology;

M.D., New York Medical College

Madiha B. Sidhom

Associate Professor of Pharmaceutics

B.S., M.S., University of Assiut (Egypt);

Ph.D., Moscow First Medical Institute (U.S.S.R.)

Alvin Siegel

Professor of Chemistry and Biochemistry

B.S. The City College of New York, CUNY;

Ph.D. Rutgers University

Esther Siegel

Professor Emerita of Nursing

B.S., M.S., Adelphi University;

Ed.D., Teachers College, Columbia University

Nicki Silberman

Director of Clinical Education

B.A., Tufts University;

M.P.T., University of Delaware;

D.P.T., Massachusetts General Hospital Institute

of Health Professions

Licensed Physical Therapist

Howard Silverstein

Professor Emeritus of English

B.A., Rutgers University;

M.A., University of Minnesota;

Ph.D., New York University

George A. Small

Professor Emeritus of English

B.A., M.A., University of New Mexico;

Ph.D., University of Pennsylvania

W. Reeves Smith

Professor Emeritus of Biology
B.S., South Carolina State College;
M.S., Ph.D., Fordham University

Michael Sohn

Instructor of English
B.A., M.A., Ph.D., New York University

Eugene Spatz

*Division of Athletic Training, Health, & Exercise
Science Director;*
*Coordinator, Adapted Physical Education Track
and Coaching and Conditioning Track*
B.S., University of Michigan;
M.S., LIU Brooklyn

Amanda Speakes-Lewis

Assistant Professor of Social Work
B.A., M.S.W., Stony Brook University, SUNY;
D.S.W., Adelphi University

David Spierer

*Associate Professor of Athletic Training, Health
and Exercise Science*
M.A., Ph.D., Columbia University

Grazia Stagni

Associate Professor of Pharmaceutics
B.S., Università Degli Studi di Bologna (Italy);
M.S., Ph.D., University of Texas at Austin

Nathaniel R. Stanley

Professor Emeritus of Mathematics
B.S., The City College, CUNY;
M.S., Ph.D., New York University

Rebecca A. States

Associate Professor of Physical Therapy
B.A., Barnard College, Columbia University;
M.A., Teachers College, Columbia University;
Ph.D., Columbia University

Patricia Stephens

Associate Professor of English;
Department of English Co-Chair
B.A., The City College, CUNY;
M.A., Graduate Center, CUNY;
Ph.D., New York University

Brook Stowe

Coordinator of Library Instruction;
Assistant Professor
B.A., Vermont College;
M.L.S., Queens College, CUNY;
M.A., LIU Brooklyn

Milorad V. Stricevic

Director, M.S. in Health Sciences;
*Professor of Athletic Training, Health and
Exercise Science*
M.D., Belgrade University Medical School
(Yugoslavia)

Judith Stuart

Professor Emerita of Dance
B.A., M.F.A., Brooklyn College, CUNY

Harry Stucke

Director, M.B.A. Program;
Professor of Management;
B.S., Fordham University;
M.B.A., New York University

Meiyu Su

Associate Professor of Mathematics
B.S., M.S., Henan Normal University (China);
Ph.D., Graduate Center, CUNY

Srividhya Swaminathan

Associate Professor of English
B.A., University of Texas, Austin;
M.A., Ph.D., Pennsylvania State University

Theresa Sweeny

Associate Professor of Nursing
A.A.S., Excelsior College;
B.A., University of California;
M.S., Excelsior College;
M.S., University of California;
D.P.H., University of California

Candy Systra

*Director, New York City Teaching Fellows
Program;*
*Assistant Professor of Teaching, Learning, and
Leadership*
B.A., Brooklyn College, CUNY;
M.A., Antioch Graduate School of Education;
M.A., Teachers College, Columbia University

David R. Taft

Dean, LIU Pharmacy;
Professor of Pharmaceutics
B.S., University of Rhode Island;
Ph.D., University of Connecticut

Martin Teiger

Professor of Physics
A.B., M.A., Ph.D., Columbia University

Jose Tello

Assistant Professor of Biology
B.Sc., Universidad Ricardo Palma, Peru
M.Sc., University of Missouri, St. Louis
Ph.D., University of Illinois at Chicago

Joan Templeton

Professor Emerita of English
B.A., Centenary College;
M.A., Ph.D., University of Oregon

Theologia Ternas

Assistant Professor of Pharmacy Practice
Pharm.D., St. John's University College of
Pharmacy

Larry D. Terry, II

Assistant Professor of Public Administration
B.A., University of California at Santa Barbara;
M.P.A., San Diego State University;
Ph.D., University of Texas at Dallas

Arpi Siran Terzian

*Assistant Professor of Athletic Training, Health
and Exercise Science*
B.A., Brown University;
M.P.H., Emory Rollins School of Public Health
Ph.D., John Hopkins Bloomberg School of Public
Health

Cecelia Traugh

Dean, School of Education;
Director, Center for Urban Educators;
Professor of Teaching, Learning and Leadership
B.A., M.A., University of California (Riverside);
Ph.D., University of California (Berkeley)

John K. Tseng

Professor Emeritus of Chemistry and Biochemistry
B.S., Cheng Kung University (Taiwan);
M.S., Ph.D., University of North Dakota

Irwin Tucker

Associate Professor Emeritus of Mathematics
B.A., St. John's College;
License es Lettres, University of Paris

Martha Tyrone

*Assistant Professor of Communication Sciences &
Disorders*
B.A., M.S., University of Chicago;
M.S., Rutgers University;
Ph.D., City University, London

Haticce Uzun

Associate Professor of Finance
B.S., Hacettepe University, Turkey;
M.B.A., Ph.D., Drexel University

Michael Valenti

Assistant Professor of Nursing
A.A.S., Long Island College Hospital;
B.S., St. Francis College;
M.S., New York University

Ranbir Varma

Professor Emeritus of Economics
B.A., Patna University (India);
M.A., Columbia University;
Ph.D., New School for Social Research

Nadarajah Vasanthan

Department of Chemistry Chair;
Associate Professor of Chemistry
B.Sc., University of Jafna (Sri Lanka);
M.A., Ph.D., City College of New York, CUNY

Walter Vasilaky

Professor Emeritus of Computer Science

B.A., Rutgers University;
M.A., University of Maryland;
Ph.D., New York University

Sharon Verity

Associate Division Director, Physician Assistant Studies

B.A., Binghamton, SUNY;
B.S., Stony Brook, SUNY;
M.P.A.S., University of Nebraska;
Certified Physician Assistant

Susan Villegas

Assistant Professor of Pharmacy Practice
Pharm.D., West Virginia University

William Vincent, III

Assistant Professor of Pharmacy Practice
Pharm.D., Rutgers, The State University of New Jersey

Maria Vogelstein

Assistant Professor of Biology;
Assistant Dean, Richard L. Conolly College
B.S., St. Joseph's College; M.S., New York University

Valerie C. Walker

Professor of Public Health
B.S., Hunter College, CUNY;
M.S., M.P.H., Columbia University;
R.N., C.N.M.

Joan Walsh

Professor Emerita of Nursing
A.B., B.S., M.Ed., University of Missouri;
Ed.D., New York University

Colleen Walsh

Assistant Director, Teaching Fellows Program;
Instructor of Teaching, Learning, and Leadership
B.A., University of Southern California;
M.P.A., University of Pittsburgh

Amy Wang

Assistant Professor of Pharmacy Practice
Pharm.D., M.B.A., University of Kentucky

Donna Wang

Chair, Social Work;
Assistant Professor of Social Work
B.S., Shippensburg University;
M.S.W., Temple University;
Ph.D., Fordham University

Ingrid Wang

Director of the Brooklyn Library;
Associate Professor
B.A., Nanjing Normal University;
M.S.L.S., Clarion University of Pennsylvania;
M.S., Brooklyn College, CUNY

Joram Warmund

Division Coordinator Social Sciences;
Department Chair;
Professor of History
B.A., Queens College, CUNY;
M.A., Columbia University;
Ph.D., New York University

Lewis Warsh

Director of MFA Program;
Professor of English
B.A., M.A., The City College of New York, CUNY

Holly Wasserman

Academic Fieldwork, Director of Evening and Weekend Program, Occupational Therapy
B.S., Brooklyn College, CUNY;
M.S., Boston University

Samuel Watson

Professor of Chemistry and Biochemistry
B.S., Stanford University;
M.S., San Francisco University;
Ph.D., Princeton University

Jayne Werner

Professor Emerita of Political Science
B.A., University of Pittsburgh;
Ph.D., Cornell University

Elinor West

Professor Emerita of Philosophy
B.S., M.A., Ph.D., Columbia University

Scott Westervelt

Practicum Coordinator, B.S. in Health Sciences and Master of Public Health Programs
B.S. Sienna College;
M.S. Canisius College

Katherine Williams

Associate Professor Emerita of Nursing
B.A., College of Wooster;
B.S., M.Ed., Ed.D., Columbia University;
M.A., New York University

Wendi Williams

Assistant Professor of Counseling and School Psychology
B.S., University of California (Davis);
M.A., Pepperdine University;
Ph.D., Georgia State University

Lester Wilson

Director of United Nations Graduate Certificate Program;
Professor of History
A.B., University of Chicago;
B.S., Roosevelt University;
M.A., Ph.D., University of Illinois

Philip Wolitzer

Professor Emeritus of Accounting
B.B.A., The City College of New York, CUNY;
M.B.A., New York University;
CPA

Constance Woo

Professor
B.A., M.A., C.Phil, Ph.D., University of California, Los Angeles;
C.A.S., M.L.S., LIU Post;
B.F.A. New York Institute of Technology

Elaine Wong

Assistant Professor of Pharmacy Practice
Pharm.D., LIU Pharmacy

Philip Wong

Associate Professor of Psychology
B.Sc., Brown University;
M.A., Ph.D., University of Michigan

Sophia Wong

Associate Professor of Philosophy
B.A., M.A., University of Alberta;
M.Phil., Ph.D., Columbia University

Yafeng Xia

Associate Professor of History
B.A., M.A., Nanjing Normal University (China);
Ph.D., University of Maryland

Peter Yellin

Professor Emeritus of Music
B.S., Juilliard School of Music;
M.A., Brooklyn College, CUNY

Hongjun Yin

Assistant Professor of Social and Administrative Sciences
B.S., M.S., China Pharmaceutical University;
Ph.D., University of Illinois at Chicago

Sharman Yoffe-Sidman

Instructor of English
B.A., University of the District of Columbia;
M.A., LIU Brooklyn

Gina Youmans

Associate Professor of Communication Sciences and Disorders
B.S., M.S., Ph.D., Florida State University;
M.S. University of North Carolina

Scott Youmans

Associate Professor of Communication Sciences and Disorders
B.S., College of Saint Rose;
M.Ed., North Carolina Central University;
Ph.D., Florida State University

Joel Zablou

Assistant Professor of Mathematics

B.S., Reed College;

M.S., University of Oregon;

Ph.D., Graduate Center, CUNY

Andreas A. Zavitsas

Senior Professor of Chemistry and Biochemistry;

B.S., The City College, CUNY;

M.A., Ph.D., Columbia University

Tina Zerilli

Assistant Professor Pharmacy Practice

Pharm.D., LIU Pharmacy

Yudan Zheng

Assistant Professor of Finance

B.A., M.A., Xiamen University, China;

M.B.A, Ph.D., Rutgers University

Annette Zilversmit

Professor Emerita of English

B.A., Brooklyn College, CUNY;

M.A., Cornell University;

Ph.D., New York University

Martin Zimmerman

Electronic Services Librarian; Assistant Professor

B.A., City College, CUNY;

M.L.S., Queens College, CUNY;

M.P.A., LIU Brooklyn

Susan Zinar-Grunberg

Associate Professor of Teaching, Learning, and Leadership

B.A., Brandeis University;

M.A.T., Harvard University;

Ph.D., Columbia University

Hyam L. Zuckerberg

Professor of Mathematics

B.A., B.H.L., M.A., Ph.D., Yeshiva University

Israel Zuckerman

Professor Emeritus of Mathematics

B.B.A., The City College of New York, CUNY;

M.A., Brooklyn College, CUNY;

Ph.D., Rutgers University

**LIU BROOKLYN
ADMINISTRATION**

Administration

Gale Stevens Haynes '72, '76
B.A., M.S., J.D., LL.D.
Provost

Joel Press '68
B.S.
Chancellor

Academic Deans

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

David Cohen '63, '66
B.S., M.S., Ph.D.
Dean

Kevin Lauth
B.A., M.S.
Associate Dean

Oswaldo Cabrera '78, '91
B.S., M.A.
Assistant Dean

Hamid Rahim '82, '94, '05, '06
Assistant Dean
B.A., M.A., M.S., Ph.D.

Maria Vogelstein
B.S., M.S.
Assistant Dean

**SCHOOL OF BUSINESS, PUBLIC
ADMINISTRATION AND INFORMATION
SCIENCES**

Mohammed Ghriga
B.S., M.S., Ph.D.
Dean

Linette Williams
B.S., M.S.Ed.
Assistant Dean

**SCHOOL OF EDUCATION;
CENTER FOR URBAN EDUCATORS**

Cecelia Traugh
B.A., M.A., Ph.D.
Dean, Director

Amy Ginsberg
B.A., M.A., M.Ed., Ph.D.
Associate Dean

SCHOOL OF HEALTH PROFESSIONS

Barry S. Eckert
B.S., M.S., Ph.D., FASAHP
Dean

Stacy Jaffee Gropack
Ph.D., PT
Associate Dean

SCHOOL OF NURSING

Shirley A. Girouard
Ph.D., R.N., FAAN
Dean

Hazel Sanderson-Marcoux '81
B.S., M.Ed., Ed.D., R.N.
Associate Dean

Susanne Flower
B.A., B.S., M.S., R.N., N.P.
Associate Dean

**LIU PHARMACY
Arnold & Marie Schwartz College of Pharmacy
and Health Sciences**

David R. Taft
B.S., Ph.D.
Dean

Martin E. Brown
B.S., M.S.
Associate Dean

Harold L. Kirschenbaum
B.S., M.S., Pharm.D.
Associate Dean for Professional Development

Lorraine Cicero
B.S., M.S., Pharm.D.
Assistant Dean for Academic and Student Affairs

**LIU GLOBAL;
INTERNATIONAL EDUCATION**

Robert Glass
B.A., M.A., Ph.D.
Dean, University Dean

Kathleen Modrowski
B.A., M.A.
Assistant Dean

**Administrative Deans and
Directors**

Academic Reinforcement Center
Courtney Frederick
B.A., M.S.
Director

Admissions
Alexander Scott
B.S., M.A.
Dean of Enrollment

Richard S. Sunday '00
B.A., M.A.
Senior Associate Dean of Admissions

George Terry
B.S., M.S.Ed.
Associate Dean of Admissions

Athletics
John Suarez
B.S., M.Ed.
Director

Buildings and Grounds
Wayne Hamilton
B.S., M.B.A.
Director

Campus Ministry
The Rev. Charles P. Keeney
B.A., M.Div.

Campus Security
Selvin Livingston
Director

Center for Student Information
Pia Stevens Haynes '02, '04, '06
B.S.W., MS.Ed., M.S.W.
Director

Center for Urban Educators
Cecelia Traugh
B.A., M.A., Ph.D.
Director

College of Pharmacy
Stephen M. Gross
B.S., M.A., Ed.D.
Special Adviser to the President

Anneliese Schumacher
B.A., M.A.
Assistant Dean for Administration

Core Seminar
Bernice Braid
B.A., M.A., Ph.D.
Director

*Office of Development and Alumni Relations***Drew Kaiden '09**

B.A., M.P.A.

*Associate Vice President of Development and Alumni Relations, LIU Brooklyn***Shola Akintobi**

B.S., M.B.A.

*Director of Alumni Relations***Leia Droll**

B.A., M.A.

*Director of Development***Laurel Schumacher**

B.A., M.A.

*Assistant Director of Alumni Relations**English Language Institute***Stanley J. Zelinski, III**

B.A., M.A.

*Associate Dean***Beth Meetsma**

B.A., M.A.

*Assistant Director, School of Continuing Studies/ESL**Faculty Media Resource Center***Devabrata Mondal '92, '01**

B.S., M.S., M.S., M.S.

*Director**Global Studies Program***Amy Greenstein**

B.A., M.S.Ed.

*Director of Admissions***Susan Rachouh**

B.A., M.A.

*Director of Student Success**HEOP (Higher Education Opportunity Program)***Okarita Stevens '84**

B.S., M.S.

*Co-Director***Diana Voelker '74, '86**

B.A., M.S.

*Co-Director**Information Technology***Kamel Lecheheb**

B.S., M.S., Ph.D.

*Deputy CIO, Dean***Delicia M. B. Garnes '92**

B.S., M.S., Ph.D.

*Associate Dean**Integrated Student Financial Services***Patricia Connors '93**

B.A., M.B.A.

*Associate Provost**International Students***Steve A. Chin '90**

B.A., M.B.A.

*Director**Learning Center for Educators & Families***Charlotte Marchant**

B.A., M.A.

*Director**Learning Support Services***Diana Voelker '74, '86**

B.A., M.S.

*Director**Mathematics Center***Dung Duong**

B.S.

*Assistant Director**Multimedia Language Laboratory***Peter Kravsky '98, '04**

B.A., M.S.

*Associate Director**Office of Student Development and Retention:**Second Year Programs***Thomas Price**

B.A., M.F.A.

*Director**Office of Student Development and Retention:**Career Services and Senior Year Advising***Stephanie Steinberg**

B.A., M.A., M.S.

*Assistant Dean**Office of Student Leadership and Development***Karlene Jackson Thompson**

B.A., M.A., M.S.

*Director**Office of Student Life and Institutional**Advancement***Kim Williams Clark, Esq.**

B.S., J.D.

*Dean***James A. Cribbs**

B.B.A., J.D.

*Campus Grants Coordinator**Office of the Provost***Gladys Palma de Schrynemakers '90**

B.A., M.S., P.D., Ed.M., Ed.D.

*Associate Provost***Brad Cohen '91, '94**

B.A., M.A.

*Associate Provost for Campus Services; Director of Human Resources***Hazel Seivwright '95, '97**

B.Sc., M.S., M.P.A.

*Assistant Provost**Public Relations***Brian Harmon**

B.A., M.A.

*Director***Fatima Kafele '94**

B.A.

*Director of Community Outreach and Arts**Promotion; Deputy Director of Public Relations**Registrar***Thomas P. Castiglione '84, '90**

B.A., M.S.Ed.

*Residence Life and Housing***Rodney Pink**

B.A., M.S., Ed.D.

*Director**School of Continuing Studies***Jorge Rosales**

B.A.

*Executive Director**Student Support Services***Joanne Hyppolite**

B.A., Ph.D.

*Associate Director**Testing Center***Andres Marulanda**

B.S., M.B.A.

*Director**University Honors Program***James Clarke**

B.A., M.A., Ph.D.

*Co-Director***Cris Gleicher**

B.A., M.A.

*Co-Director**Writing Center***Harriet Malinowitz**

B.A., M.F.A., M.A., Ph.D.

*Director***Lynn Hassan**

B.A., M.A., M.F.A.

Associate Director

LIU TRUSTEES AND ADMINISTRATION

Board of Trustees

CHAIRMAN

Edward Travaglianti

Daniel B. Fisher ' 67

Peter Gibson '82

Michael Gutnick '68

Steven S. Hornstein '80

Alfred R. Kahn ' 84, H'05

Shirley Strum Kenny

Eric Krasnoff

Leon Lachman

Brian K. Land '86

David H. Lipka

Howard M. Lorber '70, '91, H'01

Angelo Mangia

Michael Melnicke

Theresa Mall Mullarkey

Salvatore Naro '83

Richard P. Nespolo '67, '73

William Nuti '86

Joel Press '68

Edward E. Shorin H'99

Harvey Simpson

Martin L. Sperber H'09

Sharon Sternheim

Ronald J. Sylvestri '66

Rosalind P. Walter H'83

SENIOR VICE CHAIR

Thomas L. Pulling

SECRETARY

Steven J. Kumble H'90

MEMBERS

Linda Amper '78, '85

Roger L. Bahnik

Stanley F. Barshay '60

Mark A. Boyar '65

John R. Bransfield, Jr.

Roland A. DeSilva '62

Michael Devine '68

Michael N. Emmerman ' 67

George L. Engelke, Jr.

TRUSTEES EMERITI

William F. de Neergaard '47, H'98

Donald H. Elliott H'85

Eugene H. Luntz H'98

John M. May

Richard Stark

William Zeckendorf, Jr. H'92

EX OFFICIO

David J. Steinberg

H - indicates honorary doctorate from LIU.

University Officers

David J. Steinberg

B.A., M.A., Ph.D.,

Litt.D., LL.D. D.H.L.

President

Robert N. Altholz

B.A., M.B.A.

Vice President for Finance and Treasurer

George Baroudi

B.S.

Vice President for Information Technology

Paul H. Forestell

B.A., M.A., Ph.D.

Provost

LIU Post, LIU Brentwood and LIU Riverhead

Richard W. Gorman

B.A., M.S.W.

Vice President for University Relations

Gale Stevens Haynes '72, '76 (M.S.)

B.A., M.S., J.D., LL.D.

Provost

LIU Brooklyn and LIU Hudson

Jeffrey Kane

B.A., M.A., Ph.D.

Vice President for Academic Affairs

Lynette M. Phillips

B.A., J.D.

Vice President for Legal Services

and University Counsel

Daniel J. Rodas

B.A., Ed.M., M.B.A., Ph.D.

Vice President for Planning;

Vice President for Human Resources

Mary M. Lai '42, H'86

B.S., M.S., D.H.L., D.B.

Senior Adviser and Treasurer Emerita

University Administration

Kathleen A. Campo

Executive Assistant to the President

Claude Cheek

B.A., M.A., M.B.A.

Associate Vice President for Institutional Research

Elizabeth Ciabocchi

B.S., D.C., Ed.D.

Associate Vice President for Instructional Technology & Faculty Development

Lisa Conza

B.S.

Associate Vice President for Human Resources

Valeda Frances Dent

B.A., M.S.W., MILS

Dean of University Libraries

John Doran

B.A.

Senior Director of Employee Benefits

Christopher Fevola

B.S.

Associate Vice President, University Director of Budgets and Procurement

Melodee A. Gandia '00

B.S., M.S.

Associate Vice President for Development

Heather Gibbs '03

B.A., M.S.

Assistant Vice President, Office of the President

Robert Glass

B.A., M.A., Ph.D.

University Dean of International Education; Dean of LIU Global

Jennifer S. Goodwin

B.A., C.F.R.E.

Associate Vice President for Development and Campaign Operations

Salvatore Greco

B.S., M.S.

Associate Vice President for Information Systems

Stephen Hausler '02

B.A.

Assistant Vice President for Creative Services

Lee Kelly

B.A., M.B.A., Ed.D.

Associate Vice President for Compensation

Loretta Knapp

B.S.N., M.A., Ph.D.

Deputy Vice President for Academic Affairs

Kamel Lecheheb

B.S., M.S., Ph.D.

Deputy CIO, Dean of Information Technology, LIU Brooklyn

David Mainenti

B.S., M.S.

Associate Vice President for Student Financial Services and Compliance

Nancy Marksbury

B.A., M.S.

Deputy CIO, LIU Post Information Technology

Kathleen Morley

B.A., M.A., Ph.D.

University Director of Assessment

Catherine Murphy

B.A., J.D.

Associate Counsel

S. Gavi Narra

B.S., M.S.

Deputy CIO, Information Systems

Margaret J. Natalie

A.S., B.S.

Director of Purchasing

Linda Noyes

C.P.P.

Associate Controller for Compensation Operations and Tax Compliance

Joseph Pelio Jr. '93

B.S., M.S.

Associate Controller for Accounting Services

Frank Perugini

B.A.

Assistant Vice President for Web Communications

M. Peggy Riggs '89

B.S.

Academic Budget Officer

Anthony J. Riso

B.S., M.B.A.

Assistant Controller

Kathryn S. Rockett '82

B.S., M.A., M.B.A.

Assistant Vice President for Sponsored Research

Mark Schmotzer

B.S., M.B.A., C.P.A.

Associate Vice President and Controller

Susan Shebar '96

B.A., M.A.

University Director of Development Services

Spencer S. Simon

B.S., M.B.A.

University Director of Academic Workload

Matthew A. Siebel

B.A., J.D.

Associate Counsel

Nancy Sissons

A.A.S.

Director of University Fringe Benefits Programs

Elliott Sroka

B.F.A., M.F.A., Ph.D.

Executive Director, Tilles Center

Matilda Tazzi

Director, University Mailing, Duplicating, and Courier Services

Peter Tymus

B.E.

Associate Vice President for Capital Projects

Paola Villatoro-Ragusa '00

B.A., M.A.

Staff to the Board of Trustees

Kim Volpe-Casalino

B.A., M.A.

Assistant Vice President for Public Relations

Gail D. Weiner

B.A., M.A., J.D.

Assistant Vice President for Employee Relations

Christopher A. Williams, Esq.

B.A., J.D.

Associate Vice President for Public Policy, Government and Foundation Relations