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# LIU Brooklyn

## 2021 - 2022 Undergraduate Catalog

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

*General Information: 718-488-1000*

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

*Admissions: 718-488-1011*

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

Notice to Students: The information in this publication is accurate as of September 1, 2021. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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 regulations.

The University reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, 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, epidemic, government action, 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 Office of University Admissions. Registered students should speak with their Success Coach.

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**LIU**

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**Accreditation and Program Registration**

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

## ABOUT LONG ISLAND UNIVERSITY

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### Mission Statement

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Long Island University's mission is to provide excellence and access in private higher education to those who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

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### Vision

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To become a nationally recognized, globally engaged, teaching and research university.

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### Motto

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Long Island University's motto is *Urbi et Orbi* – "To the City and to the World."

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### Founding Date

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Long Island University was founded in 1926.

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### Alumni

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LIU has an active network of more than 275,000 alumni, including leaders and innovators in industries across the globe.

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### Athletics

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Colors: Blue and Gold

Mascot: Sharks

Teams: 35

National Affiliation: NCAA Division I

Conference: Northeast Conference (NEC)

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## Campuses

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Long Island University educates approximately 15,000 students each year across multiple campuses. Find out more at [www.liu.edu](http://www.liu.edu).

### LIU Brooklyn

1 University Plaza  
Brooklyn, NY 11201  
718-488-1000  
[www.liu.edu/brooklyn](http://www.liu.edu/brooklyn)

### LIU Post

720 Northern Boulevard  
Brookville, NY 11548  
516-299-2000  
[www.liu.edu/post](http://www.liu.edu/post)

### LIU Global

1 University Plaza  
Brooklyn, NY 11201  
718-488-1000  
[www.liu.edu/global](http://www.liu.edu/global)

### LIU College of Pharmacy

75 DeKalb Avenue  
Brooklyn, NY 11201  
718-488-1234  
[www.liu.edu/pharmacy](http://www.liu.edu/pharmacy)

### LIU College of Veterinary Medicine

720 Northern Boulevard  
Brookville, NY 11548  
516-299-2000  
[www.liu.edu/vetmed](http://www.liu.edu/vetmed)

### LIU Hudson

735 Anderson Hill Road  
Purchase, NY 10577  
1800-GRAD-LIU  
[www.liu.edu/hudson](http://www.liu.edu/hudson)

### LIU Riverhead

121 Speonk-Riverhead Road  
Riverhead, NY 11901  
631-287-8010  
[www.liu.edu/riverhead](http://www.liu.edu/riverhead)

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## University Policies

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

Title IX Coordinator  
Long Island University  
700 Northern Boulevard  
Brookville, New York 11548  
Phone: (516) 299-3522

For assistance related to Title IX or other civil rights laws, please contact OCR at [OCR@ed.gov](mailto:OCR@ed.gov) or 800-421-3481, TDD 800-877-8339.

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**DIRECTORY**


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**Student Support Departments**

<b>Department Name</b>	<b>Phone</b>	<b>E-Mail</b>
<b>Admissions, Office of</b> • Undergraduate • Graduate • International	718-488-1011	bkln-enroll@liu.edu
<b>Alumni &amp; Employer Engagement</b> • Alumni Relations • Employer Engagement	718-780-6562	LIUAlumni@liu.edu
<b>Athletics</b>	718-780-4591	Liuathletics.com
<b>Bookstore</b>	718-858-3888	liunet-brooklyn.bncollege.com/shop/liu-brooklyn
<b>Campus Recreation</b> • Recreation & Intramurals • Fitness Center • Pool	718-488-3009	studentaffairs@liu.edu
<b>Dining and Food Service</b>	718-246-6466	Aichelmann-frederick@aramark.com
<b>English Language Institute</b>	718-488-1323	bkln-esl@liu.edu
<b>Enrollment Services</b> • Academic Advisement • Financial Aid • International Student Services • Transcripts	718-488-1037	Brooklyn-enrollmentservices@liu.edu
<b>Facilities</b>	718-488-1079	
<b>Learning Center</b> • Tutoring Program • Writing Program • Disability Support Services	718-488-1095	
<b>Library</b>	718-488-1680	www.liu.edu/brooklyn-library
<b>LIU Promise</b> • Academic Advisement • Career Success • Residence Life • Student Life • Student Veteran Resource Center • Study Abroad	718-488-1042	bkln-promise@liu.edu
<b>Psychological Services Center</b> • Student Counseling	718-488-1266	psc2021@liupsc.com
<b>Public Safety, Department of</b>	718-488-1078	publicsafety@liu.edu
<b>Student Affairs, Division of</b> • Dean of Students • Diversity, Equity, and Inclusion • Commencement • Parent & Family Programs • Title IX	718-488-1200	studentaffairs@liu.edu
<b>Technology, Help Desk</b>	718-488-3300	it@liu.edu

**Academic Colleges & Schools**

<b>Department Name</b>	<b>Phone</b>	<b>E-Mail</b>
<b>College of Pharmacy</b>	718-488-1234	<a href="http://www.liu.edu/pharmacy">www.liu.edu/pharmacy</a>
<b>College of Arts, Communication &amp; Design</b> <ul style="list-style-type: none"><li>• George Polk School of Communications</li><li>• School of Visual and Performing Arts</li></ul>	718-780-4023	<a href="https://liu.edu/brooklyn/academics">https://liu.edu/brooklyn/academics</a>
<b>Harriet Rothkopf Heilbrunn School of Nursing</b>	718-488-1059	<a href="http://www.liu.edu/brooklyn/nursing">www.liu.edu/brooklyn/nursing</a>
<b>Honors College</b>		<a href="mailto:bkln-honors-staff@liu.edu">bkln-honors-staff@liu.edu</a>
<b>LIU Global</b>	718-780-4312	<a href="mailto:global@liu.edu">global@liu.edu</a>
<b>Richard L. Conolly College</b>	718-488-1003	<a href="http://www.liu.edu/brooklyn/conolly">www.liu.edu/brooklyn/conolly</a>
<b>Roc Nation, School of Music, Sports, and Entertainment</b>		<a href="http://www.liu.edu/rocnation">www.liu.edu/rocnation</a>
<b>School of Business, Public Administration, &amp; Information Sciences</b>	718-488-1130	<a href="mailto:business@brooklyn.liu.edu">business@brooklyn.liu.edu</a>
<b>School of Education</b>	718-488-1055	<a href="http://www.liu.edu/brooklyn/soe">www.liu.edu/brooklyn/soe</a>
<b>School of Health Professions</b>	718-780-6578	<a href="http://www.liu.edu/brooklyn/health">www.liu.edu/brooklyn/health</a>
<b>School of Professional and Continuing Studies</b>	718-488-1364	<a href="mailto:scs@liu.edu">scs@liu.edu</a>



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**ACADEMIC CALENDAR 2021-2022**


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**Fall 2021**


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September 6	Labor Day-holiday
September 8	Weekday classes begin
September 8-21	Registration and program changes
September 11-12	First weekend session classes begin
September 21	Registration and program changes end
October 8	Last day to apply for a comprehensive examination
October 12	Spring 2022 Registration Begins for Continuing Students (tentative)
October 23-24	First weekend session final examinations
October 29	Last day to apply for January degree
October 30-31	Second weekend session classes begin
November 2	Election Day-classes in session
November 12	Last day for full or partial withdrawal for full-term Spring courses
November 24	Wednesday classes don't meet/Wednesday follows a Friday schedule
November 25-28	Thanksgiving holiday
November 29	Classes resume
December 18-19	Second weekend session final examinations/last class meeting
December 16	Semester classes meeting Monday through Friday end
December 17	Last day to submit a thesis
December 17-23	Final examinations-undergraduate and graduate
December 24	Winter recess begins

**Winter 2022**


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January 3	Interession Classes Begin
January 14	Final Class Meeting/Final Exam

**Spring 2022**


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January 14	Awarding of January degrees
January 17	Martin Luther King Day - no classes
January 18	Weekday classes begin
January 18 - 31	Registration and program changes
January 22-23	First weekend session classes begin
January 31	Registration and program changes end
February 14	Summer/Fall 22 Registration begins (tentative)
February 21	President's Day-no classes
February 22	Tuesday follows a Monday schedule
February 25	Last day to apply for May degree
March 5-6	First weekend session final examinations

March 7	Spring recess begins
March 14	Classes resume
March 19-20	Second weekend session classes begin
April 1	Last day for withdrawal from full-semester classes
April 30 - May 1	Second weekend session final examinations/Last Class Meeting
May 3	Semester classes meeting Monday through Friday end
May 4-10	Final examinations-undergraduate and graduate
May 13	Last day to submit a thesis
May 13	Commencement Ceremony (tentative)
May 14	Conferral of May degrees

**Summer I 2022**


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May 14-15	Weekend session classes begin
May 16	Weekday classes begin
May 17	Registration and program changes end for weekday classes
May 20	Last day to add Weekend Session Class
May 28-30	Memorial Day-holiday
June 14	Last day for withdrawal from Summer I classes
June 27	Last day of weekday classes
During Last Class Meeting	Final Exams Summer 1
July 2-3	Independence Day holiday - no weekend classes
July 9-10	Weekend session final examinations/Last Class Meetings

**Summer II 2022**


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July 11	Weekday classes begin
July 12	Registration and program changes end for weekday classes
July 15	Last day to apply for September degree
July 15	Last day to apply for a comprehensive examination
July 16-17	Weekend session classes begin
July 22	Last day to add Weekend Session Class
August 5	Last day for withdrawal from Summer II classes
August 19	Last weekday class
During Last Class Meeting	Final Exams Summer 2
August 26	Last day to submit thesis and complete degree requirements
August 27-28	Weekend session final examinations
August 31	Summer degrees conferred

## ADMISSION

All communications concerning admission to the LIU Brooklyn (including LIU Pharmacy (Arnold & Marie Schwartz College of Pharmacy and Health Sciences) should be addressed to the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, NY 11201-5372; 718-488-1011 or by visiting the LIU Brooklyn website at [www.liu.edu/brooklyn/admissions](http://www.liu.edu/brooklyn/admissions). LIU Global admissions should be addressed to the LIU Global website at [www.liu.edu/global/admissions](http://www.liu.edu/global/admissions). Students are also invited to email the Office of Admissions at [bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu).

## General Information

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

## Freshman Admissions

### Application and Notification Dates

To be considered for Early Action admission, applications, and all supporting documentation must be submitted on or before December 15. Early Action notification begins on December 15 for fall 2021 admission.

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

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

### Application Process

To be considered for admission, candidates should submit the following:

1. LIU Brooklyn undergraduate application on the web at [liu.edu/apply](http://liu.edu/apply) or via the Common Application.
2. Non-refundable application fee of \$50.
3. High school transcript: Applicants must have official secondary school transcripts on file.
4. SAT or ACT Test Scores: Applicants must take either the College Board SAT or the American College Testing Program ACT exam and have the scores forwarded directly to the LIU Brooklyn Office of Admissions. SAT: LIU Code 2369. ACT: LIU Code 2792. Information about these exams is available through the high school guidance office or by contacting the testing programs directly:

College Board SAT Program

P.O. Box 7502  
London, Kentucky 40742-7502  
[www.collegeboard.com](http://www.collegeboard.com)

American College Testing Program (ACT)  
2727 Scott Boulevard, mini zip 46  
Iowa City, Iowa 52243-0414  
[www.act.org](http://www.act.org)

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

## Transfer Admissions

### Transfer Students

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

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

A credit evaluation of previously completed coursework will be included as part of the admissions process.

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

- Students will not be permitted to receive federal or New York state financial aid or enroll for a second term until all official/final transcripts have been submitted.

- Students who submit transcripts after the first term of enrollment risk the credits not being awarded.

- Under no circumstances will transfer credit be awarded after two semesters of enrollment at LIU for coursework completed before enrollment at LIU.

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

Coursework is transferrable to LIU Brooklyn if

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

To qualify for the bachelor's degree, students admitted with advanced standing must complete in senior residence a minimum of 30 credits, including 15 credits of advanced work in their major in all schools and faculties. Advanced standing credit is provisional until students have completed at least 30 credits with a grade point average of 2.0 (C). To qualify for graduation, all students must also complete all other graduation and major requirements, including the requisite number of credits in the liberal arts and sciences.

Students wishing to transfer from other campuses of LIU are required to complete the internal transfer form and must be in good academic standing. Transcripts and copies of the student's original records will be sent upon filing a request form. Admission to LIU Brooklyn programs is not guaranteed and is subject to a complete application evaluation.

LIU Brooklyn may admit recipients of associate degrees from an accredited community or junior colleges. Such students will be accepted as juniors in the bachelor's degree program with the full value of credit (60 to 72 credits), unless they have specialized in a highly technical or professional program, and will be programmed for their junior year as if they had completed all of the first two years of required work. In their subsequent required credits, they will be expected to complete the requirements of the chosen major and continue so far as possible toward completing other LIU requirements, except that the total number of credits will not normally exceed 120. Once enrolled at LIU, permission is required to take any additional coursework at other institutions. Students should consult with their Success Coach for additional information.

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

To qualify for the bachelor's degree, all students must also complete the requisite number

of credits in the liberal arts and sciences. Transfer students are evaluated for their prior academic achievement for their ability to meet curricular requirements for the intended program of study at LIU Brooklyn. Cumulative grade point averages, as well as grade point averages for specific areas of study (e.g., overall science GPA), may be considered for admission to specific areas of study.

LIU Brooklyn has articulation agreements with Kingsborough Community College, LaGuardia Community College, Borough of Manhattan Community College, New York City College of Technology, Bergen Community College, and various other two-year regionally accredited colleges.

### Residence Requirement

To qualify for an undergraduate degree at LIU Brooklyn, a student must complete in senior residence a minimum of 30 credits, including 15 credits of advanced work in their major. In the School of Business, Public Administration, and Information Sciences, a student must complete 12 credits of advanced work in their major.

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

### International Admissions

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

- International students are required to pay a deposit in order to receive their I-20. Once students receive their I-20 released by LIU Brooklyn they are able to begin the process of obtaining an F-1 visa to study in the United States.
- Students are required to submit all final official transcripts (high school and/or college transcripts) prior to finalizing enrollment for the incoming term.
- Students may also be required to submit additional information or meet admissions conditions (some conditions may require completion through the student's first semester or first year of study). It is the student's responsibility to follow through with completing their admission/enrollment conditions. Failure to do so may impact future term registration.
- Students planning to live on campus are required to submit a separate housing deposit along with a housing application.
- Students are required to complete and return the required health and immunization forms to the university.
- Freshman students will receive mathematics and English placement information from LIU Promise prior to attending New Student

Orientation. Transfer students with 24 credits or less and no evidence of completing the equivalent of the LIU Brooklyn English and mathematics requirements will be required to take the LIU Brooklyn placement exam.

- All new students are strongly encouraged to attend New Student Orientation to register for their first semester courses and activate their MyLIU account. International New Student Orientation is held immediately preceding the start of the semester. Students will be able to sign up for a New Student Orientation date once they have committed to attending the university.
- Students who decide not to enroll at LIU Brooklyn after committing to enrollment must:
  - Contact the Office of Admissions
  - Notify Enrollment Services in writing (if registered for courses)

### Readmission

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

- Applications for readmission can be obtained from the Office of Admissions and online at [www.liu.edu/brooklyn/admissions](http://www.liu.edu/brooklyn/admissions)
- Students who have attended another college or university since their last attendance at LIU must submit an official transcript from any colleges attended before readmission will be approved.
- Students who have been out of attendance for more than 5 years must reapply and may be required to resubmit official transcripts from their prior colleges/high school if original documents are no longer on file.
- If readmission is approved, students return to LIU subject to the academic requirements as listed in the bulletin in effect at the time of readmission.
- Students who are out of attendance for one or more regular terms and are not on an approved leave of absence will be reviewed during the readmission process for institutional aid via the Scholarship Appeals Committee if they have not attended another college/university after leaving LIU.
- Students who attended another institution after leaving LIU are considered transfer students and will be reviewed for transfer scholarship eligibility based on current guidelines.
- Probationary students who withdrew from the university must have the approval of the appropriate academic dean in order to be readmitted.
- Students wishing to return to the Harriet Rothkopf School of Nursing or LIU Pharmacy may require the appropriate Dean's permission.
- Students wishing to be readmitted into a new program will be advised through the admissions process and evaluated for eligibility for the new

program of study.

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

### Visiting Students

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

### New York State Immunization Law

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

For information on student procedures for complying with this law, please visit the New Student Health page at [www.liu.edu/newstudenthealth](http://www.liu.edu/newstudenthealth).

### Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2019, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2013 was 43 percent.

**HONORS COLLEGE**

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The Long Island University Honors College was inaugurated in 1963 as one of the nation's first Honors programs. In September 2015, marking a successful history of more than a half-century, the Honors program was officially rededicated as the Long Island University Honors College. Students in the Honors College take courses designed to broaden their education and engage them in research culminating in a thesis. Honors College students enjoy priority registration, small classes, challenging courses not offered through regular departments, and a special citation on the diploma at graduation. Study/travel courses abroad are also popular options for Honors College students who may earn honors advanced elective credits through LIU Global. On the most advanced level, every student in the Honors College works with a faculty mentor in their major on research leading to an undergraduate thesis. Most students find this to be the most prestigious credential that they can earn, whether they are seeking admission to graduate school or the job market.

The Honors College is a community. Students have the use of the Honors College Lounge, located in the Pratt Building. Students are encouraged to use the lounge to study, meet with friends, and hold gatherings. In the Honors College, student ideas and leadership are at the heart of our mission to broaden and advance student learning.

## Honors College

The Honors College offers courses that enable students to complete their social science, fine arts, speech, and foreign language core requirements in an honors environment. In the first three semesters, students typically take the Honors College sequence of integrated literature, history, and philosophy courses organized around a central theme, and an honors topics course integrated with the honors research seminar. Completion of the Honors College sequence satisfies all Writing Across the Curriculum (WAC) requirements outside the major, and honors students are not required to take the core composition course. At the upper level, the Honors College offers advanced liberal arts and sciences electives representing a range of themes taught by faculty from all departments at the university, including the sciences, humanities, the arts, journalism, and the social sciences. These advanced electives utilize field experience, independent research, and the extraordinary resources of New York City to provide students with a unique learning experience. Topics vary each semester—current and recent offerings can be viewed on the Honors College website.

In order to graduate with the Honors College designation on their diploma, students must be in good standing with the program and must complete the honors sequence, the honors research seminar, other honors equivalents for core courses, and at least three honors advanced electives.

### Honors Independent Study

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

### Distinction in Honors

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

## Honors College Core Equivalencies

Honors College students are required to complete a set of courses that are equivalent to and meet the humanities, social science, and communication, visual & performing arts core requirements for their major. The Honors College requirements fit into all majors. In addition to completing the Honors College core curriculum requirements, students must complete the honors research seminar and 3-4 honors advanced elective seminars. Students should consult individual departmental major requirements in this bulletin for specific requirements within their major beyond the Honors College core and electives.

### Equivalents in General Core and Honors College Core

<u>General Core Curriculum</u>	<u>Credits</u>
FYS 1	1
ENG 16	3
ENG 61-64	3
PHI 60	3
Foreign Language	3
ART/MUS/DNC/MA/JOU or THE 61	3
HIS 1, 2	3 or 6
Social Science *	3 or 6
SPE 3	3
Natural Sciences	4
Mathematics	3 or 4
<u>Honors College Core Equivalents</u>	<u>Credits</u>
FYS 1H	1
ENG 16 **	0
HEG 21 or 22 (Honors Literature)	3 or 6
HHP 21 or 22 (Honors Philosophy)	3 or 6
HHI 21 or 22 (Honors History)	3 or 6
HSM 27 (Honors Topics) or HSM 109 or 110 (Honors Research Seminar)	3
Honors Foreign Language ***	3
HAR 21 or 22 (Honors Art) ****	3
Honors Social Science*****	3
HSP 21 or 22 (Honors Speech)	3
Honors College Advanced Electives (HHE)	9 or 12

Honors does not currently offer equivalents for the natural sciences and mathematics core

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

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

If you have any questions about Honors College requirements or the core, please contact the Director's office.

\* Some majors are required to take ECO 1 and/or ECO 2 to satisfy the social science core requirements. The Honors equivalent for ECO 2 is HEC 21. For some majors, one social science is designated as Psychology (PSY 3). The honors equivalent is HPS 21.

\*\* ENG 16 is waived for students taking the full Honors College sequence.

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

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

## Honors Courses

### HAR 21 Art in Social Context

This introductory course covers the arts as well as the methods used to produce, analyze and communicate them. In addition to traditional assignments, students will use experiential and interdisciplinary learning to trace the development of modern arts and their role in society, business, political movements, and culture.

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

*Credits: 3*

*Every Fall*

### HAR 22 Art in Social Context

The second semester of this course is a deeper analysis of the arts as well as the methods used to produce, analyze and communicate them. In addition to traditional assignments, students will use experiential and interdisciplinary learning to trace the development of pre-modern and modern arts and their role in society, business, political movements, and culture.

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

*Credits: 3*

*Every Spring*

### HEC 21 Introductory Microeconomics and Public Policy

This course provides an introduction to microeconomics, a field which studies how individual behavior shapes socio-economic outcomes. The course will use experiential, interdisciplinary, as well as traditional case studies and assignments to understand and apply microeconomics in business, industry, and policy. Not open to students who have taken ECO 2.

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

*Not open to students who have taken ECO 2*

*Credits: 3*

*Every Fall*

### HEG 21 Literature of the Human Imagination

Introductory, interdisciplinary course where students will acquire critical skills needed for the evaluation and interpretation of literature. Assigned readings are selected from all genres and reflect literature of historical and contemporary cultures around the globe. Satisfies English and WAC requirements for graduation.

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

*Credits: 3*

*Every Fall*

### HEG 22 Literature of the Human Imagination

Second semester of an introductory, interdisciplinary course where students will acquire critical skills needed for the evaluation and interpretation of literature. Assigned readings are selected from all genres and reflect literature of

historical and contemporary cultures around the globe. Satisfies English and WAC requirements for graduation.

*Student must be part of the Brooklyn Honors*

*Student Group in order to register for the course.*

*Credits: 3*

*Every Spring*

### HHE 100 - 192 Honors Advanced Elective Research Seminar

An interdisciplinary seminar that engages students in the study of current research, economic and cultural topics proposed by faculty from departments and programs across the university and from members of the professional world (topics advertised in the class schedule each semester).

Honors Advanced Elective Seminars are the capstone experience of the Honors College and integrate experiential learning, high-impact

practices and non-traditional teaching methods, including visits to NYC business, government offices, NGOs, and museums. Students acquire skills to conduct high-level research in multiple disciplines, and are trained to present their results professionally as preparation for their careers.

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

*Credits: 3*

*Every Semester*

### HHE 195 Honors Independent Study

A student-initiated research project undertaken under the supervision with a faculty mentor.

Students must submit a written proposal outlining the project objectives, a reading list, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of the Honors College and is intended for students to acquire skills in high-level research, including vetting, locating and summarizing data mastering critical thinking skills related to the field(s) in question.

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

*Credits: 3*

*Every Fall*

### HHE 196 Honors Independent Study

A student-initiated research project undertaken under the supervision with a faculty mentor.

Students must submit a written proposal outlining the project objectives, a reading list, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of the Honors College and is intended for students to acquire skills in high-level research, including vetting, locating and summarizing data mastering critical thinking skills related to the field(s) in question.

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

*Credits: 3*

*Every Spring*

### HHE 197 Honors Independent Study

A student-initiated research project undertaken under the supervision with a faculty mentor.

Students must submit a written proposal outlining the project objectives, a reading list, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of the Honors College and is intended for students to acquire skills in high-level research, including vetting, locating and summarizing data mastering critical thinking skills related to the field(s) in question. HHE 197 and 198 are designated for students who have already completed one Honors Independent Study, either HHE 195 or HHE 196.

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

*Credits: 3*

*Every Fall*

### HHE 198 Honors Independent Study

A student-initiated research project undertaken under the supervision with a faculty mentor.

Students must submit a written proposal outlining the project objectives, a reading list, and a clear statement of how the student will be evaluated. The proposal requires approval by the faculty mentor and the Director of the Honors College and is intended for students to acquire skills in high-level research, including vetting, locating and summarizing data mastering critical thinking skills related to the field(s) in question. HHE 197 and 198 are designated for students who have already completed one Honors Independent Study, either HHE 195 or HHE 196.

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

*Credits: 3*

*Every Spring*

### HHE 201 University Honors Special Project

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

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

*Credits: 1 to 3*

*On Occasion*

### HHE 300 Honors Travel Seminar

The Honors College Travel Seminar is designed to engage students in travel-based and site-specific experiential learning. Preparatory work includes readings, critical analysis and vetting of evidence, as well as self-guided exploration of sites relevant to the seminar topic (chosen by faculty each year) to prepare students to apply these skills in their career. Offered during spring break. HHE 300 credit counts toward fulfilling the program's Honors

Advanced Elective requirements and can be taken for repeat credit.

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

### **HHE 301 Service Learning: Honorable Commitments**

Honors Service Learning connects students to an issue facing a particular community or communities locally, nationally or globally and to organizations working to solve it. The course emphasizes experiential learning and high-impact practices, ranging from internships to team and/or community meetings with local or national organizations. Topics and internships are arranged year by year and on a case-by-case basis either by the Director of the Honors College, by faculty, deans, or the students themselves.

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

### **HHI 21 Perspectives on Human History**

A study of political, economic, social, environmental and health trends in world history aimed at discovering the nature of historical facts in the pre-modern world. Students acquire critical thinking skills, learn to recognize change over time, bias in documents, and to apply these skills in their future careers. Taken in conjunction with Honors Literature (HEG 21) and/or Honors Philosophy (HHP 21). Satisfies history and WAC requirements.

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

### **HHI 22 Perspectives on Human History**

A study of political, economic, social, environmental and health trends in world history aimed at discovering the nature of historical facts in the early modern and modern world. Students acquire critical thinking skills, learn to recognize change over time, bias in documents, and to apply these skills in their future careers. Taken in conjunction with Honors Literature (HEG 21) and/or Honors Philosophy (HHP 21). Satisfies history and WAC requirements.

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

### **HHP 21 Philosophy and Human Values in Perspective**

An introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought from the classical to the early modern world. Students acquire skills to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues. Taken in

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

### **HHP 22 Philosophy and Human Values in Perspective**

Second half of the introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought from the classical to the early modern world. Students acquire skills to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues. Taken in conjunction with Honors Literature (HEG 21) and/or Honors History (HHI 21). Satisfies the Philosophy and WAC requirements for graduation.

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

### **HLS 21 Honors Spanish**

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

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

### **HLS 22 Honors Spanish**

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

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

Credits: 3  
Every Spring

### **HPS 21 Honors Psychology**

An interdisciplinary introduction to psychology that explores its methodologies and development of

the discipline and human mind over time. Classes are conducted as seminars, emphasizing experiential learning and the application of theory to practice. May be used as a prerequisite for advanced courses in psychology.

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

### **HSM 27 Honors Topics Research Seminar**

This interdisciplinary course teaches students fundamental research skills in one or more fields. Faculty and students explore contemporary research topics in fields such as Social Sciences, Natural Sciences and the Humanities. By studying a topic in depth, students will learn proficiency in accessing and vetting reliable data, writing professional essays, publishable articles, and the tools and confidence necessary for effective presentations.

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

### **HSM 112 Honors Science Experiential Methods Seminar**

An interdisciplinary seminar focusing on issues that cut across multiple disciplines. The Honors Experiential Seminar is designed to combine science-based exploration including laboratory and field work in any of the natural sciences, with exploration of the proposed topic through another discipline in the humanities or social sciences.

Topics of inquiry vary from year to year, offered occasionally. HSM 112 credit counts toward fulfilling the programs' Honors Advanced Elective requirements and can be taken for repeat credit.  
*Student must be part of the Brooklyn Honors Student Group in order to register for the course.*  
Credits: 4  
On Occasion

### **HSP 21 Political Rhetoric Seminar**

An interdisciplinary exploration of effective oral communication, with emphasis on analysis of classical and contemporary modes of political rhetoric. Students learn oral communication skills fundamental for their careers, using a variety of media, including speeches, television, advertising and film. Satisfies the speech requirement for graduation.

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

### **HSP 22 Theatre as Social Ritual**

An interdisciplinary course focusing on effective oral communication, with emphasis on the social role of theatre and performance, with case studies from the pre-modern to the modern period. Student presentations and live productions are geared toward providing fundamental public communication skills for future careers in any field.

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

**HSS 21 Development and Social Institutions**

An interdisciplinary introduction to social science, this course provides students with an understanding of fundamental methodologies used in a variety of careers and disciplines, including the use of surveys, statistical models, and comparative/cross-cultural analysis. Satisfies 3 of the 6 social science credit requirements for graduation.  
*Student must be part of the Brooklyn Honors Student Group in order to register for the course.*  
*Credits: 3*  
*Every Fall*

**HSS 22 Development and Social Institutions**

Second half of an interdisciplinary introduction to social science, this course provides students with an understanding of fundamental methodologies used in a variety of careers and disciplines, including the use of surveys, statistical models, and comparative/cross-cultural analysis. Satisfies 3 of the 6 social science credit requirements for graduation.  
*Student must be part of the Brooklyn Honors Student Group in order to register for the course.*  
*Credits: 3*  
*Every Spring*



## ACADEMIC POLICY

### Undergraduate Degrees

LIU Brooklyn awards the following undergraduate degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science. These degrees are earned through programs within the Harriet Rothkopf Heilbrunn School of Nursing, LIU Global, Richard L. Conolly College of Liberal Arts and Sciences, George Polk School of Communications, Roc Nation School of Music, Sports and Entertainment, School of Business, Public Administration and Information Sciences, School of Education and School of Health Professions.

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

### Dual Degrees

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

### Academic Load and Class Standing

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

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

Class Standing is identified as: Freshman: 0-29 credits earned, Sophomore: 30-59 credits earned, Junior: 60-89 credits, and Senior: 90+ credits earned

Students in the Doctor of Pharmacy program are considered graduate students once they enter the year five curriculum and are enrolled in 500 level classes.

### Grading

Credits are granted for courses completed with the grade of A excellent, A- very good, B+ very

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

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

#### Incomplete Grades

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

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

#### Unauthorized Withdrawal (UW)

Students who never attended or stopped attending before the withdrawal deadline date and did not properly withdraw by published deadlines might be assigned a grade of UW.

#### W (Withdrew)

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

#### Repeating Courses and GPA

Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after they have taken a related course containing content of a higher level. No course may be repeated more than once, except with the prior approval of the Dean. If a course is taken more than twice, all grades after the first will be computed into the student's GPA.

Required courses in which a grade of F was earned should be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent

semester; this applies particularly to those students who are on academic probation.

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

#### Pass/Fail Option

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

#### U (Unsatisfactory)

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

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

#### Quality Points and Grade Point Average (GPA)

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

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

For courses in which the grade of F has been earned, no quality points are assigned. To determine the quality points for a specific course, multiply the corresponding quality points (see above) for the grade received in the course by the

number of credits awarded for the course. To determine the total quality points, add all quality points for all courses. To compute the grade point average (GPA), divide the total quality points by the total number of credits, including those of failed courses. The grades W, UW, and P are not counted in the GPA computation nor are the grades for courses taken at another college or university. All courses taken at any LIU campus will be computed into the student's cumulative and major averages.

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

For example:

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

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

### Grade Changes

A faculty member can change a grade in situations where it is warranted and typically, must be submitted within one year of the term in which the course was taken. All such changes must have chair and dean approval and must be completed before degree conferral. Changes in grades cannot be made after a degree has been conferred; the student's record is completed/frozen at the time of conferral.

### Dean's List

Matriculated students who complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are put on the Dean's List for that semester. Students who earn an F, W, UW, U, or INC in any semester, even though the symbols are subsequently changed to grades, may not be placed on the Dean's List for that semester. A student who does not receive an official grade in any semester will not be placed on the Dean's List until the official grade is handed in, excluding those listed above, that otherwise qualifies the student for the Dean's List.

## Graduation and Diplomas

Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January, and May. Candidates for graduation are required to notify the University Registrar of their intended date of graduation by filing an online degree application at least three months in advance. Please consult the Academic Calendar, which is available on the LIU Website.

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

### Residency Requirement

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

### General Requirements for Graduation

- 2.00 cumulative average (higher in some areas)
- 2.00 cumulative major subject average (higher in some areas)
- Core and major requirements fulfilled
- 120 credits (more in some departments)
- 48 credits of advanced-level courses numbered 100 and above
- Writing Across the Curriculum requirements fulfilled
- Minimum liberal arts requirements
- Computer Literacy

### Graduation with Honors

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

## Graduation Requirements

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

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

matriculated or readmitted. Specific requirements, substitutions or exemptions, where relevant, are indicated. Students can opt to follow requirements from a bulletin published after their initial matriculation by notifying the University Registrar.

## Academic Responsibility

Candidates for an undergraduate degree at LIU Brooklyn are expected to know the graduation requirements set forth in this publication; academic requirements can also be viewed in the student portal (MyLIU). It is the responsibility of the student to draw up an acceptable program of study. All students are encouraged to seek the counsel of their success coach.

## Placement Examinations

All students who do not have SAT/ACT scores or whose SAT/ACT scores fall below a certain level will be required to take a placement test.

To register for the courses below, one of the following requirements must be satisfied:

- English 13 - Prerequisite: Placement exam
- English 14 - ENG 13; or a score of 500 or higher on the Reading, or 26 on the writing sections; or score of 23 or higher on the ACT Assessment.
- English 16 - ENG 14 or placement exam; or a score of 550 or higher in the Old Verbal/Reading or Writing SAT exam; or a score of 560 or higher on the New Evidence-Based Reading and Writing SAT section, or 30 on the Reading, or 31 on the writing sections (tested March 2016 or later); or score of 25 or higher on the ACT Assessment.
- Mathematics - DSM 09 or MW 9 or placement exam; or a score of 500 or higher SAT section or a score of 22 or higher on the ACT Assessment.
- Mathematics 30 - Math 10 or placement exam; or a score of 560 or higher SAT section; or a score of 25 or higher on the ACT Assessment.

### English Department Writing Program - Developmental Writing Courses

English 13 or 13X\* 3 credits

English 14 or 14X\* 3 credits

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

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

## Orientation

First-Year Seminar FYS 1 1 credit

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

## Writing Across the Curriculum

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

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

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

- English 16 (3 credits)
- A writing-intensive course from within the Core Curriculum (3 credits)
- A writing-intensive course in their major (3 credits)

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

## Computer Literacy

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

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

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

CS 9	Introduction to Windows Environment	MS Windows
CS 9A	Word Processing	MS Word
CS 9H	Internet (WWW)	Internet / email

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

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

## Other Requirements

Students become eligible for a Bachelor of Arts, a Bachelor of Fine Arts, Bachelor of Music, or a Bachelor of Science degree when they have completed a minimum of 120 credits with a grade point average of at least 2.00 in all their academic work and at least a 2.00 in their major fields (higher in some majors) and they have met all other graduation requirements. Of the 120 credits required for graduation, at least 45 must be in courses numbered over 100 (except for business courses numbered 101, 110, 111, 200, and 201). At least 90 credits in the liberal arts and sciences\* must be completed by the candidates for the Bachelor of Arts, at least 60 by candidates for the Bachelor of Science degree, and at least 30 by candidates for Bachelor of Fine Arts, Bachelor of Music and Bachelor of Business Administration degrees.

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

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

### Core Curriculum

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

### Courses in Major

Students normally must take not fewer than 30

credits in courses in their major field that are approved for department majors. For specific course requirements in the major, check department requirements listed under the appropriate program model. At least 24 credits must be taken in courses numbered above 100.

### Double Major

Students may graduate with two separate majors by fulfilling all the requirements of each major. Advisers in both departments should be consulted to determine all departmental requirements. Applications for filing for a double major are available in the Office of the Registrar and require the approval of both department chairs and the dean or deans of the respective departments. The student must designate which of the two majors will be the primary major. That major will determine the type of degree awarded (B.A., B.B.A, B.F.A., B.M, or B.S.). Students who earn a double major do not earn two separate degrees unless a total of at least 150 credits is earned.

### Elective Courses

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

### Honors Study

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

### Residency Requirement

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

## Attendance and Tardiness

### Attendance

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

All students enrolled in science laboratory courses may not be absent for more than 20 percent of laboratory time. Instructors are urged to record attendance in all classes for counseling purposes.

### Tardiness

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

## Absence from Tests and

## Examinations

### Absence from Tests and Midterm Examinations

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

### Absence from a Final Examination

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

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

If the absence was caused by death in the immediate family, the student must inform the dean of the date of the death and their relationship to the deceased.

## Academic Good Standing, Probation and Dismissal

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

Students whose scholastic average falls below the following quality point ratios are placed on probation (some programs have higher GPA requirements for good academic standing; please refer to department sections for any additional information):

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

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

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

Students with excessive W's or INC's (or both) on their records may likewise be considered as failing to make satisfactory progress toward completion of their programs of study. In that event, they may be declared ineligible to continue until they have taken appropriate steps to rectify the situation. The appropriate academic committee

is the highest authority on such questions of satisfactory progress. A student remains in good standing until the committee declares the student ineligible to continue.

## Student Conduct

Students are expected to conduct themselves following the normally accepted standards of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standards of integrity concerning 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 their class or by the college or school for the conduct of its business.

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

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

Also, students who submit written or other work provably not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given a 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, following 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 a violation of state or federal law. Respect for the presumption of innocence requires that the institution not impose academic sanctions for the sole reason that a student is or has been involved in criminal proceedings. The institution may, however, impose its sanctions to protect the safety of other students, faculty, and property and to safeguard the academic process. If students, in breaking the law, violate institutional regulations, they will be subject to no institutional penalty greater than that which would normally be imposed.

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

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

## Academic Integrity

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

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

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

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

### Plagiarism:

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

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

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

**Cheating** includes:

1. falsification of statements or data
2. listing of sources that have not been used

3. having another individual write a paper or create a work instead of one's own; writing a paper or creating a work for another to use without attribution
4. purchase of a written paper or work to submit it as one's own, or sell a written paper or other work for another's submission as their own
5. using written, verbal, electronic, or other sources of aid during an examination (except when expressly permitted, such as on a stated "open-book" exam), or knowingly providing such assistance to another

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

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## Appeals Process

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

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

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

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

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## Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your

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

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

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## Related Curricular Matters

### Semester Hour/Unit

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

### Majors

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

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

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

### Double Majors

A student may be granted permission to pursue two academic plans (a primary and a secondary major) on the undergraduate level. The student pursuing two academic plans is required to fulfill the academic plan and correlated requirements for both areas, as well as the core curriculum requirements in both academic plans; however,

only one degree will be awarded. In order to pursue two academic plans, a student must obtain the permission of both departments. In order to obtain two academic plans, a student should consult with their academic advisor. In order to receive two separate degrees, students must complete at least 150 credits.

### Electives

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

### Numbering of Courses

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

### Exemptions

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

### Repeating Courses

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

### Readmission

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

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

### Public Information Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides that a school may provide what they deem "directory information," without the student's consent or as

provided by the law. Directory information at Long Island University includes the following: the student's name, enrollment status, class, major field of study, dates of attendance, degrees, and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended. Students who wish to have their directory information withheld can make this election by filing the appropriate form at Enrollment Services.

## INSTITUTIONAL LEARNING GOALS

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

1. **CREATIVE AND REFLECTIVE CAPACITIES.** Openness to new ideas and appreciation of integrative and reflective thinking, investigation, and synthesis of existing knowledge as a way of creating and critiquing original, innovative work grounded in scientific, humanistic, historical, and/or aesthetic disciplinary knowledge.

2. **HISTORICAL AND INTERCULTURAL AWARENESS.** Recognition of oneself as a member of a global community consisting of diverse cultures with unique histories and geographies.

3. **QUANTITATIVE AND SCIENTIFIC REASONING.** Competence in interpreting numerical and scientific data in order to draw conclusions, construct meaningful arguments, solve problems, and gain a better understanding of complex issues within a discipline or in everyday contexts.

4. **ORAL AND WRITTEN COMMUNICATION.** Knowledge and skill in proficiently composing and comprehending complex ideas through a range of media in a variety of contexts and disciplines for specific purposes and audiences.

5. **INFORMATION AND TECHNOLOGICAL LITERACIES.** Cognitive and technical ability to use information and communication technologies to find, evaluate, create, and effectively and responsibly use and share that information.

6. **CRITICAL INQUIRY AND ANALYSIS.** Capacity for reflective assessment and critique of evidence, applying theory, and practicing discernment in the analysis of existing ideas and in the production of new knowledge across a broad array of fields or disciplines.

7. **ETHICAL REASONING AND CIVIC ENGAGEMENT.** Ability to evaluate ethical issues in conduct and thinking, to demonstrate ethical self-awareness, and to consider various perspectives that foster responsible and humane

engagement in local and global communities.

## CORE CURRICULUM

Core Curriculum: 34 - 35 credits.

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

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

### Humanities

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

### Social Science

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

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

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

### Science and Mathematics

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

### Arts and Communication

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

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

## REGISTRATION

### Course Registration

Students are eligible to select and register for classes through their My LIU ([my.liu.edu](http://my.liu.edu)) account. Students with academic and financial restrictions may not be able to register online and must meet with their success coach.

The Division of Student Affairs disseminates registration communications to all students via their LIU email prior to the start of the summer/fall and the winter/spring semester registration periods. Registration dates are also noted on the academic calendar and on the My LIU account under "Enrollment Dates".

Students are encouraged to meet with their Success Coach prior to the start of the registration period to plan their academic semester schedule.

### Changes to Class Schedule

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

### Leave of Absence

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

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

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

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

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

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

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

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

### Withdrawal

#### Official Withdrawal from Courses

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

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

#### Unofficial Withdrawal

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

#### Course Drop

A Course Drop is an action taken by a student before or during the start of the term to remove a course from their transcript. Students may drop one, some, or all of their classes through the

drop/add period without receiving any grade. However, students who fail to drop a course or wish to withdraw from a course after the designated drop/add period for a term but before the designated withdrawal deadline must follow the Official Withdrawal procedures. See Withdrawal Policy for details on Withdrawals.

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

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

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

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

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

#### Official Withdrawal Deadlines

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

through the 7<sup>th</sup> week

- 7-week sessions – withdrawals permitted through the 5<sup>th</sup> week
- 6-week sessions – withdrawals permitted through the 4<sup>th</sup> week
- 5-week sessions – withdrawals permitted through the 3<sup>rd</sup> week
- 2-week sessions – withdrawals permitted through the 7<sup>th</sup> day
- 1-week sessions – withdrawals permitted through the 3<sup>rd</sup> day

### Withdrawal Methods

The University permits students to withdraw from a course, session, or term in the following manner:

- **Process through MyLIU** - Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the “Official Withdrawal Deadlines” section above.
- **Submit Completed Withdrawal Application Form - Students** who are unable to withdraw online must submit a signed and completed Withdrawal Application Form to the Office of Enrollment Services by the withdrawal deadline.

### Withdrawal Impacts

#### Effective Date of Withdrawal

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

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

#### Tuition Liability and Refund Policy

- **Official Withdrawals and Drops:** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student.
- **Unofficial Withdrawals:** The student is responsible for all associated tuition and fees.

#### Transcript/Grades

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

#### Credits Attempted/Earned

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

#### Grade Point Average

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

#### Financial Aid Adjustments

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

#### Residential Life

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

#### Future Enrollment

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

#### Special Program Participation

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

#### Alternatives to Withdrawal

##### Schedule adjustments

When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their success coach, academic dean,

or Enrollment Services to see if accommodations can be made.

#### Incomplete Grades

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

#### Refund of Tuition in Cases of Withdrawal

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

#### Student Withdrawal Appeals

Students may appeal for late drops, late withdrawals, and tuition and fee refunds/credits after the University's published deadlines. Students are required to complete and sign the Appeal for Student Withdrawal Form, which also requires submission of a written statement supporting the appeal request, desired outcome, and justification for any extraordinary circumstances that occurred. In addition, supporting documentation must also be attached, including official proof of attending another institution (schedules, unofficial transcripts, or emails will not be accepted), official proof of a hospital stay of two or more weeks accompanied by a signed doctor's note, death certificate or official divorce decree, or other documentation supporting the requested appeal.

Appeals are processed based on the date the form is received. Students must submit the form no later than 30 days following the end of the appealed term(s) for consideration. Students are required to certify that all data and documents submitted are factual. The University has the right to deny any appeal, which may result in the student receiving grades, incompletes, or withdrawals, being liable for outstanding charges, and/or responsibility for loans taken during the appealed term(s). Approved appeals may result in a change to the student's academic record and financial aid being returned, reduced, or canceled. Once an appeal has been evaluated and a decision reached, it will not be reconsidered.

### Auditing of Courses

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

### Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested in writing. The university adheres to the Family Education Rights



and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status.

Transcript Fees and Processing Charges vary depending on the mode of delivery. All fees are listed on the Transcript Order website and must be paid before the release of the transcript.

<https://liu.edu/enrollment-services/registration/transcript->

Students have the following options to secure transcripts.

Option 1:

**Currently Enrolled Students** - Login to the My LIU portal and select "Order Transcripts Online."

Option 2:

**Alumni or Students Not Currently Enrolled** - Order transcripts online through Parchment at [www.parchment.com](http://www.parchment.com). Students can submit a transcript request 24 hours/day, 7 days/week. Parchment uses current web encryption technology and student information is secure.

Option 3:

**In-Person "On Demand" transcripts** - Students may come to Enrollment Services, show picture ID, and official transcripts can be printed on-site.

*If a student wishes to release their transcripts to a third party for pick up, they must provide signature authorization for that request. The third party will be required to show a photo id.*

Essential information to be furnished should include:

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

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

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

*Please note: A transcript request may not be processed if there is an outstanding balance or if there is another block that is currently on the student's account.*

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## Student Access to Educational Records

In compliance with the Family Educational Rights and Privacy Act (FERPA), LIU Brooklyn

informs eligible students and their parents that they may obtain copies of the campus's policy statement concerning the act from the Office of Institutional Advancement and Student Affairs.

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## Administrative Matters

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

### Academic Records

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

### Failure to Fulfill All Non-Academic Requirements

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

### Cancellation of Courses

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

### Policy for Taking Courses at Another Institution

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

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

### Changes of Address or Phone Number

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

**TUITION AND FEES**

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

Acceptable payment arrangements include:

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

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

**Rate Schedule**

Application Fee (non-refundable)	\$ 50
Tuition Deposit (non-refundable)	200
Bachelor's Degree and Undergraduate Studies, 12-18 credits, per term	18,963
Bachelor's Degree and Undergraduate Studies, per credit	1,183
Undergraduate Audit Fee, per credit	592
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	997
Less than 12 credits, per term	499
Testing and Lab Fee (Nursing B.S.), per term	875
Course Fees (additional fee per class):	
DSM 01, 09	800
MUS (private instruction)	325
ESW 141	1,000
LIU Global Fees:	
Center/Program Fee, per term	4,234
Room and Board, per term:	
Asia-Pacific	5,850
Australia	5,850
China	3,943
Costa Rica	3,943
Europe	5,850
Other International and Domestic Locations	4,097
Intensive English Program Fees, per term:	

IEP 100, 110, 123, 130, 200	3,247.50
IEP 123A	2,435
IEP 123B, 150, 110A, 120	1,625
IEP 125,120A	815
IEP 126	295

Other Fees:

Freshman Orientation Fee (non-refundable)	275
Transfer Orientation Fee (non-refundable)	75
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee	100
Late Registration Fee	50
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on-demand, per request	25
Official Transcript, online, per request	15

**Residence Life Rates**

**Fall/Spring Accommodations (per term)**

Housing Deposit (non-refundable)	\$ 300
Conolly Hall:	
Standard Single	8,933
Standard Double	4,763
Suite Double	5,349
Suite Quad	5,110
Apartment Double	6,479
Apartment Quad	6,715
490 Fulton Street:	
3-4 Bedroom Apartment	11,413
5-6 Bedroom Apartment	7,633
Intersession Rate (per week)	329

**Summer Accommodations (per session)**

Conolly Hall:	
Standard Single	3,403
Standard Double	2,009
Suite Double	2,038
Suite Quad	1,947
Apartment Double	2,468
Apartment Quad	1,947

**Fall/Spring Meal Plans (per term)**

Residential Meal Plan 1 (unlimited meals plus \$300 dining dollars)	2,866
Residential Meal Plan 2 (14 meals per week plus \$300 dining dollars)	2,629
Residential Meal Plan 3 (10 meals per week plus \$300 dining dollars)	2,381
Residential Dining Dollars	300
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus \$50 dining dollars)	253
Commuter Meal Plan 2 (50 meals plus \$50 dining dollars)	405

All resident students are required to participate in a meal plan. The Residential Dining Dollars plan is only available to residents in apartments

with kitchens. Dining dollars can be used at the point of sale locations across the campus.

## Financial Policies

### Payment Due Dates

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

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student's account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment.

Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit [www.MyLIU.edu](http://www.MyLIU.edu) and follow the following steps: Main Menu > Self-Service > Campus Finance > View Financial Aid. The payment gateway is a secure online terminal that allows students to make a deposit, pay a bill, or set up an online payment plan.

### Late Payment Assessment

Fall Term	Amount
1st Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
<b>Winter Term</b>	
1st Day of Classes	\$150
<b>Spring Term</b>	
1st Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
<b>Summer Term</b>	
1st Day of Classes	\$150

### Liability Calendar

Students are responsible for their course registration, academic liability schedule, and payment deadlines. **Non-attendance and/or non-payment does not constitute official withdrawal from the University.**

Following the Tuition and Fee Liability Schedule, student financial responsibility will be determined based on the date they officially dropped or withdrew from the University.

#### Traditional Fall/Spring Terms

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

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

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

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

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

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

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

Students are responsible for formally canceling their assigned residence hall room and meal plan charges. Cancellations should be provided in writing to LIU Promise. Following the Room and Board Liability Schedule, student financial responsibility will be determined based on the date they officially canceled their residence hall room and meal plan.

**Non-attendance and/or non-arrival to the Residence Hall does not constitute the official cancellation of a student's residence hall room and meal plan.**

## Payment Plans

### Payment Plans

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

The University offers the following payment plans each semester:

	Fall Monthly Payment Plan	Spring Payment Plan
Enrollment Fee	\$35	\$35
Enrollment Dates	June 1 - September 15 (Late enrollment through October 31)	December 1 - February 15 (Late enrollment through March 31)
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account.	
Payment Structure	The payment structure will be equal installments based on the enrollment date of the plan. Your last installment may not be due later than the last month of the semester.	
Down Payment	15%-50% (depending on date of enrollment).	
Late Payment Fee	\$25 if payment is not received within 7 days of the scheduled due date.	
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH; auto deduction options are also available.	
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."	
Authorized User Access	Yes. You must first set up an authorized user using their email account. You may have more than one authorized user.	

## Student Health Insurance

Long Island University offers a cost-effective Student Health Insurance Plan that provides students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation.

Beginning on July 1st, students can go to their MyLIU account and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14.

**Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive a confirmation by the waiver deadlines listed below.** If you require additional assistance, please contact your Success Coach.

### Annual Rate: 2021-22 Academic Year

\$4,100 (may be adjusted prior to NYS rate approval)

### Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

## FINANCIAL AID

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

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

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

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

## Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at [www.fafsa.gov](http://www.fafsa.gov)) is the basic form for all student aid programs. Be sure to complete all sections. Students should permit the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751**

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

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

### RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by February 15, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.2 to have their awards renewed. Any break in enrollment without an approved deferment on file with Enrollment Services will result in a loss of your scholarship. Please visit our renewal policy on the web at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

### WITHDRAWAL

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

## Awards

### UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

### SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need.

Awards are made during the admissions process. Institutional scholarships may be combined with government-supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from \$500 to full tuition and fees and do not require repayment.

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

### PART-TIME EMPLOYMENT

#### Handshake – Student Career & Job Portal

Many financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a bi-weekly basis and are normally used for educational expenses. On-campus and off-campus jobs and internships are available through Handshake at <http://handshake.liu.edu>. It is not necessary to be awarded work-study earnings to use Handshake.

#### Resident Assistantships

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation includes a residence hall room. The position information may be obtained from LIU Promise.

### ALL OTHER SOURCES OF AID STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although the application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package.

LIU's New York State school code is **0403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at [www.hesc.ny.gov](http://www.hesc.ny.gov).

#### New York State Tuition Assistance Program (TAP)

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

#### New York State Enhanced Tuition Awards

**(ETA)**

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

**States Other Than New York**

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

**FEDERAL GRANTS AND BENEFITS****Pell Grant Program**

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

**Federal Supplemental Educational Opportunity Grants (SEOG)**

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program may be limited and are based on availability. To qualify, students are encouraged to submit their FAFSA by the University's established priority date.

**Veterans Benefits**

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

obtained from Enrollment Services or at the US Department of Veterans Affairs website at [www.benefits.va.gov/GIBILL](http://www.benefits.va.gov/GIBILL)

**SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS**

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

**FEDERAL LOANS****Federal Direct Student Loan Program**

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year.

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

For details about additional unsubsidized amounts available and the maximum aggregate limits for all Federal Direct loans combined, visit the US Department of Education website at [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

**Federal Direct PLUS Loan Program**

The PLUS loan enables parents of dependent undergraduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. PLUS loan disbursements are made payable to LIU and the parent, and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into

[www.studentaid.gov](http://www.studentaid.gov)

**PRIVATE LOANS**

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

Each student has the right to select the educational loan provider of their choice. To see your choice of lenders, log onto [www.elmselect.com](http://www.elmselect.com) and select Long Island University.

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

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. 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.

**EMPLOYEE EDUCATION PLANS**

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must apply with Human Resources.

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

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**Federal Financial Aid Programs**

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes the Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, and the Federal Direct Loan Programs. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (GPA) and the

number 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 canceled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

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

Credits Attempted	Credits Earned	Credits Earned	Cumulative GPA Required
0-29	50%	0 - 29	1.8
30-120	67%	30 - 59	1.9
121-180	80%	60 and above	2.0

**Notes:**

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are counted as credits attempted but not completed and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive federal aid for classwork that exceeds 150% of their degree requirements.

- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

**New York State Awards**

**Tuition Assistance Program (TAP)**

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

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

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

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

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

**Standard Semester-Based Chart**

Before being certified for payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0

10th 111 2.0

**Remedial Semester Based Chart**

Before being certified for payment:

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

**Notes:**

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

**Enhanced Tuition Awards (ETA)**

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

- Must meet annual income requirements (\$125,000 or below).
- Must earn a passing grade in your coursework.

- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive the second payment.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.



## STUDENT LIFE

Long Island University is an exciting and vibrant community that provides students with opportunities to become engaged on-campus, make life-long friendships, explore professional and career interests, or enhance their leadership skills and complement their in-the-classroom experience.

Through the Division of Student Affairs and LIU Promise, students can participate in over 70 student organizations, join national fraternities and sororities, and attend over 1,000 events held each year. In addition, our robust Division I Athletic program is at the heart of Shark Nation. Residence halls also provide students the opportunity to live on campus while they complete their degree.

Students can be informed on various campus life programs and opportunities through EXPERIENCE | Shark Nation, the University's student engagement platform. To learn more, visit [liu-bk.presence.io/events](https://liu-bk.presence.io/events)

### Experience Shark Nation

Experience | Shark Nation is the University-wide student engagement platform. Powered by Presence, the engagement platform serves as the hub for student life and engagement at the University. Each student has access to Experience | Shark Nation and is encouraged to visit frequently for updates regarding campus events, programs, and activities. The platform is how students will join student organizations, learn about campus events, and mark their attendance using the Shark Points system.

In addition, a full listing of events is sent via email from LIU Promise each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit <https://liu-bk.presence.io/>

### Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 35 athletic teams on two campuses, LIU's NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, its teams have combined 24 national championships, 248 conference championships, and 380 All-Americans. For more information on Athletics, visit [liuathletics.com](https://liuathletics.com).

### Student Organizations

LIU Promise is dedicated to providing strong networks of support that will guide student organizations in their implementation of programs and initiatives to accomplish their mission, thus creating a robust student experience. In conjunction with club advisors, Promise Liaisons work directly with student organizations to help

realize their organization's potential and developing student leadership. Our student organizations include social, pre-professional, cultural, academic, faith-based groups and honor societies.

### Greek Life

Fraternity and Sorority Life represents a large part of the campus life experience at LIU.

Fraternities and sororities promote scholarship, leadership, and service. Greek life also provides members with the opportunity to forge life-long friendships, network with alumni, and enhance their academic and leadership endeavors through the Greek honor societies. LIU is one of the fastest-growing Greek communities in the region and is home to many of the nation's largest fraternities and sororities.

Students can join a fraternity or sorority at any time during their career by participating in "Meet the Greeks" and by registering for the fall or spring recruitment process.

### Student Government Association

The Student Government Association is the representative body of all students at Long Island University. SGA serves as an outlet for student voices to be heard by working closely with the administration and faculty to enhance the overall campus experience. All members share the common goal of bettering the campus community.

SGA elections take place twice a year and include an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at-large senators to represent all students.

SGA has weekly general meetings that are open for all students to attend.

### LIU Cares

LIU students give back to the local and global communities through service organizations, charity events, and social awareness initiatives throughout the year. The LIU Cares initiative connects our students, faculty and staff, and alumni to the power of service through volunteerism and community engagement. Students can support a cause that is important to them or join one of the many opportunities that already exist. Students typically perform more than 150,000 service hours and fundraise thousands of dollars for various charities each year.

For more information on service opportunities, contact [liucares.org](https://liucares.org) or visit LIU Promise.

### Diversity, Equity and Inclusion

Long Island University is committed to inclusive excellence and a sense of belonging for all members of the University community. Our

community is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. The University's educates the country and the world, drawing students from over 67 countries. The University is recognized as a top 100 national university for social mobility (U.S. News and World Report Best Colleges, 2021).

Diversity, Equity, and Inclusion (DEI) at the University, is facilitated by the Chief Diversity Officer and is supported by a University-wide DEI committee and a student-run council on Diversity. Programs and initiatives are held throughout the year to fulfil the University's mission. Visit the DEI page on the University's website to become engaged.

### Residential Life

Resident students are part of an exciting college community that attracts students from all over the world. Residence halls are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows students to become totally immersed in college life. Students will enjoy the freedom of living on their own while meeting new people and making lasting friendships.

Living at LIU offers:

- Options for singles, doubles, triples, apartments, and suite-style
- All utilities, WiFi, and laundry included
- Convenient online housing and roommate selection process
- Late-night access to Fitness Center, Library, and other facilities
- Affordable housing rates
- Several meal plan options and dining locations
- Lounges in each building with TVs and computers
- Professional and peer staff in each residence hall for 24/7 assistance
- ID access and evening security for all buildings
- Floor and Hall programming

#### Residence Halls

- Conolly Hall (on-campus)
- Fulton Hall (off-campus, nearby)

### Campus Recreation and Intramurals

The Department of Campus Recreation and Intramurals serves as a vital and integral part of campus life at LIU. The department is committed to providing the finest programs, services, facilities, and equipment to enrich the university learning experience and to foster a lifetime appreciation of and involvement in wellness and recreational sports and activities for our students, staff, faculty, and alumni as well as members of the local community.

Campus Recreation offers open gym and pool hours, access to the fitness center, and intramural

and recreation programs for students.

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## Community Standard and Code of Conduct

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The mission of the Division of Student Affairs' Community Standards program is to promote students understanding of rights and responsibilities as individuals and as members of the campus community. All students are expected to adhere to principles set forth in the Ethos Statement as well as the provisions set forth in the LIU Code of Conduct.

A student who is allegedly in violation of the Code of Conduct is referred to the Division of Student Affairs to meet with a hearing officer or designee. They provide a fair and educational adjudication process for students. The goal of the process is to promote an understanding of ethical behavior, to encourage personal development, and to develop a sense of importance to becoming a positive contributing member of the community.

### Code of Conduct

The Code of Conduct affirms the University's commitment to the values of responsible freedom and interdependence. It expresses our concern for the right to privacy and safety, as well as personal responsibilities, and responsibilities to one another. It is designed to assure respect and equitable treatment of all individuals. It is designed to ensure that student life can develop in an atmosphere conducive to learning and personal growth. The LIU Code of Conduct is founded on the principles of student conduct set forth in the Ethos Statement: respect for oneself, respect for others, respect for property, respect for authority, and honesty.

Until evidence to the contrary is observed, the campus presumes that students are motivated by the desire to improve their capabilities and to help others to do so, that they possess a sense of honor and are trustworthy, and that they are mature individuals, capable of behaving accordingly. Students who violate the rules and regulations must expect that appropriate disciplinary actions will be taken.

The complete version of the Ethos Statement and our Code of Conduct can be found on the University website and in the LIU Student Handbook.

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## FACILITIES

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### Career Bar

Located on the third floor of Library Learning Center, the Career Bar offers a central location for students to access computers, print, and study. The Career Bar serves as the host for many Career Success workshops and events throughout the academic year.

### Dining and Food Service

Aramark is the official food service and dining provider for Long Island University. Foodservice is provided at several locations throughout the campus. Food may be purchased using meal plans, credit cards, or cash.

To view food options, locations, and hours of operations, students should visit, <https://liu.campusdish.com/>

### Downtown Brooklyn Speech-Language-Hearing Clinic

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

If you believe that you, or someone you know, has a speech-language, swallowing, or hearing problem, call us at 718-488-3480. Our fees for services are affordable. We also have a reduced fee schedule, if needed, and offer friends and family rates to LIU Brooklyn students and staff.

### Esports Arena

The Esports Arena is a state-of-the-art facility that houses the University's Division I Esports program. The arena, located in Conolly Hall, has been recognized as one of the top facilities in the region. The 5,600 square foot venue is equipped with over 50 computer stations, large-screen viewing televisions, gaming stations, and custom game-day lighting.

### Kumble Theater for the Performing Arts

Kumble Theater for the Performing Arts at LIU

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

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

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

### Multimedia Language Laboratory

**Location: LLC-021**

**Hours: Mon., Tues., Thurs., Fri. 9 a.m. - 5 p.m. Wed., 9 a.m. - 8 p.m.**

**718-600-3728; 718-780-4568**

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

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

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

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

- Microsoft Word
- PowerPoint Beginner to Advanced
- Adobe Photoshop CS6/CC
- WordPress for Business

### Psychological Services Center

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 their best at school or is affecting the student's family or social life, talking can help. No one in or outside the university knows who comes to the center, except in the rare case of danger to self or others.

The Psychological Services Center is located on the fifth floor of the Pratt Building, Room 510. Please call 718-488-1266 to make an appointment.

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

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

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

Steinberg Wellness Center encompasses the Health and Wellness Institute which provides activities and programs that promote good health and wellness behaviors that reduce health disparities and improve the quality of life for members of the campus community and the community at large. The Health and Wellness Institute houses one of New York City's only state-of-the-art HydroWorx 2000 therapeutic pool, which includes an elevating floor to allow for easy access and varying water levels, an underwater treadmill with speeds up to 8.5 mph, an 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.

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## Student-Run Businesses

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

### Browse

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

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

### Canteen

Canteen is the official spirit store of the Roc Nation School of Music, Sports, and Entertainment. Canteen sells Roc Nation school and Shark Nation apparel, gifts, and items to students and community members. All proceeds from canteen store sales benefit Roc Nation Hope Scholars. The Roc Nation Hope Scholarship program provides tuition to 25% of enrolled students at the Roc Nation School of Music, Sports & Entertainment. Roc Nation School students work in canteen allowing them to earn work-study funds for their education.

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## Trading Floor

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Featuring Bloomberg Terminals, the global benchmark for financial data and analysis, the Trading Floor gives students the tools to analyze financial markets, assess economic scenarios and interpret the key news developments that impact the global economy. All students in the school are encouraged to get Bloomberg Certified, a credential that can give them an advantage in the competitive job market.

## STUDENT SERVICES AND RESOURCES

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

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

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

### Division of Student Affairs

The Division of Student Affairs is a collaborative and innovative division dedicated to providing a highly individualized holistic student support and education that fosters student success, retention, and persistence; cultivates a community of belonging; encourages life-long learning; and develops global citizenship and future leaders.

The Division is comprised of several student support services including: LIU Promise, Enrollment Services, the Learning Center, and the Center for Healthy Living. In addition, Student Affairs supports several programs including International Student Services and the Student Veteran Resources Center. The Division is led by the Dean of Students that can be reached at 718-488-1200 or [deanofstudents@liu.edu](mailto:deanofstudents@liu.edu).

### Student Success

Student Success Coaching is housed in LIU Promise and Enrollment Services. Student Success is our commitment to ensuring students have the right tools, guidance, and support to achieve their goals. When students apply to LIU, they will be assigned a Success Coach who will be there for them through graduation. The coach will be the point of contact for everything they need—from academic and career counseling to campus activities to financial aid. It's our promise to help

each student chart their success! Success Coach will work with students one-on-one to:

- Fast-track the enrollment process
- Help them select the right major
- Find the right scholarships for them
- Construct a financial plan to fund their education
- Introduce them to our vibrant campus life
- Identify internships and study-abroad opportunities
- Launch their career, connecting them with employers before graduation

### The Learning Center

The Learning Center at Long Island University provides students with support services, strategies, information, and opportunities to help them achieve their personal, academic, and career goals through its individualized programs: Writing Program, Peer-Tutoring, Academic Success Workshops, and Disability Support Services.

Please visit our website at: [www.liu.edu/post/learningsupport](http://www.liu.edu/post/learningsupport) or contact us by calling 718-488-1095.

#### Tutoring Program

The Tutoring Program provides trained, qualified peer tutors, to work with students in need of academic assistance. Tutoring is available free of charge both individually and in small groups. The LIU Tutoring Program is internationally certified by the College Reading and Learning Association. The tutoring schedule is disseminated at the beginning of each academic semester.

#### Writing Program

Writing is a powerful tool not only for communicating existing ideas but also for discovering new ones. The Writing Program is staffed by trained undergraduate and graduate students who work collaboratively with LIU students on a one-to-one basis to help them develop the strongest texts possible. Students come to the Learning Center because all writers can improve their writing through feedback. The Program can help you to brainstorm, plan, edit, revise and proofread your texts. Tutors work with students at all stages of the writing process: understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers.

### Disability Support Services

#### Disability Support Services (DSS)

Disability Support Services, housed in the Learning Center, provides advocacy and coordination services at no charge to students with all types of disabilities including physical, neurological, emotional, social, specific learning disability, attention deficit disorder, and students with temporary impairments. Students are assisted in arranging reasonable accommodations as mandated by federal/state laws, Section 504 of the

Rehabilitation Act, and the Americans with Disabilities Act As Amended (ADAAA).

#### Policy for Students with Disabilities

In compliance with federal and state laws, LIU is committed to providing qualified individuals with disabilities the opportunity to participate in all university programs and activities, curricular and extracurricular, which are available to non-disabled individuals.

Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed accommodations forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations forms must be obtained each semester before the semester begins. All disability-related files are confidential.

#### Accommodations

Academic accommodations are provided to students with disabilities by their individual professors within the academic departments. Accommodations will be made by other campus departments as required for non-academic matters. Accommodations will be considered reasonable when they do not fundamentally alter the nature of a program, course, or service or present an undue administrative burden on the university. Students requesting accommodations are required to submit documentation to verify eligibility under the Americans with Disabilities Act, As Amended, and Section 504 of the Rehabilitation Act of 1973. Appropriate documentation of the disability must be provided so that DSS can: 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, evaluate appropriate academic and/or non-academic accommodations. Disability documentation must include a written evaluation from a physician, psychologist, or other qualified specialists that establish the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation.

#### Determining Eligibility

Accommodations are determined on a case-by-case basis, taking into account the needs of the student, and the course standards. The determination of appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are determined by the Learning Center in consultation with the student and with input from the faculty and staff, as needed.

In reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, DSS may find that while a recommendation is clinically supported, it may not

the most appropriate accommodation. In addition, Disability Support Services may propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator has requested.

**Denial of Accommodations**

The university reserves the right to deny services or accommodations in the event the request is not clinically supported. If the documentation provided by a student does not support the existence of a disability or the need for a requested accommodation, the student will be so advised. Students will be given the opportunity to supplement the initial documentation with further information from a physician, psychologist, or other specialists.

The university is not required to provide an accommodation that compromises the essential requirements of a course or program, that is unreasonable, or that poses a direct threat to the health or safety of the student or others.

**Student Appeal**

A student who disagrees with the Learning Center determination of eligibility or accommodation is encouraged to meet with an administrator to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

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**Student Veterans Resource Center**

Long Island University has a proud and distinguished history of serving its nation's military veterans, active duty service members, and their families. The Long Island University Student Veterans Resource Center (SVRC), facilitated by LIU Promise, provides the resources that veterans need to pursue their education while balancing the demands of life both inside and outside the classroom.

For additional information and resources for veterans, please visit the Student Veterans Resource Center (SVRC) in S-235. The Veterans School Certifying Official can be reached at 718-488-1200 or by email at [studentaffairs@liu.edu](mailto:studentaffairs@liu.edu).

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**Study Abroad**

Students who wish to study abroad may do so during a summer session, academic semester, or entire academic year. Students may take part in one of the LIU Global programs. Students receive direct credits for courses and can apply most of their financial aid toward program costs.

Students who have completed at least two consecutive fulltime semesters at LIU and have a minimum grade point average of 3.0 at the time of their application are eligible to apply for study abroad programs.

Students are encouraged to work with their success coach to explore Study Abroad opportunities.

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**Career Success**

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Preparation for jobs and internships begins as soon as a student begins at the University. Students will work with their success coach to build their resume, practice job, and interview skills, and apply for various opportunities. LIU Promise holds dozens of career-related workshops each semester and hosts Career Weeks that provide individual appointments with coaches to review resumes, cover letters, and LinkedIn Profiles.

As part of student success coaching, students will complete the following with their coach:

- Explore majors and career options
- Plan your curriculum
- Prepare for the job search
- Write résumés and cover letters
- Identify internships and jobs in your field
- Build a network and find mentors
- Research and apply for graduate school

**Handshake**

Students are encouraged to utilize Handshake, the University's job and internship portal. Students have access to thousands of positions, can upload their resumes, and begin their career search while at LIU. Each student automatically has an account and can log in using their MyLIU credentials at [handshake.liu.edu](http://handshake.liu.edu).

**Big Interview**

The University's Big Interview platform provides students with the tools to conduct video interviewing to prepare for jobs and internships. Big Interview introduces students to essential life skills needed to excel in the interview process including, communication skills, self-confidence, negotiation, and other vital workplace-readiness competencies.

To access Big Interview, students should visit [liu.biginterview.com](http://liu.biginterview.com) and use their MyLIU credentials.

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**English Language Institute**

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The English Language Institute offers both intensive and part-time English language programs for international students, visitors and tourists, immigrants, and refugees who wish to improve their English language skills. Classes include Conversation and Listening, Grammar, Reading and Vocabulary, and Writing. Full- and part-time exam preparation courses for the TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are also offered, as well as elective classes in Pronunciation Practice, Job Preparation, and Idiomatic Expressions and Phrasal Verbs, among others. Half-Semester, Quarter-Semester, and University Preparation programs are also available, as well as classes for Au Pairs. Classes are taught mornings, afternoons, and evenings, Monday-Thursday, throughout the year; F-1 (student) visas and financial aid are available for

qualified students. The English Language Institute is located in the Library Learning Center, 4th Floor.

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**International Student Services**

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The University is home to international students from countries around the globe. The Division of Student Affairs is committed to providing a supportive and exceptional student experience for all international students. International Student Services, housed within Enrollment Services, coordinates international student orientation, programming, and resources.

The Primary Designated School Official (PDSO) and Designated School Officials (DSOs) work with each international student on all immigration and related matters during their time enrolled as a student. These staff members are also a source of reference for international students on F-1, M-1, and J-1 visas.

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**Bookstore**

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The Official Bookstore of Long Island University is powered by Barnes and Noble. The University Bookstore is conveniently located on campus where students can purchase or rent their textbooks. In addition, the store carries Long Island University and Shark Nation apparel, gifts, accessories, supplies, and electronics.

Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU online bookstore are delivered to LIU bookstore.

Visit the bookstore at [www.liunetbrooklyn.bncollege.com](http://www.liunetbrooklyn.bncollege.com)

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**Public Safety**

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**Emergencies: 718-488-1078**

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

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

The Department of Public Safety is concerned with the welfare and safety of all members of the campus community and their guests. The activities of the Department of Public Safety are enhanced by its close relationship with the 84th and 88th

Precinct, which shares the responsibility of maintaining law and order on the campus. This precinct often notifies the department of any off-campus arrest involving members of our campus community if there is a perceived threat to the welfare of the other members.

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

### **Annual Campus Security Report**

In accordance with the provisions of the Jeanne Cleary Act, LIU Brooklyn's annual security report includes statistics for their previous three calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by LIU Brooklyn; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security issues, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assaults, hate crimes, and other relevant matters.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

### **Emergency Management**

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

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

## **Information Technology**

Information Technology's (IT) role includes academic and administrative computing services that facilitate and fosters technology innovations

across the institution - moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs, and smart classroom spaces. IT provides facilities technical support to campus residence halls and special off-campus programs. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, campus videoconferencing and campus plasma displays, electronic and web signage.

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

### **Browse**

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

### **Instructional Technology Centers**

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

available to facilitate the utilization of the e-learning management system along with other teaching and learning tools. We also collaborate with administrative offices to create an exceptional teaching and learning environment at LIU.

### **My LIU**

MyLIU is the university's portal that provides students with convenient access to information about their records. By logging into <https://My.LIU.edu>, students may view the schedule of classes, register for courses, obtain their grades, and request 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.

### **Student Email**

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

### **Helpdesk Support**

If you have any questions regarding your technology support services at LIU or have a request requiring helpdesk support, please contact visit <https://it.liu.edu>.

## **Alumni Engagement**

Long Island University has an active network of over 275,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Brentwood, Riverhead, Rockland, and Westchester Counties, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation.

Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting [liu.edu/alumni](http://liu.edu/alumni).

## AWARDS

### Departmental Awards

Many academic departments present annual awards to students who have done outstanding academic work or have made significant contributions to campus life.

### Special Awards

#### American Society of Women Accountants' Award

This award is presented to an outstanding woman graduate majoring in accounting.

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

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

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

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

#### Becker CPA Review Course Award

An award of \$100 is presented to the outstanding senior selected by the Department of Business.

#### Stanley S. Bergen Jr. Award

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

#### The Rudy Bruner Award

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

#### The Sylvia Buch Memorial Service Award

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

#### John Burton '35 Molecular Biology Award

This annual award is presented to an outstanding student of molecular biology. The prize is intended as an incentive for undergraduates to achieve their potential.

#### John Burton '35 Science Award

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

#### Maren Lockwood Carden Award in Sociology

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

#### Paula M. Cooper Memorial Award

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

#### The Mildred L. B. de Barrit International Student Award

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

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

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

#### Economics-Mathematics Honor Award

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

#### The Edward Edelman and Susanne Popper-Edelman English Essay Prize

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

#### Margaret Fuchs Community Health Award

This award is given by the faculty of the School of Nursing to the senior nursing student who has demonstrated excellence in community/public health nursing.

#### The Karen Denard Goldman Spirit of Public Health Awareness Award

The award was established in 2014 in honor of Dr.

Goldman, chair and associate professor of public health, and to reward and recognize students who demonstrate similar passion and leadership qualities as were so typical for Dr. Goldman.

#### Sue Sabia Gillick Award

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

#### Gleim CPA Review Award

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

#### The Alvin Gruder Memorial Award

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

#### The Michael Hittman & Meryl Singer Award

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

#### The Glenn Gritzer Award

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

#### The Jacob L. Holtzmann Award

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

#### The William M. Hudson Memorial Award

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

#### The Esther Hyneman Graduate Awards in Poetry and Fiction

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

#### Kaplan CPA Review Course Award

The Kaplan CPA Review Course Award is given to a selected student at the top of their graduate



studies who is sitting for the CPA exam. This student will receive a complete CPA Review Course for all four sections of the CPA exam.

#### **Amy and Theodore E. Kruglak Award for Seawanhaka Editor**

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

#### **Kruglak Fellowship in International News Reporting**

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

#### **The Waldo John Lombardi Award**

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

#### **The Garrett Mattingly Award**

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

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

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

#### **New York State Society of Certified Public Accountants**

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

#### **The Louis and Ann Parascandola Graduate English Award**

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

#### **The Melvin A. Pasternack Alumni Award**

An annual award is presented in memory of Melvin A. Pasternack B.A., '54, M.S., '55, to an outstanding graduating senior in the areas of communication studies or theatre.

#### **Pauline Pennant Memorial Award**

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

#### **The Phi Sigma Award**

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

#### **The Marion Pincar Award**

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

#### **Physical Education Award**

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

#### **George Polk Student Award**

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

#### **The John Schultz Award for Outstanding Service**

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

#### **The Irene Sell Award for Interest in Nursing Issues**

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

#### **The Semper Vigilante Alumnae Award**

This award is given annually to a woman of the graduating class with a good scholastic record who, in a wide range of student activities, has shown good character, initiative and qualities of leadership.

#### **The Leon Sinder Prize in Anthropology**

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

#### **The Robert D. Spector Award for Academic**

#### **Excellence**

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

#### **Edna K. and Jacob S. Spiro Law Award**

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

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

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

#### **Rose Ann Woll '64 Memorial Award**

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

#### **The Outstanding Senior Mentor Award**

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

#### **Alfred DiMaio Award for Outstanding Achievement in Political Science**

This award, renamed for former faculty and department chair, Alfred DiMaio in 2007, is presented annually to outstanding students in political science.

#### **Kappa Tau Alpha**

National Honor Society in journalism and mass communication

#### **Top Scholar Award**

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

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

## **Lefferts Brown Award for Excellence in the Field of Digital Audio**

This award, from the Media Arts department, is for excellence in the field of audio production and design.

## **Jerry Dantzie Award for Excellence in Photography**

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

## **CPAexcel CPA Review Course Award**

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

## **Sovereign Santander Universities Award**

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

## **The Leo Schloss Excellence in Accounting Awards**

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

## **Josephine Blumer Outstanding Student Award**

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

## **Esther Siegel Leadership Award**

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

## **Valerie Michelson Award for Community Service**

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

## **The Laita Jean-Louis Memorial Award for Perseverance**

Established as an alumni award, this award

recognizes a graduating senior(s) who persevered through personal hardship and challenges to achieve academic success and graduate from the nursing program.

## **Eileen Augente Award for Excellence in Clinical Teaching**

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

## **Patrick Francis Daly Memorial Award for Excellence in Educational Leadership**

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

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## **Athletic Awards**

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

### **Student-Athletes of the Year**

The most prestigious award presented at each year's awards ceremonies is given to honor the male and female individuals who have made a significant contribution to their sport and the athletics program of LIU Brooklyn.

### **Leonard Ching Outstanding International Student-Athlete Award**

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

### **Michelle Antoinette Hamdan Memorial Award**

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

### **Scholar-Athlete of the Year Award**

This award is presented to the male and female athletes who have completed athletic eligibility during the current year and have the highest

overall grade point average (through the fall semester). The award is emblematic of the true student-athlete — the person who has successfully balanced athletic and academic responsibilities.

### **William "Dolly" King Memorial Award**

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

### **Claire Isacson Merle Award**

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

## HONOR SOCIETIES

### Department Honor Societies

#### Biology

##### *Alpha Epsilon Delta*

The premedical and pre-dental honor society founded in 1928 as the Lancet Society became on May 4, 1957, the New York Delta Chapter of Alpha Epsilon Delta, a national premedical honor society. Its purpose is to encourage high standards of scholarship in premedical and allied studies, to stimulate an appreciation of the fields of education in the study of medicine, and to bind together similarly interested students. Requirements for membership include classification as a junior or a senior and a 3.00 grade point average overall and in science.

##### *Phi Sigma Society*

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

#### Business

##### *Sigma Beta Delta*

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

#### Chemistry

##### *Student Affiliate of the American Chemical Society*

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

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

#### Economics

##### *Omicron Delta Epsilon*

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

#### English

##### *Sigma Tau Delta*

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

#### Health Professions

##### *Alpha Eta*

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

#### History

##### *Phi Alpha Theta*

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

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

#### Journalism

##### *Kappa Tau Alpha*

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

#### Society of Professional Journalists

##### *Sigma Delta Chi*

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

#### Nursing

##### *Harriet Rothkopf Heilbrunn School of Nursing Honor Society*

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

#### Occupational Therapy

##### *Pi Theta Epsilon*

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

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

## Physician's Assistant

### *Pi Alpha*

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

## Political Science

### *Pi Sigma Alpha*

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

## Psychology

### *Psi Chi*

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

## Social Work

### *Phi Alpha*

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

## Speech

### *Speech-Language-Hearing Society*

In 1970 the Epsilon Phi Chapter of Sigma Alpha Eta, the Speech Pathology and Audiology honor society, was established at LIU Brooklyn. It

is a local chapter of the National Student Speech-Language-Hearing Association. The purpose of Sigma Alpha Eta is to create and stimulate interest among students in Speech-Language Pathology and Audiology. Membership is open to all students majoring in Teacher of the Speech and Hearing Handicapped and Teacher of the Bilingual Speech and Hearing Handicapped.

## Academic Honor Societies

### *Alpha Lambda Delta*

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

### *Alpha Chi*

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

### *Phi Kappa Phi*

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

### *Tau Sigma*

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

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## SPECIAL PROGRAMS

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### LIU Gear Up

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

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### Outreach Programs

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#### Liberty Partnerships Program (LPP)

**Roland H. Robinson**

**S Building, Room 301**

**718-488-3399**

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

#### History

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

#### LPP at LIU Brooklyn

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

#### Programming

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

#### Jumpstart Program

**Joery Francois, Volunteer Manager,**

**[joery.francois@jstart.org](mailto:joery.francois@jstart.org)**

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

**LIBRARY**

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The LIU Libraries system serves a combined total of over 15,000 students, more than 500 full-time faculty members, and over 1,000 part-time faculty across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 340,000 online journals; 200 online databases; 266,000 electronic books; and 18,000 files of streaming media. These resources may be accessed via the LIU Brooklyn Library homepage at [www.liu.edu/brooklyn-library](http://www.liu.edu/brooklyn-library).

Collectively, the libraries house approximately 628,000 print books and more than 13,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles, and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the interlibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loans and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

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

The Reference Collection, Reference Desk, and Technical Services departments are situated on the third floor of the Salena Library Learning Center. An information commons, consisting of clusters of computers, provides access to the databases, library catalog, and the Internet. These computers, as well as all other computers in the library, are also equipped with productivity software such as word processing, spreadsheet, and presentation programs. Copies of dissertations and mater's theses may be requested at the Reference Desk.

The Periodicals Department, with a collection of both print and microform titles, is located on the fourth floor, where digital microform readers and printers are available. The Interlibrary Loan, Archives and Special Collections, Rare Book Collection, and the Electronic Services department are also located on the fourth floor. Highlights of the Special Collections include Artist Books Collection, the New York African Society for Mutual Relief Collection, Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection.

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

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

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## HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

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

The mission of the School of Nursing is to share and embrace the rich diversity, wisdom, and multiple perspectives of an inner-city, urban student body that will practice in an unpredictable, ever-changing world. Our mission is to provide a learning environment that stimulates critical thinking and intellectual flexibility to enable graduates to provide quality nursing care. Furthermore, this learning environment engages and excites students to be committed to social advocacy and reform in a diverse global society that they reflect.

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

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

The baccalaureate degree program in nursing at Long Island University, Harriet Rothkopf Heilbrunn School of Nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). Graduates qualify to sit for the NCLEX-RN licensure examination.

## SCHOOL OF NURSING

### B.S. Nursing

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

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

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

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

#### Undergraduate Nursing Program Goals

The goals of the Harriet Rothkopf Heilbrunn School of Nursing baccalaureate program are to prepare professional nurses who:

- provide high-quality, safe care.
- evaluate client changes and progress over time.
- design/manage/coordinate care as part of an interprofessional team.
- identify system issues, manage care transitions, and delegate, prioritize and oversee care.
- are members of the nursing profession who continually evaluate their practice and support the profession.
- are prepared for graduate study in nursing.

#### Undergraduate Program Outcomes

Upon completion of the program graduates are prepared to:

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

promote advocacy for consumers and the profession.

- Collaborate with members of the interprofessional team to improve communication to provide patient-centered care.
- Provide population-based professional nursing care that integrates concepts of demographics, social determinants of health, health promotion, disease and injury prevention, risk assessment, genetics/genomics, equity, and resource utilization in the delivery of quality and safe care.
- Demonstrate professionalism and accountability in nursing practice applying professional values of altruism, autonomy, human dignity, integrity, and social justice.
- Apply knowledge, skills, and attitudes using clinical reasoning to develop nursing interventions that recognize culture, spirituality, ethnicity, socioeconomic status, gender, and sexual orientation in the delivery of professional nursing care to all consumers across the lifespan.

The full-time program is designed to be completed in four years for first-time freshmen and in 2 years for transfer students. If a student requires proficiency and skills courses, however, the course of study may be lengthened.

#### Generic Nursing Program Admissions

##### Requirements:

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

For acceptance as a nursing major:

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

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

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

- College GPA of 85%/3.0 or higher
- College Science (specifically Biology, Chemistry, Anatomy & Physiology I & II and Microbiology) and Math (specifically Algebra and Statistics) grades B or higher (85%/3.0 or higher in each of these math and science courses).
- College Math and Science courses must be completed within 5 years from the term enrolled.

#### Accelerated Program Admissions

##### Requirements:

Admission to the Accelerated program requires a previous bachelor's degree. Applications are accepted three times a year, Spring, Summer, and

Fall.

For Acceptance as an Accelerated nursing major:

- College GPA of 88%/3.3 or higher
- College Science (specifically Microbiology, Biology, Chemistry, Anatomy & Physiology I & II) and Math (specifically Algebra and Statistics) grades B+ or higher (88%/3.3 or higher in each of these math and science courses).
- College Math and Science courses must be completed within 5 years from the term enrolled.

#### Progression Criteria:

##### Generic BS Nursing Program

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

##### Accelerated BS Nursing Program

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

#### Criteria for eligibility to participate in clinical rotations:

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

All students taking a nursing course with a clinical/laboratory component are required to have health insurance and to have satisfactory yearly physical examination reports. The completed health form and all clinical clearance documentation must be submitted to Castlebranch by August 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester. It is the responsibility of students to obtain specific laboratory tests at their own expense. Failure to submit the aforementioned documentation within the specified time limit automatically denies admittance of students to nursing courses with clinical components.

Furthermore, students in all clinical/ laboratory courses are required to purchase, at their own



expense, the uniforms, and other equipment appropriate to or required by the agency to which they are assigned.

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

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

**B.S. Nursing**

*{Program Code: 00098} {HEGIS: 1203.0}*

**Graduation Requirements**

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

**Core Curriculum Requirements**

**(34-35 credits)**

**Humanities**

English Composition - ENG 16 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

**Social Sciences**

History 1 or 2 3.00

Anthropology or Sociology 3.00

Psychology - PSY 3 3.00

**Science and Mathematics**

Mathematics: MTH 16 3.00

Laboratory Science: BIO 3 4.00

**Communication, Visual & Performing Arts**

Oral Communications: SPE 3 3.00

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

**Ancillary Requirements**

**Must take all of the following courses:**

BIO 101 Microbiology 4.00

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

CHM 1 Chemistry for Health Sciences I 4.00

MTH 100 Introductory Statistics 3.00

PSY 31 Lifespan Developmental Psychology 3.00

FYS 1 First Year Seminar 1.00

Free Electives (2) 6.00

**Major Requirements**

**Nursing Generic Track**

NUR 210 Contemporary Topics in Nursing 2.00

NUR 211 Informatics for Nurses 2.50

NUR 220 Health Assessment and Health Promotion (Lecture & Lab) 3.50

NUR 321 Principles of Nursing Practice - Lecture 3.00

NUR 321C Principles of Nursing Practice - Clinical 1.00

NUR 321L Principles of Nursing Practice - Lab 2.00

NUR 330 Pathophysiology for Nursing Practice 3.00

NUR 340 Pharmacology for Nursing Practice (Lecture & Lab) 4.00

NUR 362 Introduction to Health Care Systems and Policy 3.00

NUR 363 Research/Evidence for Nursing 3.00

NUR 410A Maternity/OB Nursing (Lecture, Lab & Clinical) 3.00

NUR 410B Pediatric Nursing (Lecture, Lab, & Clinical) 3.00

NUR 420 Behavioral and Mental Health Nursing (Lecture & Clinical) 4.00

NUR 430 Nursing Leadership and Management (Lecture & Clinical) 3.50

NUR 440 Medical Surgical Nursing I (Lecture, Lab & Clinical) 6.00

NUR 450 Medical Surgical Nursing II (Lecture, Lab & Clinical) 7.00

NUR 460 Community/Population Health Nursing (Lecture & Clinical) 5.50

**Credit and GPA Requirements**

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 63

Minimum Major Credits: 59

Minimum Nursing Major GPA: 2.75

Minimum Overall GPA: 2.75

**Accelerated B.S. Nursing Track**

**Major Requirements**

NUR 210 Contemporary Topics in Nursing 2.00

NUR 211 Informatics for Nurses 2.50

NUR 220 Health Assessment and Health Promotion (Lecture & Lab) 3.50

NUR 321 Principles of Nursing Practice - Lecture 3.00

NUR 321C Principles of Nursing Practice - Clinical 1.00

NUR 321L Principles of Nursing Practice - Lab 2.00

NUR 330 Pathophysiology for Nursing Practice 3.00

NUR 340 Pharmacology for Nursing Practice (Lecture & Lab) 4.00

NUR 362 Introduction to Health Care Systems and Policy 3.00

NUR 363 Research/Evidence for Nursing 3.00

NUR 410A Maternity/OB Nursing (Lecture, Lab & Clinical) 3.00

NUR 410B Pediatric Nursing (Lecture, Lab & Clinical) 3.00

NUR 420 Behavioral and Mental Health Nursing (Lecture & Clinical) 4.00

NUR 430 Nursing Leadership and Management (Lecture & Clinical) 3.50

NUR 440 Medical Surgical Nursing I (Lecture, Lab & Clinical) 6.00

NUR 450 Medical Surgical Nursing II (Lecture, Lab & Clinical) 7.00

NUR 460 Community/Population Health Nursing (Lecture & Clinical) 5.50

**Credit and GPA Requirements**

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 63

Minimum Major Credits: 59

Minimum Nursing Major GPA: 2.75

Minimum Overall GPA: 2.75

## Nursing Courses

### NUR 210 Contemporary Topics in Nursing

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

*Pre requisite: Student must be in Nursing plan code; ENG 16 or HEG 21/22*

*Credits: 2*

*Every Fall, Spring and Summer*

### NUR 211 Informatics for Nurses

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

*Pre requisite: Student must be in Nursing plan code*

*Credits: 2.50*

*Every Fall, Spring and Summer*

### NUR 220 Health Assessment and Health Promotion

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

*Pre requisite: Student must be in Nursing plan code, BIO 3, 101, 137, 138, CHM 1*

*Co requisite: NUR 330 & 340*

*Credits: 3.50*

*Every Fall, Spring and Summer*

### NUR 321 Principles of Nursing Practice

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

*Pre requisites: NUR 220, 330, 340*

*Co requisites: NUR321L, NUR 321C*

*Credits: 3*

*Every Fall, Spring and Summer*

### NUR 321C Principles of Nursing Practice Clinical

Onsite clinical and simulation lab experiences provide opportunities for students to deliver safe, evidence-based nursing care to patients with basic health care needs, particularly the older adult. Each clinical experience includes a pre and post conference and simulation lab experiences include a debriefing session. This course is taken concurrently with NUR 321 and NUR 321L.

*Co requisites: NUR321, NUR 321L*

*Credits: 1*

*Every Fall, Spring and Summer*

### NUR 321L Principles of Nursing Practice Lab

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

*Co requisites: NUR321, NUR 321C*

*Credits: 2*

*Every Fall, Spring and Summer*

### NUR 330 Pathophysiology for Nursing Practice

This course introduces students to basic principles and processes of the concepts of pathophysiology and altered health states in relation to normal body functioning aspects of physical and physiologic changes occurring in disease processes. These include descriptions of cellular biology; genes and genetic diseases; forms of cell injuries; fluids and electrolytes and acids and bases; immunity; and tumor biology. Knowledge of these processes is

applied to the pathophysiology of common diseases based upon selected concepts. The presentation of each disease/disorder entity includes relevant risk factors, pathophysiology, clinical manifestations and a brief review of treatment. Clinical reasoning will be augmented by applying models for nursing clinical judgment to clinical case studies. The course provides a foundation for future study in examining responses to illness in subsequent courses.

*Pre requisite: Student must be in Nursing plan code, BIO 3, 101, 137, 138, BIO 101, CHM 1*

*Co requisite: NUR 220 & 340*

*Credits: 3*

*Every Fall, Spring and Summer*

### NUR 340 Pharmacology for Nursing Practice

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

*Pre requisite: BIO 3, 101, 137, 138, CHM 1, and MTH 16*

*Co requisites: NUR 220, 330*

*Credits: 4*

*Every Fall, Spring and Summer*

### NUR 362 Introduction to Health Care Systems and Policy

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

*Pre requisite: Student must be in Nursing plan code; ENG 16 or HEG 21/22*

*Credits: 3*

*Every Fall, Spring and Summer*

**NUR 363 Research/Evidence for Nursing**

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

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

*Pre or Co requisite: NUR 321*

*Credits: 3*

*Every Fall, Spring and Summer*

**NUR 410A Maternity/OB and Pediatric Nursing**

This seven week course focuses on the nursing care of the childbearing woman and newborn within the context of family-centered care. The course provides a global perspective and will explore social, economic, and political factors that impact the health of the maternal newborn population and the role of the registered nurse in caring for the childbearing and neonatal population. This course explores health promotion and maintenance behaviors across the lifespan in relation to maternal and newborn health. Clinical, lab, and simulation experiences provide opportunities for students to use clinical reasoning and the nursing process to provide quality nursing care to mothers, newborns, and families.

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

*Co requisites: NUR 420, NUR 440, NUR 410B*

*Credits: 3*

*Every Fall, Spring and Summer*

**NUR 410B Maternity/OB and Pediatric Nursing Clinical**

This seven week course focuses on the knowledge and skill acquisition needed to care for children and adolescents across the continuum of care. Emphasis is placed on family-centered care through transitions in the illness and recovery phases. The course accentuates family centered strategies for optimizing health and maintaining individuality; promoting optimal developmental, physiological, and psychological functioning; and enhancing strengths within the context of family. Preventing disease through healthy environments: an assessment of the burden of disease from environmental risks social, economic, and political contexts affecting children bears examination. Clinical, lab, and simulation experiences provide opportunities for students to use clinical reasoning and the nursing process to provide quality nursing care to infants, children, adolescents, parents, and families.

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

*Co requisites: NUR 420, NUR 440, NUR 410A*

*Credits: 3*

*Every Fall, Spring and Summer*

**NUR 420 Behavioral and Mental Health Nursing**

This clinical course focuses on promotion, maintenance, and restoration of behavioral health across the lifespan. Emphasis is placed on therapeutic communication, critical thinking, and nursing interventions with clients in acute care and outpatient settings. Behavioral Health Nursing includes the School of Nursing (SON) core concepts, scope and standards of practice, basic mental health concepts, including developmental theories, issues related to client advocacy, therapeutic relationships, psychopharmacology, milieu management, models and theories related to individual, group, and family therapy, and clinical disorders from a nursing perspective. Cultural influences are discussed as they relate to communication and behavior. Students are introduced to principles of evidence-based practice as they relate to health promotion, prevention and treatment of mental illness across the lifespan. This course is taken concurrently with NUR 420C.

*Pre requisites: NUR 321, 321L, 321C & PSY 3*

*Co requisites: NUR 410A, 410B & 440*

*Credits: 4*

*Every Fall, Spring and Summer*

**NUR 430 Nursing Leadership and Management**

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

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

*Co Requisite: NUR 450 & 460*

*Credits: 3.50*

*Every Fall, Spring and Summer*

**NUR 440 Medical Surgical Nursing I**

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

concurrently with NUR 440L and NUR 440C.

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

*Co requisites: NUR 410A, 410B, & 420*

*Credits: 6*

*Every Fall, Spring and Summer*

**NUR 450 Medical Surgical Nursing II**

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

*Pre requisites: NUR 410A, 410B, & 440*

*Co requisites: NUR 430, 460*

*Credits: 7*

*Every Fall, Spring and Summer*

**NUR 450C Medical Surgical Nursing II Clinical**

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

*Pre requisites: NUR 220; NUR 220L; NUR 330;*

*NUR 340; NUR 340L; NUR 440; NUR 440L;*

*NUR 440C*

*Co requisites: NUR 450; NUR 450L*

**NUR 460 Community/Population Health Nursing**

This course will explore the role of the nurse caring for individuals, families, and populations with a focus on health promotion and prevention of population-based health problems and disease. Healthy People 2020 provides the basis for the identification of social determinants of health, at-risk assessment and reduction among diverse populations across the lifespan. Concepts derived from nursing theory, clinical practice, epidemiology, ecology, and social sciences are integrated throughout this course. Students learn to provide culturally competent care that demonstrates an understanding of community models for health/illness and the sociopolitical and economic forces governing health care regulation, choices, and services. Emphasis is placed on a "real world" community-centered project that addresses the health and educational needs of a specific population. This course is taken concurrently with NUR 460C.

*Pre requisites: NUR 420, NUR 440*

*Co requisite: NUR 430 & 450*

*Credits: 5.50*

*Every Fall, Spring and Summer*

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

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Richard L. Conolly College of Liberal Arts and Sciences is the hub of undergraduate education at LIU, offering diverse degree programs in the humanities; the sciences; and the social sciences. It provides the general education foundation for all academic and professional programs at the campus through its core curriculum. Our diverse curriculum allows you to sample a range of academic disciplines, from biology and chemistry to political science, from physics to psychology and history.

Our outstanding faculty members are not only experts in their fields, but also supportive mentors who will help you to become comfortable with the college culture as you hone your critical thinking and communication skills, and strive to reach your full potential.

At the College of Liberal Arts and Sciences, we believe in providing our students with the academic preparation necessary for lifelong learning and in equipping them with the skills, knowledge, and insights to be productive citizens, thus enabling them to participate fully in the complicated world in which we live. It is our task to ensure that all graduates are successful in entering the workforce, thereby elevating their prospects for greater financial independence.

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## Fields of Study

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Biochemistry  
Bioinformatics\*  
Biology  
Chemistry  
Economics\*  
English  
Foreign Languages and Literature\*  
History\*  
Humanities\*  
Mathematics\*  
Philosophy\*  
Physics\*  
Political Science  
Social Science  
Sociology/Anthropology\*

Students must fulfill the requirements of the core curriculum, and satisfy the requirements of their major. Of the 120 credits required for graduation, at least 45 must be earned in courses numbered above 100.

\*Not offered as a major at this time

The fields of study are grouped as follows:

- Biology
- Chemistry, Biochemistry, Mathematics, Physics
- English, Philosophy, Languages, Humanities
- Social Sciences - Economics, History and Sociology/Anthropology/Political Science

### Pre-Law Advisement

Students considering law school and law as a career should consult as early as possible with the pre-law adviser for help in drawing up their academic programs. Students should also seek advice regarding when to take the law school admission test (LSAT) and when to submit applications to law schools. Contact Dr. Stacey HorstmannGatti (Department of Social Sciences) or Dr. Dalia Fahmy (Department of Political Science), 8th Floor Humanities Bldg.; 718-488-1057.

### Pre-Medical and Pre-Professional Evaluating Committee

The Pre-Medical and Pre-Professional Evaluating Committee assists students planning to apply to schools of medicine, dentistry, chiropractic, podiatry, osteopathy, optometry and veterinary medicine. Advisers are available to work with students regarding preparing for entrance into these professional schools. Students interested in entering these health professions and who desire a “composite” letter of recommendation from the committee should register with the chair of the committee, preferably in their freshman year. Contact Professor Edward Donahue at [edward.donahue@liu.edu](mailto:edward.donahue@liu.edu).

## DEPARTMENT OF BIOLOGY

The Biology Department offers the Bachelor of Science in Biology with a concentration in Molecular Biology. Our core of 10 full-time faculty members augmented by over 20 adjuncts offers students unrivaled expertise in a wide variety of subjects including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, developmental biology, and marine biology. The goal of the department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences. Biology majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

### Molecular Biology

Students majoring in Biology can opt to specialize in Molecular Biology. Those considering the Molecular Biology concentration should have a high school average of at least 90 and a combined Scholastic Aptitude Test (SAT) scores of 1200 on the reading and math portions. The Molecular Biology program gives students a basic knowledge of biochemical principles and practical training in cell and molecular biology laboratory techniques. Emphasis is given to developing experimental skills used in biological research, including current recombinant DNA technologies. In their senior year, students undertake 11 credits of independent research and submit a written thesis for graduation.

## B.S. Biology

### B.S. Biology

{Program Code: 06885} {HEGIS: 0401.0}

### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political  
Science, Psychology, Sociology 3.00

##### Science and Mathematics

Mathematics: MTH 10 3.00

Laboratory Science: BIO 1 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

##### Ancillary Requirement

The following courses must be fulfilled:

CHM 3 General and Inorganic  
Chemistry 4.00

CHM 4 General and Inorganic  
Chemistry 4.00

MTH 30 Pre-Calculus  
Mathematics 4.00

MTH 40 Calculus I 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

##### Distribution Requirement

The following courses must be fulfilled:

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

##### Major Requirements

The following courses must be fulfilled:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

In addition, a total of 22 credits of advanced biology credits (numbered >100 and not including BIO 101, 131, 132, 137, 138) are required.

##### Molecular Biology

The following courses must be fulfilled:

BIO 126 Principles of Genetics 4.00

BIO 160 Molecular Biology 2.00

BIO 161 Introductory Molecular  
Biology 3.00

BIO 193 Honors Research 5.00

BIO 194 Honors Research 6.00

BIO 550 Molecular and Cell  
Biology 2.00

BIO 551 Molecular and Cell  
Biology Laboratory 2.00

CHM 135 Physical Chemistry I 4.00

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 45

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## Biology Courses

### BIO 1 General Biology

First semester of a two-semester sequence (BIO 1, BIO 2). A biochemical and molecular approach to the study of concepts of general biology. Topics include the biochemical foundation of life and the basic concepts of cell biology, genetics and molecular biology. Open only to Science and Pharmacy majors and University Honors Students. Two hours of lecture and two two-hour laboratory periods per week. 4 credits.

*Credits: 4*

*Every Fall, Spring and Summer*

### BIO 2 General Biology

Second semester of a two-semester sequence (BIO 1, BIO 2). This writing-intensive course explores the biodiversity of all life forms and provides an introduction to key concepts in the fields of ecology, evolution and animal form and function. Labs build on lecture topics and feature case studies, interactive exercises, microscopy and animal dissections. The course provides students with foundational knowledge needed for advanced coursework, and develops key skills in scientific communication, laboratory technique, and the process of scientific inquiry, which are all relevant for science- and health-related professions. Two hours of lecture and two two-hour laboratory periods per week. Open only to Science and Pharmacy Majors and University Honors Students. 4 credits

*Credits: 4*

*Every Fall, Spring and Summer*

### BIO 3 Life: Its Origin, Maintenance and Future

First semester of a two-semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week.

*Credits: 4*

*Every Fall and Spring*

### BIO 4 Life: Its Origin, Maintenance and Future

Second semester of a two-semester sequence (BIO 3, BIO 4). A presentation of the nature of living systems and the fundamental principles governing their creation in relation to current problems affecting the maintenance of life on earth. Special emphasis is placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary human beings. Two hours of lecture and two two-hour laboratory periods per week. 4 credits

*Credits: 4*

*Every Fall and Spring*

### BIO 25 The Science of Sustainability

This course, for the Science and Mathematics Core Curriculum for non-science majors, covers the key concepts of environmental science and explores sustainability issues for both natural and man-made ecosystems, including biodiversity loss, climate change, urbanization, and food insecurity. Lecture topics are revisited in labs through field excursions, computer exercises, and interactive group work. Skills gained in this course, including scientific literacy and fluency in sustainability topics, will be beneficial for any career path, especially in a "greening" economy. Two hours of lecture and four hours of laboratory per week. 4 credits

*Credits: 4*

*Every Fall*

### BIO 26 DNA and Human Life

A course for the Science and Mathematics Core Curriculum that is offered by Biology Department for non-science major students. Topics include what is DNA, how DNA makes who we are, DNA and diseases, microbial organisms among us and human immune system. Students will gain understanding and insights about various aspects of modern life science that are closely related to our lives. Two hours of lecture and four hours of laboratory per week.

*Credits: 4*

*Every Spring*

### BIO 100 Summer Research Experience in Biology

BIO 100 is designed as a course-based undergraduate research experience (CURE) in which students conduct an in-depth research project in the field of biology. This course provides students with a unique opportunity to participate in all aspects of scientific research including: developing research questions and hypotheses; designing an experiment; using various field and lab methods; analyzing and interpreting data; and presenting results. In addition, lectures address key concepts, skills and current topics related to research in biology. 6 hours of class time per week; 4 credits

*Credits: 4*

*On Occasion*

### BIO 101 Microbiology

An examination of the prevention and control of disease and the basic principles of microbiology, immunology and epidemiology as applied to personal and community health. The course teaches the basic concepts in preparation for health professional fields. Two and one-half hours of lecture and one two-hour laboratory period per week. Not open to Biology majors.

Pre-requisite of BIO 2 or BIO 3. 4 credits

*Pre requisites: BIO 2 or BIO 3*

*Credits: 4*

*Every Fall, Spring and Summer*

### BIO 102 Marine Biology

An examination of the physical attributes of sea water and its organisms, extending from the

invertebrates, including corals, to fish and other vertebrates. The major approach is ecological, with the physical and biotic factors of different habitats. Laboratory sessions include dissections. Some field trips are included for observation and sample collections. Two hours of lecture and two two-hour laboratory period per week. Prerequisites of BIO2 or BIO4. 4 credits

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

*Credits: 4*

*On Occasion*

### BIO 104 Human Functional Anatomy

This course examines the structure and function of the human body using regional and systemic approaches. The topics will be taught through lectures, discussions of clinical cases and laboratory sessions that include microscopy, state of the art virtual cadaver dissections and simulations of physiology experiments. Students will be introduced to basic clinical concepts to develop the observational skills and logical thought patterns relevant to health/medical professions.

Pre-requisite of BIO 2 or BIO 4. Two three-hour combined lecture laboratory periods per week. 4 credits

*The pre-requisite of BIO 2 or BIO 4 is required, or permission of the Instructor.*

*Credits: 4*

*Every Fall*

### BIO 106 Ecology

This course covers the fundamental principles in ecology across the scale of biological organization, from individuals to populations, communities, ecosystems, and the biosphere. Lecture topics include adaptations to the environment, population dynamics, species interactions, biodiversity, and ecosystem processes, which are reinforced through interactive labs (often field-based) that allow students to participate in the entire process of scientific inquiry. In addition to ecological knowledge, this course focuses on skills related to design of experiments, data analysis and interpretation, scientific communication, and critical thinking, all of which are important for careers in the sciences. Two hours of lecture, one hour recitation and one three-hour laboratory period per week. 4 credits

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

*Credits: 4*

*Every Fall*

### BIO 108 Molecular Biology of Plants

An advanced biology course that studies molecular aspects of plant biology. Topics include how plants respond to the environment, regulate their growth, develop flowers and other structures, and how to make genetically modified plants. Students will gain in depth understanding how genes and proteins regulate developmental processes, and molecular biology tools to study plant biology. Two hours of lecture and two, two-hour laboratory periods per week.



Prerequisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 Every Fall

### **BIO 109 Bacteriology**

An introduction to the biology of Bacteria and Archaea with consideration of the principles and practices of bacteriological techniques. Bacterial pathogenesis and the immune response are also studied. Two hours of lecture and two two-hour laboratory periods per week.  
 Pre-requisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisites of BIO 2 or BIO 4, and CHM 4 are required.*  
 Credits: 4  
 Every Fall

### **BIO 111 Virology**

An exploration of the nature of viruses, viral genetics, structure, infectivity, and transmission. Designed to acquaint students with all aspects of virology, the course examines viral transcription, classification/nomenclature of viruses, the origin/evolution of viruses, as well as the role of viruses in cancer progression and vaccine development. Laboratory exercises explore techniques in virology including the isolation, purification and growth of bacteriophage, and the detection and analysis of viral nucleic acid with PCR, RT-PCR. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.  
 The pre-requisite of BIO 2 or 4; 4 credits  
*The pre-requisite of BIO 2 or 4 is required.*  
 Credits: 4  
 Every Spring

### **BIO 112 Immunobiology**

A study of cellular and humoral immunology. Topics covered include antigen and antibody structure, the genetic control of antibody formation, cell-cell interactions, hypersensitivity, histocompatibility immunogenetics, transplantation, tumor immunology, autoimmune disorders and immune deficiency disorders. Two hours of lecture and two two-hour laboratory periods per week.  
 Prerequisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 Every Spring

### **BIO 115 Histology**

This course examines the microscopic anatomy of mammalian cells, tissues and organs with emphasis on the correlation between structural adaptations and function. The course includes lectures, class discussions, and laboratory sessions. Students learn about technical aspects of tissue preparation, use of modern methods of microscopy as a scientific tool while developing observational skills for interpretation of specimens. These skills prepare students in biomedical sciences for subsequent science courses such as pathology, graduate research

or jobs as lab technicians. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading.  
 Pre-requisite of BIO 2 or BIO 4 is required; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 Every Spring

### **BIO 117 Animal Development**

An advanced biology course that studies the fundamental questions of developmental biology – how single-celled zygotes develop into multicellular organisms. Topics include fertilization, early embryogenesis, cell fate determination, pattern formation, epigenetics, stem cells and cell-cell communication. Students will gain in depth understanding about how developmental processes are regulated by genes and their products, proteins. Two hours of lecture and two two-hour laboratory periods per week plus collateral reading  
 Prerequisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 Every Spring

### **BIO 119 Principles of Evolution**

This course provides a comprehensive introduction to modern evolutionary biology, an exciting, dynamic and important field of scientific investigation that constitutes the central theme unifying all biology. Laboratory exercises and discussions of relevant literature are used to reinforce the concepts learned during lectures. Topics include the fundamental concepts of evolutionary genetics, natural selection, adaptation, molecular evolution and systematics, the origins of biological diversity, paleobiology and macroevolution. Two hours of lecture, one hour of recitation and three hours of laboratory per week plus term paper.  
 Prerequisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 On Occasion

### **BIO 126 Principles of Genetics**

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week.  
 Prerequisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 Cross-Listings: BIC 126, BIO 126  
 Alternate Fall

### **BIO 128 The Basis of Cell Function**

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction

analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week.  
 Prerequisite of BIO 2 or BIO4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 Cross-Listings: BIC 128, BIO 128  
 Alternate Fall

### **BIO 129 The Biological Basis of Human Variation**

This course explores the biological foundations of human genetic and phenotypic variability using a genomic perspective. Discussions of relevant literature are used to reinforce the concepts learned during lectures. Three hours of lecture per week.  
 Prerequisites of BIO 2 or BIO 4; 3 credits  
*The pre-requisite of BIO 2 or 4 is required.*  
 Credits: 3  
 Alternate Fall

### **BIO 136 Biological Techniques**

A study of fundamental techniques employed in the biological sciences, including the uses of radioisotopes. One hour of lecture and two three-hour laboratory periods per week.  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
 Credits: 4  
 On Demand

### **BIO 137 Anatomy and Physiology I**

This is the first part of a two-semester sequence on Human Anatomy and Physiology. Body structure and function of the integumentary, skeletal, muscular and nervous systems will be studied. The topics will be taught through lectures, class discussions, and laboratory sessions that include microscopy, virtual dissections and simulations of physiology experiments. Students will acquire an in depth knowledge of the relationship between structure and function, while developing the observational skills and logical thought patterns as a basis for application in future science courses and also in clinical real-life situations. Six hours of laboratory/lecture time per week  
 The pre-requisites of BIO 2 or BIO 3; and CHM 3 and CHM 1 or CHM 3; 4 credits  
*Pre requisites: BIO2 or BIO3 and CHM1 or CHM 3*  
 Credits: 4  
 Every Fall, Spring and Summer

### **BIO 138 Anatomy and Physiology II**

This is the second part of a two-semester sequence on Human Anatomy and Physiology. Body structure and function of the cardiovascular, respiratory, digestive, urinary, lymphatic, reproductive and endocrine systems will be studied. The topics will be taught through lectures, class discussions, and laboratory sessions that include microscopy, virtual dissections and physiology experiments. Students will acquire an in depth knowledge of the relationship between structure and function, while developing the observational

skills and logical thought patterns as a basis for application in future science courses and also in clinical real-life situations. Six hours of lecture/laboratory time per week.

Pre-requisite of BIO 2 or 3 and BIO 137; 4 credits

*Pre requisites: BIO2 OR BIO3 and BIO137*

*Credits: 4*

*Every Fall, Spring and Summer*

#### **BIO 141 The Science of Sustainability**

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

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

*Credits: 3*

*Not Set*

#### **BIO 151 Bioinformatics and Genomics**

This course gives an introduction to bioinformatics, an interdisciplinary field, that uses computer technology to study biological data, with an emphasis on applications in genomics. The course will start with an overview of molecular evolution in DNA and proteins, the databases and tools that are used for their analyses, then graduate to the use of the next-generation sequencing. Students will also learn how to analyze data looking at genetic diversity. Three hours of lecture per week

Pre requisites of BIO 160 or BIO 161 or BIO 126; 3 credits

*Pre requisites: BIO 160 or BIO 161 or BIO 126*

*Credits: 3*

*Alternate Fall*

#### **BIO 152 Foundations of Biochemistry**

A study of the chemical structure and metabolism of carbohydrates, lipids, proteins and nucleic acids. Quantitative aspects of enzyme function and bioenergetics are also covered along with biochemical techniques. This course provides the necessary background for Biology majors and preprofessional students. Three hours of lecture per week.

Prerequisites of BIO 2 or BIO 4; 3 credits

*Pre-requisite of CHM 121 and BIO 2 or 4 is required.*

*Credits: 3*

*Every Spring*

#### **BIO 153 Proteomics/Macromolecules Structure and Function**

Proteomics is the discipline of molecular biology concerned with the analysis of protein expression in cells, tissues and/or organisms. Areas of study

include (a) protein purification, (b) protein identification, (c) protein modification and localization, (d) protein structure and function and (e) protein-protein interactions. The ultimate goal of proteomics is to have an understanding of the structure, function, localization and interactions of the entire protein content of a specific organism. This course is designed to teach students about proteomics and how to use proteomic tools. Two hours of lecture and four hours of laboratory per week

Prerequisite of BIO 151; 4 credits

*A pre requisite of BIO 151 is required.*

*Credits: 4*

*On Occasion*

#### **BIO 157 Bioinformatics, Capstone I**

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

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

Prerequisites of permission of Department chair; 3 credits

*Credits: 3*

*Every Fall*

#### **BIO 158 Bioinformatics, Capstone II**

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

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

A pre requisite of BIO 157 is required; 3 credits

*A pre requisite of BIO 157 is required.*

*Credits: 3*

*Every Spring*

#### **BIO 159 Bioinformatics, Field Placement**

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

*A pre requisite of BIO 157 is required.*

*Credits: 3*

*Every Spring*

#### **BIO 160 Molecular Biology**

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the

techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA. This course imparts the basic laboratory techniques needed for advanced degrees and employment. Two two-hour laboratory periods per week.

Prerequisite of CHM 4 is required; 2 credits

*Pre-Requisite of CHM 4 is required.*

*Credits: 2*

*Cross-Listings: BIC 160, BIO 160*

*Alternate Spring*

#### **BIO 161 Introductory Molecular Biology**

A study of advanced molecular biology emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and its regulation and processing, protein synthesis, and the mechanisms of genetic engineering are reviewed. Three lecture hours per week.

The pre-requisite of BIO 2 or 4; 3 credits

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

*Credits: 3*

*Cross-Listings: BIC 161, BIO 161*

*Alternate Spring*

#### **BIO 193 Honors Research**

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. Open to science majors who have completed BIO 160 and have the permission of the instructor. Ten hours of laboratory per week.

*The pre-requisite of BIO 160 is required.*

*Credits: 5*

*Every Fall*

#### **BIO 194 Honors Research**

Honors Research is designed to give students in the Molecular Biology program an opportunity to do research under the guidance of the faculty. To be eligible, students must have senior status. This course is also open to science majors who have completed BIO 160 and have the permission of the instructor. Twelve hours of laboratory per week.

*The pre-requisite of BIO 160 is required.*

*Credits: 6*

*Every Spring*

#### **BIO 196 Honors Study**

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.25 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Students are required to have had an advanced Biology elective with the faculty member teaching the class. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*Every Spring and Summer*

**BIO 197 Independent Study**

Prerequisite: Student must have had at least one upper-level course in the area of interest as well as permission of the Chair of the Department and the Dean.

*Credits: 1 to 4*

*Every Fall and Summer*

**BIO 198 Independent Study**

Prerequisite: Student must have had at least one upper-level course in the area of interest as well as permission of the Chair of the Department and the Dean.

*Credits: 1 to 4*

*Every Spring and Summer*

**BIO 199 Biology Internship**

During their senior year, Biology majors can undertake one internship within the area of biology/clinical research. Consultation with the Chairperson and approval of the Department is required.

*A minimum of 64 credits must be completed prior to registering for this course and Departmental approval.*

*Credits: 1 to 3*

*On Demand*

## DEPARTMENT OF CHEMISTRY, PHYSICS AND MATHEMATICS

### Chemistry

The 120-credit B.S in Chemistry has been designed to provide a balanced education for those students who plan to pursue professional careers in chemistry or allied areas either immediately after attainment of a degree or after further graduate training. Students completing the curriculum recommended by the American Chemical Society may have their degrees certified by that organization. Students preparing to teach in the field of chemistry on the secondary level should consult the Teaching and Learning section of the School of Education Web site for additional requirements.

Chemistry majors are encouraged to develop specific career objectives while pursuing undergraduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Developments and discoveries in the fields of chemistry have had an enormous impact on our society. Majoring in chemistry prepares one for several challenging and rewarding career opportunities in areas such as the pharmaceutical industry, medicine, agriculture, manufacturing, forensic science, environmental science, metallurgy, plastics, engineering, electronics, and biotechnology.

### Biochemistry

The undergraduate program leading to the degree of Bachelor of Science in Biochemistry connects the ever-growing important interface between biology and chemistry. Training emphasizing advanced experimental and theoretical principles is provided in both the biological and chemical sciences, as a foundation for a variety of career paths, including further training in biology, chemistry, or biochemistry; molecular biology; and medical or dental school. Students completing the biochemistry curriculum may have their degrees certified by the American Chemical Society. Biochemistry majors are urged to consult with advisers from both the Biology Department and the Chemistry and Biochemistry Department to formulate appropriate programs of study and to explore the numerous career paths available.

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

## B.S. Biochemistry

### B.S. Biochemistry

{Program Code: 22696} {HEGIS: 0414.0}

### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

#### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

#### Social Sciences

History 3.00

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

Anthropology, Economics Political  
Science, Psychology, Sociology 3.00

**Science and Mathematics** 4.00

Mathematics: MTH 30 4.00

Laboratory Science: BIO 1 4.00

#### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

### Distribution Requirements

The following courses are required:

BIO 1 General Biology 4.00

BIO 2 General Biology 4.00

CHM 3 General Chemistry I 4.00

CHM 4 General Chemistry II 4.00

PHY 31 General Physics 4.00

PHY 32 General Physics 4.00

### Ancillary Requirements

The following courses are required:

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

MTH 40 Calculus I 4.00

MTH 101 Calculus II 4.00

### Major Requirements

The following courses are required:

BIC/B 128 The Basis of Cell 4.00  
IO Function

BIC/C 153 Biochemistry 4.00  
HM

BIC/C 154 Biochemistry 4.00  
HM

BIC/B 160 Molecular Biology 2.00  
IO

BIC/B 161 Introductory Molecular 3.00  
IO Biology

BIC/C 186 Senior Research 3.00  
HM

CHM 136 Physical Chemistry II 4.00

### Choose two (2) out of the following:

BIC/B 125 Physiology 4.00  
IO

BIC/B 126 Principles of Genetics 4.00  
IO

BIC/C 187 Senior Research 3.00  
HM

BIC/B 508 The Biology of Cancer 3.00  
IO

BIC/C 514 Bioanalytical Chemistry 3.00  
HM

BIC/C 531 Neurochemistry 3.00  
HM

BIC 541 Special Topics in 3.00  
Biochemistry

### Credit and GPA Requirements

Minimum Total Credits: 122

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 36

Minimum Credits in Courses >100 Level: 45

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

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## B.S. Chemistry

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### B.S. Chemistry

{Program Code: 06941} {HEGIS: 1905.0}

#### Graduation Requirements

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

#### **Orientation**

FYS 01 First Year Seminar 1.00

#### **Core Curriculum Requirements**

(34-35 credits)

##### *Humanities*

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

##### *Social Sciences*

History 3.00

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

Anthropology, Economics Political  
Science, Psychology, Sociology 3.00

##### *Science and Mathematics*

Mathematics: MTH 30 4.00

Laboratory Science: BIO 1 4.00

##### *Communication, Visual & Performing Arts*

Oral Communications: SPE 3 3.00

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

#### **Ancillary Requirement**

The following courses must be fulfilled:

BIO 1 General Biology I 4.00

BIO 2 General Biology II 4.00

CHM 3 General Chemistry I 4.00

CHM 4 General Chemistry II 4.00

PHY 31 General Physics I 4.00

PHY 32 General Physics II 4.00

#### **Distribution Requirement**

The following courses must be fulfilled:

MTH 40 Calculus I 4.00

MTH 101 Calculus II 4.00

#### **Major Requirements**

The following courses must be fulfilled:

BIC 153 Biochemistry 4.00

BIC 154 Biochemistry 4.00

CHM 113 Quantitative Analysis 4.00

CHM 121 Organic Chemistry 4.00

CHM 122 Organic Chemistry 4.00

CHM 135 Physical Chemistry I 4.00

CHM 136 Physical Chemistry II 4.00

#### **Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 36

Minimum Credits in Courses > 100 Level: 45

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## Biochemistry Courses

### BIC 126 Principles of Genetics

A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. The laboratory, which integrates exercises with *Drosophila*, bacteria and computer simulations, requires weekly reports. Two lecture hours, two two-hour laboratory periods per week. Prerequisites of BIO 2 or BIO 4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
*Credits: 4*  
*Cross-Listings: BIC 126, BIO 126*  
*Alternate Fall*

### BIC 128 The Basis of Cell Function

An introduction to the structure and function of the eukaryotic cell and its organelles, stressing the underlying similarities among cell types. The laboratory includes microscopy, cell fractionation, chromatography, electrophoresis, DNA restriction analysis and computer research to study the interdependence of cellular structure and function. Two lecture hours, two two-hour laboratory periods per week. Prerequisite of BIO 2 or BIO4; 4 credits  
*Pre-requisite of BIO 2 or BIO 4 is required.*  
*Credits: 4*  
*Cross-Listings: BIC 128, BIO 128*  
*Alternate Fall*

### BIC 153 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. This course has an additional fee. Same as BIC 153.  
*The pre-requisite of CHM 122 and the pre- or co-requisite of CHM 135 are required.*  
*Credits: 4*  
*Cross-Listings: BIC 153, CHM 153*  
*Every Fall*

### BIC 154 Biochemistry

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Same as BIC 154.  
*The pre-requisite of BIC 153 is required.*  
*Credits: 4*  
*Cross-Listings: BIC 154, CHM 154*  
*Every Spring*

### BIC 160 Molecular Biology

An introduction to molecular biology laboratory techniques. The laboratory emphasizes the

techniques and applications of recombinant DNA technology; laboratories include molecular cloning, blotting, DNA sequencing and PCR, genomic and plasmid DNA isolation, and purification and labeling of DNA. This course imparts the basic laboratory techniques needed for advanced degrees and employment. Two two-hour laboratory periods per week. Prerequisite of CHM 4 is required; 2 credits  
*Pre-Requisite of CHM 4 is required.*  
*Credits: 2*  
*Cross-Listings: BIC 160, BIO 160*  
*Alternate Spring*

### BIC 161 Introductory Molecular Biology

A study of advanced molecular biology emphasizing gene structure and regulation in both prokaryotes and eukaryotes. Detailed biochemistry of DNA structure and replication, RNA transcription and its regulation and processing, protein synthesis, and the mechanisms of genetic engineering are reviewed. Three lecture hours per week. The pre-requisite of BIO 2 or 4; 3 credits  
*The pre-requisite of BIO 2 or 4 is required.*  
*Credits: 3*  
*Cross-Listings: BIC 161, BIO 161*  
*Alternate Spring*

### BIC 186 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.  
*Credits: 3*  
*Every Semester*

### BIC 187 Senior Research

Laboratory and library research on a special problem, written report required. Pass/Fail only. Open only to qualified students with the permission of the Department Chair and the faculty research adviser.  
*Credits: 3*  
*Every Semester*

### BIC 196 Honors Study

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean. A total of six credits of Honors Study is the maximum allowed. Not open to students who have successfully completed Biochemistry 186, 187.  
*Credits: 3*  
*Every Semester*

## Chemistry Courses

### CHM 1 Chemistry for Health Science I

CHM 1. Chemistry for Health Sciences. An examination of the fundamentals of chemistry and biochemistry, with a general application to everyday living and health. Fulfills the science core requirement for nonscience majors. Two lecture hours, one recitation period and three hours of laboratory per week. Not open to majors in Biology, Bioinformatics, Chemistry or Biochemistry.  
*Credits: 4*  
*Every Semester*

### CHM 2 Introduction to Biochemistry for Health Sciences.

A study of the fundamentals of biochemistry as it pertains to everyday living, health and nutrition. This course will focus on the biochemical components of living organisms and how diet can influence the metabolism and physiology of humans. Fulfills the science core requirement for nonscience majors. Three hours of lecture and three hours of laboratory per week. Not open to majors in Biology, Bioinformatics, Chemistry or Biochemistry.  
*Pre-requisite of CHM 1 is required.*  
*Credits: 4*  
*Every Semester*

### CHM 3 General Chemistry I

A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, and thermodynamics. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.  
*The co-requisite or pre-requisite of Math 30 is required. Students in the PHR3 and PHR6 Student group are not allowed to register for this course.*  
*Credits: 4*  
*Every Semester*

### CHM 4 General Chemistry II

A modern course in general chemistry, stressing the fundamental principles chemical equilibria, rates of reactions, nuclear chemistry, coordination compounds, thermodynamics and electrochemistry. This course also emphasizes descriptive inorganic chemistry, the theory and practice of semi-micro qualitative analysis and an introduction to organic chemistry. Laboratory experiments supplement the lecture material. Two lecture hours, one recitation period and a three-hour laboratory period. For Science majors.  
*Pre-requisite of CHM 3 is required. Students in the PHR3 and PHR6 Student group are not allowed to register for this course.*  
*Credits: 4*  
*Every Semester*

### CHM 21 Environmental and Health Science

An introduction to fundamental chemical principles, which are applied to sustainability, environmental issues, energy, biochemical components of living organisms, nutrition,

pharmaceuticals and the molecules of life. Three hours of lecture and three hours of laboratory each week. Course not open to science majors.

*Credits: 4*

*Every Semester*

### **CHM 113 Quantitative Analysis**

A survey of the theories and techniques of traditional volumetric and gravimetric analysis, plus treatment of instrumental techniques, i.e., spectrophotometry and chromatography. Designed for Chemistry, Biochemistry and Biology majors who may continue their studies either in graduate programs or in professional schools. Two lecture hours, one recitation period, one three-hour laboratory period.

*Pre-requisite of CHM 4 is required.*

*Credits: 4*

*Every Fall*

### **CHM 121 Organic Chemistry I**

A modern course in organic chemistry, stressing the principles of naming organic compounds, chemical bonding and functional groups, chemical reactivity and reaction mechanisms. The course emphasizes the study of the properties and reactivities of alcohols, alkyl halides and alkenes. Substitution and elimination reactions, radical reactions and additions reactions are introduced. Two lecture hours, one quiz period and a three-hour laboratory period.

*The pre-requisite of CHM 4 is required. Students in the PHR3 Student group are not allowed to register for this course.*

*Credits: 4*

*Every Semester*

### **CHM 122 Organic Chemistry II**

Overview of the main spectroscopic methods used in the identification of organic compounds with a particular emphasis on the study of nuclear magnetic resonance and infrared spectroscopy. Introduction to organometallic chemistry. Alcohol functional groups, synthesis of alcohols by means of reduction reactions and reactivity of alcohols in oxidation reactions. Synthesis and reactivity of the carbonyl group. Reactivity of enols and enolates, study of the reactions of carboxylic acids and their derivatives, the acid chlorides, anhydrides, esters, amides and nitriles. Study of amines, aryl halides and phenols. Two lecture hours, one recitation hour and a three-hour laboratory period.

*The pre-requisites of CHM 4 and CHM 121 are required. Students in the PHR3 Student group are not allowed to register for this course.*

*Credits: 4*

*Every Semester*

### **CHM 135 Physical Chemistry I**

A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the

permission of the Department Chair.

*The pre-requisites of CHM 113, CHM 122, PHY 32 and MTH 40 are all required.*

*Credits: 4*

*Every Fall*

### **CHM 136 Physical Chemistry II**

A study of the physical changes of states, statistical thermodynamics, elementary quantum mechanics, atomic and molecular structure, spectroscopy, and the solid state. Three lecture hours, one three-hour laboratory. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair.

*The pre-requisites of CHM 135 and MTH 101 are required.*

*Credits: 4*

*Every Spring*

### **CHM 153 Biochemistry**

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. This course has an additional fee. Same as BIC 153.

*The pre-requisite of CHM 122 and the pre- or co-requisite of CHM 135 are required.*

*Credits: 4*

*Cross-Listings: BIC 153, CHM 153*

*Every Fall*

### **CHM 154 Biochemistry**

An in-depth study of modern biochemistry, including the conformation and dynamics of biomolecules, the design and regulation of metabolic pathways, and the storage, transmission and expression of genetic information. The laboratory emphasizes biochemical instrumentation. Two lecture hours, one four-hour laboratory. Same as BIC 154.

*The pre-requisite of BIC 153 is required.*

*Credits: 4*

*Cross-Listings: BIC 154, CHM 154*

*Every Spring*

### **CHM 186 Senior Research**

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the permission of the Department Chair and the Faculty Research Adviser or advisers. Prerequisite: CHM 136. Offered every semester.

*Pre-requisite of CHM 136 is required.*

*Credits: 3*

*Every Semester*

### **CHM 187 Senior Research**

Laboratory and library research on a special problem; written report required. Pass/Fail only.

Open only to qualified students with the

permission of the Department Chair and the Faculty Research Adviser. Prerequisite: CHM 136. Offered every semester.

*Credits: 3*

*Every Semester*

### **CHM 195 Honors Study**

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean.

A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

*Pre-requisite of CHM 136 is required.*

*Credits: 3*

*Every Semester*

### **CHM 196 Honors Study**

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Department Chair and the Dean.

A total of six credits of Honors Study is the maximum allowed. (Not open to students who have successfully completed CHM 186, 187.)

*Pre-requisite of CHM 136 is required.*

*Credits: 3*

*Every Semester*

## **Mathematics Courses**

### **MTH 10 Basic Mathematics**

College algebra. Algebraic operations; quadratic, exponential and logarithmic functions; basic geometric topics; right triangle trigonometry.

*One of the following prerequisites is required:*

*DSM 09*

*MW 9*

*Placement Exam*

*500 or higher on MATH SAT*

*22 or higher on ACT Assessment*

*Credits: 3*

*All Sessions*

### **MTH 11Z Fundamentals of Modern Mathematics**

Elementary logic, sets and numeration; the development of number systems; natural numbers, integers, rational numbers, real numbers and complex numbers; functions, equations and inequalities; classical and modern geometries; measurement and mensuration; permutations, combinations, probability, and elementary statistics.

*Pre-requisite of MTH 10 is required.*

*Credits: 3*

*On Occasion*

**MTH 15 Mathematical Tools and Their Use**

Inductive reasoning, proportions, elementary set theory and its applications; integers, rational numbers, irrational numbers and real numbers; rules of exponents and scientific notation; linear equations and inequalities; quadratic functions and their graphs; consumer mathematics; basic probability; selected topics in statistics. Calculator use is emphasized. Students are required to use a calculator specified by the instructor. Students who have taken MAT 16 or 11y are exempt from MAT 15.

*One of the following prerequisites is required:*

*DSM 09*

*MW 9*

*Placement Exam*

*500 or higher on MATH SAT*

*22 or higher on ACT Assessment*

*Credits: 4*

*All Sessions*

**MTH 16 Finite Mathematics**

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

*One of the following prerequisites is required:*

*DSM 09*

*MW 9*

*Placement Exam*

*500 or higher on MATH SAT*

*22 or higher on ACT Assessment*

*Credits: 3*

*All Sessions*

**MTH 30 Pre-Calculus Mathematics**

Fundamental concepts of sets and the real and complex number systems; algebraic and trigonometric functions and relations; inequalities.

*One of the following prerequisites is required:*

*MTH 10*

*Placement Exam*

*560 or higher on MATH SAT*

*25 or higher on ACT Assessment*

*Credits: 4*

*All Sessions*

**MTH 40 Calculus I**

Limits and continuity; analytic geometry; theorems on derivatives and definite integrals; and various applications of such theorems involving exponential, logarithmic, trigonometric and hyperbolic functions.

*Pre-requisite of MTH 30 is required.*

*Credits: 4*

*All Sessions*

**MTH 100 Introductory Statistics**

Sampling techniques, measures of central tendency and variability, probability modes in statistical inference, estimation and hypothesis testing, the Chi-square test, regression and correlation. Not open for credit to mathematics minors.

*Pre-requisites of MTH 10 or MTH 15 or MTH 16*

*are required.*

*Credits: 3*

*All Sessions*

**MTH 101 Calculus II**

Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series.

*Pre-requisite of MTH 40 is required.*

*Credits: 4*

*Every Fall*

**MTH 102 Calculus III**

Partial differentiation; multiple integration; center of mass, moments of inertia; vectors, solid analytic geometry, line integrals and Green's Theorem; elementary differential equations.

*Pre-requisite of MTH 101 is required.*

*Credits: 4*

*Every Spring*

**MTH 121 Introduction to Modern Algebra**

A survey of the concepts of modern abstract algebra, including investigation of groups, fields and rings, with special attention to group theory.

*Pre-requisite of MTH 40 is required.*

*Credits: 3*

*On Occasion*

**MTH 122 Linear Algebra**

Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations.

*Pre-requisite of MTH 40 is required.*

*Credits: 3*

*On Occasion*

**MTH 197 Independent Study**

Independent study is designed to give students an opportunity to do independent work in mathematics under the guidance of a member of the faculty. Requires permission of the Department Chair and the Dean.

*Credits: 1 to 3*

*On Demand*

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**Physics Courses**

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**PHY 20 The Physical Universe**

An introduction to the fundamental principles that govern the physical universe, including the behavior of particles smaller than an atom and objects larger than the sun. The basic laws of nature, various forces, and different forms of energy are explored. Examples are drawn from the physical, biological and chemical sciences and from applied technology. Three lecture hours, two laboratory hours.

*The pre-requisite of DSM 09, or Math 15, or Math 16, or Math 30 or Math 40 is required. Course not open to science majors.*

*Credits: 4*

*On Demand*

**PHY 27 Physics for Pharmacy**

An introductory non-calculus-based physics course for freshman and sophomore Pharmacy majors.

Selected topics in mechanics, fluid mechanics, electricity, magnetism, optics, modern physics and quantum mechanics are investigated. Two lecture hours, one two-hour recitation period, one two-hour laboratory period. (Note: Students interested in premedical and pre-dental programs or in BIO, CHE or PT are required to take PHY 31-32.)

*Pre-requisite of MTH 30 is required.*

*Credits: 4*

*Every Fall and Spring*

**PHY 31 General Physics**

The standard introduction to physics intended primarily for science majors, but may be taken by non-science students. First semester: classical mechanics of linear and rotational motion, Newton's laws of motion and gravitation, conservation of energy and momentum. Two lecture hours, one two-hour recitation period, one two-hour laboratory period.

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

*Pre-requisite of MTH 30 is required.*

*Credits: 4*

*Every Fall and Spring*

**PHY 32 General Physics**

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

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

*The pre-requisites of PHY 31 and MAT 30 are required.*

*Credits: 4*

*Every Fall and Spring*



## DEPARTMENT OF ENGLISH, PHILOSOPHY, AND LANGUAGES

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

English writing courses provide training in textual analysis, interpretive skills and writing proficiency, skills that are crucial to success in college and beyond — as well as to the exercise of democracy and global citizenship. The sophomore literature courses survey both western traditions and the non-western literatures of Africa, Asia, the Caribbean, and Latin America.

Philosophy familiarizes students with the basic concepts at work in every area of intellectual inquiry and provides skills in constructing and evaluating arguments—whatever their subject matter may be. Philosophy asks “big” questions, concerning the nature of reality, whether God exists, how the mind works, or what makes something beautiful. It expands our intellects and enlarges our feelings in exciting and rewarding ways.

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

The department offers a B.A. in English. The undergraduate program in English features coursework in creative writing, cultural criticism, literary analysis, the essay, rhetoric and professional writing. The rigorous study of literary and cultural texts — from the canon and from traditions historically excluded from academic study — is at the center of our work.

### B.A. English

#### B.A. English

{Program Code: 06930} {HEGIS: 1501.0}

#### Graduation Requirements

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

#### Orientation

FYS	01	First Year Seminar	1.00
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#### Core Curriculum Requirements (34-35 credits)

##### Humanities

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

History	3.00
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Anthropology, Economics, History, Political Science, Psychology, or Sociology	3.00
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Anthropology, Economics Political Science, Psychology, Sociology	3.00
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##### Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits)	4.00
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Laboratory Science: BIO, CHM, PHY	4.00
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##### Communication, Visual & Performing Arts

Oral Communications: SPE 3	3.00
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Art, Dance, Journalism, Music, Theatre, Media Arts	3.00
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#### English Distribution Requirement

To satisfy this requirement, the student must complete two courses numbered 100 or above in one of the following subjects: Speech Language Pathology, Foreign Languages, Philosophy, Humanities, Economics, History, Political Science, Psychology, Sociology, Anthropology, Social Work. Note: This requirement may also be satisfied by completing a second major in any subject (whether on the above list or not).

#### Major Requirements

Complete 30 credits in English above 100 as follows.

One course in creative writing (104, 164, 165, 166, 167, 168 when taught by creative writing faculty, also certain 200-level courses depending on topic).

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

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

Any seven additional English courses.

#### Notes:

No course can satisfy two different requirements.

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

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

additional English courses."

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

#### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 30

Minimum Credits in Courses > 100 Level: 45

Ancillary Requirement: see above

Distribution Requirement: see above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## English Courses

### ENG 14 English Composition

In English 14, students develop their reading, writing and formal rhetorical skills. Not only do students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments. This course has an additional fee. Six classroom hours per week. Letter grades and U.

*One of the following prerequisites is required:*

ENG 13

Placement Exam

500 or higher on Evidence Based Reading &

Writing SAT

25 or higher on Reading SAT

23 or high on ACT Assessment

26 or high on Writing & Language SAT

Credits: 3

Every Semester

### ENG 14X English Composition for Nonnative Speakers

English 14X is a course parallel to English 14 for nonnative speakers who need additional work in English as a Second Language. Like English 14, English 14X meets six hours per week. Letter grades and U. This course has an additional fee.

*The pre-requisite of ENG 13X or the placement exam is required.*

### ENG 16 English Composition

English 16 seeks to initiate a dialogue among students that leads them to write with more than their own "personal" position in mind: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. To this end, students in English 16 are required to integrate the thoughts and words of other writers into their own essays, thus learning how to articulate and develop a sophisticated argument within a specific rhetorical situation. Three classroom hours per week. Part of Core requirement.

*One of the following prerequisites is required:*

ENG 14

Placement Exam

610 or higher on Evidence Based Reading &

Writing SAT

30 or higher on Reading SAT

25 or high on ACT Assessment

31 or high on Writing & Language SAT

Credits: 3

Every Semester

### ENG 16C English Composition

English 16C is an accelerated class for students who place into English 14 but whose academic profile qualifies them to enroll in English 16C with additional support. Students in English 16C will enter into an ongoing conversation of consequence

through research, readings, and classroom discussions, thus learning how to develop a persuasive argument within a specific rhetorical situation. Three classroom hours per week, three laboratory hours per week. Part of core requirement. This course has an additional fee. Prerequisite: Placement.

Credits: 3

Every Semester

### ENG 16X English Composition for Nonnative Speakers

English 16X is a course parallel to English 16 for nonnative speakers who needs additional work in English as a Second Language. Three hours per week. Letter grades and U. This course has an additional fee.

*The pre-requisite of ENG 14X or the placement exam is required.*

### ENG 61 European Literatures I

An examination of significant works of literature from Ancient Greece and Rome and Medieval and Renaissance Italy, France, Germany and England. Intensive readings from epics, sacred books, poems, plays and tales - arranged chronologically or thematically. All texts read in English.

*Pre-requisite of ENG 16 is required.*

Credits: 3

Every Semester

### ENG 62 European Literatures II

An examination of significant works of European literature, from the 18th Century to the present. Intensive readings from a wide representation of texts - novels, poems, plays and essays - arranged chronologically or thematically. All texts read in English.

*Pre-requisite of ENG 16 is required.*

Credits: 3

Every Semester

### ENG 63 American Literatures

A survey of the literatures and traditions of the United States from Colonial times to the present, with attention paid to the larger context of literary traditions across all the Americas - North America, the Caribbean, Latin America. Arranged chronologically or thematically. All texts read in English.

*Pre-requisite of ENG 16 is required.*

Credits: 3

Every Semester

### ENG 64 Global Literatures

Drawing primarily from the literatures of Africa and Asia, each section focuses on at least two geographical areas, such as Western Africa, China, India, Japan, Southeast Asia or the Pacific Islands. Broad sweeps of time may be covered or specific periods of high cultural achievements such as the Tang Dynasty, Medieval Japan or West Africa before the European invasion may be highlighted. Topics for individual sections will appear in the Schedule of Classes. All texts read in English.

*Pre-requisite of ENG 16 is required.*

Credits: 3

Every Semester

### ENG 102 History of Literary Theory

Readings survey the history of literary theory from Plato to the present. A wide variety of critical approaches are discussed, including Classicism, Neo-Classicism, Romanticism, Marxism, New Criticism, Structuralism, Psychoanalytic Criticism, Feminism, Queer Theory, Post-Structuralism, Ethnic Studies, New Historicism, and Cultural Studies.

*Prerequisite: One of the following courses is*

*required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

Credits: 3

On Occasion

### ENG 104 Introduction to Creative Writing

An introductory creative writing workshop. Students begin to learn and experiment with the art of writing in various genres, such as poetry, fiction and play-writing. Although readings are included, emphasis is on class discussion of student manuscripts and individual conferences with the instructor.

*Prerequisite: One of the following courses is*

*required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

Credits: 3

Every Spring

### ENG 126 Writing for News Media

Explores the creation of journalistic stories for diverse audiences. Students learn to develop story ideas, gather information, write engaging leads, integrate visual elements, proofread copy, revise their work, and think like an editor. They examine model news stories to assess the effectiveness of content, organization, form, and style. Students practice applying professional standards such as Associated Press style to their writing.

*Prerequisite: One of the following courses is*

*required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

Credits: 3

Every Fall and Spring

### ENG 128 Early British Literatures

An exploration of significant texts and topics in British literature from its beginnings to 1800. The course focuses on a period of at least two hundred years and includes texts by Chaucer and Shakespeare. Themes vary from semester to semester and may include topics such as the Monstrous and the Fantastic, Sexuality and Gender in Premodern Literature, or Heroic Identities before 1800.

*Prerequisite: One of the following courses is*

*required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

Credits: 3

On Occasion

**ENG 129 Later British Literatures**

An exploration of significant texts and topics in British literature between 1800 and the present. Themes vary from semester to semester and may include topics such as the Age of Revolution, Writing Empire, or (Re)Writing Religion in Modern British Literature.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 137 Shakespeare**

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

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 158 Early Literatures of the United States**

An introduction to texts and themes in pre-Civil War American literature. Themes vary from semester to semester. Areas of exploration may include: Examining the Frontier, Slavery and Freedom, American Myths and U.S. Realities.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 159 Literatures of the United States Since 1865**

In this course, texts and themes are drawn from American literature from the Civil War to the present. Themes vary from semester to semester and may include: Country and City, Representing the Nation, Literature of a Multicultural United States.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 163 Explorations in Nonfiction Writing**

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

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 164 Explorations in Creative Writing**

A creative writing workshop in which students explore topics in writing including spoken word poetry, experimental fiction, poet's theater, short

story writing, and dramatic storytelling. Emphasis on discussion of student manuscripts and presentations and individual conferences with instructor. May be taken twice for credit.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*Annually*

**ENG 165 Poetry Workshop**

An intensive workshop devoted to writing poetry. Students will also read selected poetry from published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*Annually*

**ENG 166 Fiction Workshop**

An intensive workshop devoted to writing fiction. Students will also read selected fiction by published writers. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*Annually*

**ENG 167 Playwriting Workshop**

An intensive workshop devoted to writing plays. Students will also read selected plays from published playwrights. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms and approaches. May be taken twice for credit.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 168 Creative Non-Fiction Workshop**

An intensive workshop devoted to writing literary essays. Students will also be required to read selected essays by published authors. Class time will be spent critiquing each other's writing and discussing experimental forms and approaches. Counts as creative writing course when taught by creative writing faculty. Counts as writing and rhetoric course when taught by writing and rhetoric faculty. May be taken twice for credit.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 169 Non-Western or Post-Colonial Literature**

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World. Counts as a literature course.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 170 Literary Periods and Movements**

A concentrated study of a particular period or movement in literary history. The focus may be on a specific national literature (American or British) or on the theoretical underpinnings of a movement. Topics vary from semester to semester and may include Colonial Encounters, Romanticism, the Victorians, Realism and Naturalism, Modernism, or Post-Modernism. Counts as a literature course. May be taken twice for credit.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 171 Introduction to Classical Rhetoric**

An introduction to the systematic study of persuasion through the key figures, texts, and concepts in the classical rhetoric traditions. Course activities emphasize applying classical rhetoric concepts to understand the persuasive strategies underlying argumentation involving contemporary issues. Counts as a writing and rhetoric course.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 172 Topics in Contemporary Rhetoric**

An exploration of the roles of verbal, visual, and multi-modal discourses in constituting contemporary society and culture. Course activities emphasize applying perspectives of contemporary rhetoric to analyze discourse in such fields as the mass media, advertising, politics, law, religion, art, literature, film, health, science, and technology. Counts as a writing and rhetoric course.

*Prerequisite:* One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.

*Credits:* 3

*On Occasion*

**ENG 173 Writing in the Community**

A writing workshop in which students study the rhetoric and writing of community-based and other advocacy organizations. Topics vary from semester to semester and may include rhetorical analysis of community-based texts and strategies for the production of a range of writing, such as oral histories, grant proposals and pamphlets. Counts as a writing and rhetoric course.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

**ENG 174 Teaching Writing**

A seminar in which students survey the history, theories and practices of teaching writing at the high school and college levels. Topics vary from semester to semester and may include the history of writing instruction, composition theories and pedagogies, literacy theories and research, one-to-one conferencing, developing and designing curricula and assignments, and responding to student writing. Counts as a writing and rhetoric course.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

**ENG 175 Writing for the Professions**

A writing workshop in which students study rhetorical strategies for professional and technical writing. Topics vary from semester to semester and may include writing grant proposals, reports, news releases, editorials, brochures, technical manuals, Web sites and a range of public documents. Counts as a writing and rhetoric course.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

**ENG 178 Writing in the Sciences**

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

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*Not Set*

**ENG 180 Genre Studies**

A study of a particular genre, offering examples from a wide range of literary history. Topics vary from semester to semester and may include autobiography, the graphic novel, or the making of modern poetry. May be taken twice for credit.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

**ENG 184 Modern Drama**

A study of selected nineteenth- and twentieth-century playwrights, focusing on their investigation of contemporary issues and problems.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

**ENG 190 Senior Thesis in Literature**

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

Ideally, students seeking to write literature theses will prepare for the project by concentrating on literature in their major coursework (see prerequisites below). Prerequisites: 12 credits in upper division literature courses and permission of Department Chair. Offered as a tutorial.

*Of the following pre-requisites one course is required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.*

*Credits: 3*

*On Demand*

**ENG 191 Senior Thesis in Creative Writing**

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

Ideally, students seeking to write creative writing theses will prepare for the project by concentrating on creative writing in their major coursework (see prerequisites below). Prerequisites: 12 credits in upper division creative writing courses and permission of Department Chair. Offered as a tutorial.

*Of the following pre-requisites one course is required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.*

*Credits: 3*

*On Occasion*

**ENG 192 Senior Thesis in Writing and Rhetoric**

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

student's English Department faculty mentor.

Students seeking to write theses in writing and rhetoric will prepare for the project by concentrating on writing and rhetoric in their major coursework (see prerequisites below).

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

*Of the following pre-requisites one course is required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.*

*Credits: 3*

*On Demand*

**ENG 195 Honors Study**

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.00, a GPA of 3.25 in their major subject, the permission of the Chair of the Department, and the permission of the Dean. A total of six credits of Honors Study is the maximum allowed. The student may take only three credits of Honors Study in a single semester.

*Prerequisites of ENG 1 and ENG 2 are required.*

*Credits: 3*

*On Demand*

**ENG 197 Independent Study**

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

*Of the following pre-requisites one course is required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.*

*Credits: 1 to 4*

*On Demand*

**ENG 198 Independent Study**

Independent studies in areas of specialized interest are available. The student may take only three credits of Independent Study in a single semester. Additional pre-requisite: Permission of Department Chair and permission of the Dean.

*Of the following pre-requisites one course is required: ENG 61, ENG 62, ENG 63 and or ENG 64; or HEG 21 and 22. Permission from the Departmental Chair is also required.*

*Credits: 1 to 4*

*On Demand*

**ENG 199 Internship**

Provides academic credit to English and Humanities majors who engage in off-campus internships and on-the-job projects under the supervision of English, Philosophy or Languages faculty. Students submit reports about their experiences as interns. On-site supervisors provide evaluation. May be taken more than once.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 1 to 3*

*Cross-Listings: ENG 199, HUM 199*

*On Demand*

### **ENG 203 Starting From Paumanok**

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 1*

*Cross-Listings: ENG 203, HUM 203*

*On Occasion*

### **ENG 207 Existence in Black: Black Existentialism in American Literature and Philosophy**

This course will examine Black existentialism, a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon; finally black American social thought. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves.

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

*Credits: 3*

*Cross-Listings: HUM 180, PHI 180*

*On Occasion*

### **ENG 238 British Modernism**

This course will cover British Literature between 1880-1945. This period is known for its aesthetic innovations of interiority and fracturing of consciousness that reflect contemporary traumas and their aftermaths such as World Wars I and II and the impending decline of the British Empire. Authors such as Virginia Woolf, D.H. Lawrence, Ford Madox Ford, and T.S. Eliot exploded received conceptions of form and genre. The little magazines of the era transformed expectations of what could be captured on the printed page.

*Prerequisite: One of the following courses is*

*required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

### **ENG 245 American Gothic**

The gothic as a literary genre emerged during the European Enlightenment and flourished in the U. S. from the early 19th century to the present. American literature is rife with ghosts, freaks and criminals, representing pasts, desires and fears that just wouldn't stay hidden in the attic, basement or closet. Drawing on theories of race, class, and gender, this course explores how Americans have wrestled with the legacies of slavery, criminality, unruly bodies, mass culture, and the perceived fragmentation of modern life.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

## **Humanities Courses**

### **HUM 101 Introduction to Gender Studies**

Taught with either a US or global focus, this interdisciplinary course explores how social, cultural, and psychological forces shape women's lives. Issues and topics such as women's health, reproductive rights, family, work equity, education, and gender violence will be investigated as students are introduced to the basic concept of feminist history, thought, and practice. Consistent attention will be paid to the differences among women based on race, national identity, class, ethnicity, sexuality, able-bodiedness, and age. Readings are supplemented by films and guest speakers.

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

*Credits: 3*

*Every Fall*

### **HUM 102 Theories of Feminism**

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others.

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

*Credits: 3*

*Cross-Listings: HUM 102, PHI 102*

*Every Spring*

### **HUM 103 Cross-Cultural Perspectives on Gender and Sexuality**

An introduction to issues involved in the social and historical construction of gender and sexuality using cross-cultural and interdisciplinary approaches. Topics include the uses and limits of biology in explaining sex/gender differences, varieties of sexual experience, supernumerary

genders, hetero-/bi-/homo-sexualities, gender politics and social change, and the intersection of gender, race and class.

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

*Credits: 3*

*On Occasion*

### **HUM 104 Gender and Knowledge**

In this students will explore theories about the relationship of women to knowledge and rationality, as well as feminist critiques of traditional views of knowledge. Students will develop a deeper understanding of the complexities of gender, and how traditional accounts of knowledge often contain hidden assumptions about gender.

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

*Credits: 3*

*Cross-Listings: HUM 104, PHI 208*

*Every Spring*

### **HUM 117 Psychology of Women**

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

*The pre-requisite of ENG 16 is required.*

*Credits: 3*

*Cross-Listings: HUM 217, PSY 217*

*Every Spring*

### **HUM 126 Gender, Culture and Society**

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

*Credits: 3*

*Cross-Listings: ANT 126, HUM 126, SOC 126*

*On Occasion*

### **HUM 158 Sex, Sexuality, and Gender Studies**

This course examines the social construction of gender and sexuality throughout history and across cultures. From the historical shifts in the organization of marriage and reproduction, social mores about homosexuality and gender variance, and cross-cultural narratives of sex taboos and allowances, we examine theories and examples to understand gender and sexuality. Our coursework will blend historical analysis, current events, and guest speakers on topics such as the history of the gay and lesbian experience in New York City, the policing of domestic violence, gender roles and parenting, the movement for transgender rights, and public health and HIV/AIDS.

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

*Credits: 3*

*On Occasion*

### **HUM 180 Existence in Black: Black Existentialism in American Literature and Philosophy**

This course will examine Black existentialism, a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon; finally black American social thought. The object is to gain rich insight into a major concern of both modern literature and modern philosophy: the walls that isolate and separate men and women from one another and alienate them even from themselves.

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

*Credits: 3*

*Cross-Listings: HUM 180, PHI 180*

*On Occasion*

### **HUM 189 Gender and Communication**

The influence of socialization on gender roles and gender roles on communication is far reaching. This course examines the communication behaviors of women and men in same sex and gender contexts. It defines the difference between sex and gender identity, and the role of socially structured reality plays in gender apartheid. This course introduces students to current theories on gender role play and communication, and examines the function of communication in gender role development. Topics may include gender as politics, gender discrimination, gender stereotyping in language usage, thought and action, self perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender across culture, age and ethnicity.

*Credits: 3*

*Cross-Listings: HUM 189, SPE 182*

*On Occasion*

### **HUM 197 Independent Study**

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a faculty member in the Department of English, Philosophy, and Languages, and get the approval of the faculty member, Department Chair, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this

project takes the form of a long research paper submitted at the end of the semester.

*Credits: 1 to 3*

*On Demand*

### **HUM 198 Independent Study**

Independent Study is designed to give students the opportunity to do independent work under the supervision of a faculty member. To be eligible for independent study, students must propose a topic in the humanities to a faculty member in the Department of English, Philosophy, and Languages, and get the approval of the faculty member, Department Chair, and Dean. The student and faculty member will negotiate the readings and main project to be completed during the independent study. Usually, but not always, this project takes the form of a long research paper submitted at the end of the semester.

*Credits: 3*

*On Demand*

### **HUM 203 Starting From Paumanok**

This one-credit course is coordinated to take advantage of the annual lecture on American literature and culture, "Starting from Paumanok." Named after Walt Whitman's great poem, which invokes the Native American name for Long Island, the Paumanok lecture acknowledges Long Island University's geographic and cultural connection with one of Brooklyn's foremost literary figures. Students taking the course will read works by the visiting lecturer, attend the lecture, and complete a short writing assignment.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 1*

*Cross-Listings: ENG 203, HUM 203*

*On Occasion*

### **HUM 230 Environmental Philosophy**

This course will examine the main issues in environmental philosophy, including the moral obligations that humans have to natural objects and future generations; environmental justice and racism, ecofeminism; and the future of the Earth with, or without, human inhabitants. Students will gain a deeper understanding of the environmental problems that face humanity, examine some proposed solutions to these problems, and develop their own approach to the environmental issues that face us.

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

*Credits: 3*

*Cross-Listings: HUM 230, PHI 230*

*On Occasion*

## **Language Courses**

### **FRE 11 Introductory French I**

Introductory speaking, reading and understanding French with emphasis on contemporary culture.

*Credits: 3*

*Every Fall and Spring*

### **FRE 12 Introductory French II**

Introductory speaking, reading and understanding French with emphasis on contemporary culture.

*Pre-requisite of FRE 11 is required.*

*Credits: 3*

*Every Fall and Spring*

### **FRE 102 Introduction to French Literature**

This course serves as a transition from reading for content on the intermediate level to the critical reading ability required for more advanced courses in French Literature. Introduction to problems of genre, style and aesthetics. Conducted in French.

*Credits: 3*

*On Demand*

### **FRE 190 Special Seminar**

Intensive study of an author, period, movement, genre and/or topic in French and Francophone literatures and cultures. Conducted in French or English.

*Credits: 3*

*On Demand*

### **FRE 195 Honors Study**

Independent work for superior students in French. Offered under the guidance of a Faculty Member. Permission of the Department and Dean required.

*Credits: 3*

*On Demand*

### **FRE 196 Honors Study**

Independent work for superior students in French. Offered under the guidance of a Faculty Member. Permission of the Department and Dean required.

*Credits: 3*

*On Demand*

### **FRE 197 Independent Study**

Independent work for students in French. Offered under the guidance of a Faculty Member. Permission of the Department and Dean required.

*Credits: 3*

*On Demand*

### **FRE 198 Independent Study**

Independent work for students in French. Offered under the guidance of a Faculty Member. Permission of the Department and Dean required.

*Credits: 3*

*On Demand*

### **ITL 11 Introductory Italian I**

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.

*Credits: 3*

*Every Fall*

### **ITL 12 Introductory Italian II**

Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.

*Pre-requisite of ITL 11 is required.*

*Credits: 3*

Every Spring

### **ITL 32 Intermediate Italian II**

Continued emphasis on speaking, reading and understanding Italian through modern readings.

Prerequisite: Italian 31 or the equivalent.

Credits: 3

On Demand

### **ITL 197 Independent Study**

Independent work for students of Italian offered under the guidance of a Faculty Member.

Department permission required.

Credits: 3

On Demand

### **SPA 11 Introductory Spanish I**

Introductory speaking, reading, writing and understanding Spanish.

Credits: 3

Every Fall, Spring and Summer

### **SPA 12 Introductory Spanish II**

Introductory speaking, reading, writing and understanding Spanish. Prerequisite: SPA 11, HLS 21 or its equivalent.

The pre-requisite of SPA 11 or HLS 21 is required.

Credits: 3

Every Fall, Spring and Summer

### **SPA 32 Intermediate Spanish**

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

Credits: 3

On Demand

### **SPA 100 Spanish Conversation**

Intensive practice in the spoken language based on contemporary Spanish and Latin American texts and current publications. Placement exam required or permission of the Department.

Credits: 3

On Demand

### **SPA 103 Advanced Conversation and Composition**

Intensive oral and written work to develop ease and style in writing and speaking Spanish.

Credits: 3

On Demand

### **SPA 105 The Hispanic World**

A study of the ethnic, social, political and artistic development of the Spanish-speaking world.

Conducted in Spanish.

Credits: 3

On Demand

### **SPA 110 Spanish Golden Age Drama**

A study of dramas from the Spanish Golden Age, including representative works by Cervantes, Lope de Vega, Calderón de la Barca, Tirso de Molina, Rojas Zorrilla, and their contemporaries.

Conducted in Spanish.

Credits: 3

On Demand

### **SPA 134 Readings in Latin American Literature II**

Readings of representative works by Latin American authors from the 19th century to the present.

Conducted in Spanish

Credits: 3

On Demand

### **SPA 150 Advanced Spanish Grammar**

A study of Spanish grammar with an emphasis on contemporary usage. Special attention will be given questions of agreement, tense, mood, and aspect with an eye toward both proficiency and idiomaticity. Conducted in Spanish.

Credits: 3

On Demand

### **SPA 170 Spanish for Education**

Intensive oral and written work to develop proficiency in speaking and writing Spanish in the field of Education. Students will learn specialized vocabulary pertaining to elementary and secondary pedagogy, engage in bilingual situational dialogues, and practice the written skills required of school instructors and administrators.

Prerequisites: SPA 31, SPA 32 or their equivalents

Credits: 3

On Demand

### **SPA 190 Special Seminar**

Intensive study of an author, period, movement, genre and/or topic in Spanish-language literatures and cultures. Conducted in Spanish or English.

Credits: 3

On Demand

### **SPA 197 Independent Study**

Independent work for students in Spanish offered under the guidance of a Faculty member.

Department permission required.

Credits: 3

On Demand

### **SPA 200 Spanish Translation I**

Intensive practice of Spanish-English and English-Spanish translation, using a wide variety of prose texts. Study of the basic theoretical groundwork necessary for translation in general as well as Spanish-English and English-Spanish translation in particular. Prerequisite: Permission of the Department.

Credits: 3

On Demand

## **Philosophy Courses**

### **PHI 60 Philosophical Explorations**

PHI 60 is an integrated core course that introduces students to the basic concepts and methods of elementary logic and philosophical inquiry, while emphasizing the critical intellectual skills needed both in philosophical reflection and in coping with the many practical challenges of modern living.

Students will learn to distinguish good from bad reasoning generally, and to engage in general problem solving, productive dialogue, and effective communication. They will also become acquainted with some major traditions of ethical thought and the central problems of contemporary moral philosophy, while sharing, examining, and refining their own ethical sensibilities and values. The course as a whole will aid them in becoming more informed, methodical, and incisive thinkers, better able to exercise their voices as active citizens in the public sphere.

Credits: 3

Every Semester

### **PHI 102 Theories of Feminism**

An attempt to define what feminism is by exploring different analyses of the roots of women's subordination and the strategies that have been proposed for redressing it. Readings from Enlightenment/liberal, Marxist/socialist, existentialist, radical, women-of-color, and postmodern feminists, among others.

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

Credits: 3

Cross-Listings: HUM 102, PHI 102

Every Spring

### **PHI 103 Formal Logic**

Formal symbolic logic studies the most basic principles of logical reasoning. This course introduces students to the uses of translating natural language arguments into a formal language for logical analysis. Students will learn to use truth tables, truth trees, and give logical proofs to assess the validity of arguments in both sentential and predicate logic.

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

Credits: 3

On Occasion

### **PHI 105 Health Care Ethics**

This seminar explores ethical dimensions of the health care professions, including nursing, medicine, pharmacy, occupational therapy, physical therapy, and others. Students learn to identify problems in the health care system, to analyze these problems from multiple perspectives, and to propose ways of resolving the ethical conflicts encountered. This course emphasizes active learning, small group discussions, peer review and in-class writing.

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

Credits: 3

Every Fall and Spring

### **PHI 119 Language, Speech and Thought**

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to

the philosophy of language relevant to the work of psychologists, linguists, educators and others. Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky.

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

*Credits: 3*

*Cross-Listings: PHI 119, SPE 119*

*On Occasion*

**PHI 169 Philosophy of Religion**

A course with these objectives: to consider the nature of religious belief and the concepts of truth and meaning in religion; to examine reasons for and against some crucial religious beliefs, such as the existence of God, immortality and freedom of the will; to understand key elements in the major world religions, such as ritual, symbol, myth, conversion, revelation and faith; and to encourage the student to become more thoughtful and articulate about his or her views regarding the meaning of religion for human life. Classical and contemporary works in philosophy and religion are considered.

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

*Credits: 3*

*On Occasion*

**PHI 171 Philosophy of Law**

An examination of the structures and functions of legal systems. Topics include the nature and limits of law, the distinction between positive and natural law, liberty, responsibility, rights, interests, justice, the social contract, property, sovereignty, and crime and punishment. Readings selected from traditional and contemporary sources, with special attention to the history of American civil rights legislation and judicial interpretation.

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

*Credits: 3*

*On Occasion*

**PHI 180 Existence in Black: Black Existentialism in American Literature and Philosophy**

This course will examine Black existentialism, a modern American intellectual tradition that is perhaps best summed up in a single question posed by philosopher Lewis Gordon: What is to be done in a world of nearly a universal sense of superiority to, if not universal hatred of, black folk? Born from the soil of the actual historical experience of blacks, black existentialism stands at the intersection of three distinct philosophical and literary forces: first, the European tradition of existentialism; secondly, the work of Afro-Caribbean psychiatrist Frantz Fanon; finally black American social thought. The object is to gain rich insight into a major concern of both modern literature and modern philosophy:

the walls that isolate and separate men and women from one another and alienate them even from themselves.

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

*Credits: 3*

*Cross-Listings: HUM 180, PHI 180*

*On Occasion*

**PHI 190 Special Seminar**

An intensive study of one or two great philosophers or of a single complex issue in contemporary philosophy. Authors and problems selected vary from year to year. May be repeated in subsequent semesters if subject matter is different.

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

*Credits: 3*

*On Occasion*

**PHI 195 Honors Study**

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. Three credits satisfy the WAC requirement for Philosophy majors. A total of six credits of Honors Study is allowed.

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

*Credits: 3*

*On Demand*

**PHI 197 Independent Study**

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

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

*Credits: 3*

*On Demand*

**PHI 198 Independent Study**

Independent Study offers students of philosophy an opportunity to do concentrated work on issues that interest them, according to a design of study worked out in collaboration with a member of the faculty. Meeting times and writing requirements are mutually agreed upon prior to the beginning of the semester. To be eligible, students must have a cumulative quality-point ratio of 3.00 and a quality-point ratio of 3.00 in their major subject, and the

permission of the Chair of the Department and the Dean. A total of six credits of Independent Study is allowed.

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

*Credits: 3*

*On Demand*

**PHI 208 Gender and Knowledge**

In this students will explore theories about the relationship of women to knowledge and rationality, as well as feminist critiques of traditional views of knowledge. Students will develop a deeper understanding of the complexities of gender, and how traditional accounts of knowledge often contain hidden assumptions about gender.

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

*Credits: 3*

*Cross-Listings: HUM 104, PHI 208*

*Every Spring*

**PHI 230 Environmental Philosophy**

This course will examine the main issues in environmental philosophy, including the moral obligations that humans have to natural objects and future generations; environmental justice and racism, ecofeminism; and the future of the Earth with, or without, human inhabitants. Students will gain a deeper understanding of the environmental problems that face humanity, examine some proposed solutions to these problems, and develop their own approach to the environmental issues that face us.

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

*Credits: 3*

*Cross-Listings: HUM 230, PHI 230*

*On Occasion*



## DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences is where you come to learn about the World! Our most basic questions about ourselves revolve around issues that we explore in the Social Sciences. Who are we? What are the problems of our time and how can we solve them? What lessons can we learn from others, past and present, that will help us achieve these goals? Our department faculty, whose teaching and research interests span a wide range of economic, social, cultural, and historical topics and global perspectives in the disciplines of Economics, History, Political Science, Sociology, and Anthropology, can help you find the answers to those questions. Students from all programs will begin their study of these disciplines through the core curriculum. Through these classes, students will develop skills in critical thinking, logical reasoning, reading, writing, and oral communication as they learn the foundational knowledge in each of these disciplines. Following completion of the core, we welcome students into our advanced courses, which are designed to appeal to students from a variety of majors, including those in other Liberal Arts fields, as well as in Journalism, Business, Education, Social Work, and Health Professions.

The **B.A. in Social Science** provides an opportunity for students to pursue a creative, interdisciplinary program, in which they study topics from several disciplinary perspectives while also allowing for concentration in their choice of a primary field of Economics, History, Sociology, or Anthropology. The central themes of our interdisciplinary curriculum are Social and Criminal Justice, Health and Environmental Studies, and War, Diplomacy, and Global Affairs. Recent course offerings have focused on the History of Pandemics, History of Modern East Asia, History of Latin America, African-American History, Women, Family and Work in Medieval European History, American Women in History, African Cultures, Crime, and Social Justice, Race and Ethnicity, Environmental Economics, International Finance, and the Sociology of Sport. Students are encouraged to customize their program by adding internships, honors, and independent study courses as well as Study Abroad. Outstanding students are also encouraged to develop their research projects under the supervision of faculty mentors. Come build your major with us!

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

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

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

Located at the hub of global diplomacy and finance, Long Island University, Brooklyn, the most diverse campus in New York, represents and reflects a universe of history and perspectives from around the world. Under the guidance of experienced and award-winning faculty, the BA program offered by the Department of Political Science empowers students to develop proficiency in research and writing, confidence in public speaking, debate, and presentation, cultural awareness, analytic proficiency, and networking skills and connections necessary for advanced academic or professional study and entering a highly competitive job market around the world.

Students eligible to graduate as political science majors with honors must be accepted into the Senior Honors Thesis Program.

### B.A. Political Science

#### B.A. Political Science

{Program Code: 06958} {HEGIS: 2207.0}

#### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

##### Distribution Requirement

To satisfy this requirement, majors must complete two courses numbered 100 or above in one of the following subjects: Economics, History, Psychology, Sociology, Anthropology.

### Major Requirements - 30 credits

#### The following one (1) course is required:

POL 11 Power and Politics 3.00

#### One (1) Course from the following:

POL 150 World Politics 3.00

POL 151 American Foreign Policy 3.00

#### One (1) Course from the following:

POL 170 Classical Political Theory 3.00

POL 171 Modern Political Theory 3.00

#### The following one (1) course is required:

POL 185 Seminar: Political Inquiry 3.00

#### Additional Requirements:

- One (1) course required from American Institutions and Political Practices: POL 129-149
- One (1) course required from International Relations-Foreign Policy: POL 152-159
- One (1) course required from Foreign Political Systems Comparative Politics: POL 160-169
- Students are encouraged to take additional theory courses from POL 170 -179
- One (1) course from the Social Science (SSC) 223, 224 Capstone Series is required in the Senior year.

### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 30

Minimum Credits in Courses >100 Level: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## B.A. Social Science

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

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

### B.A. Social Science

[Program Code: 78843] [HEGIS: 4903]

### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

#### Core Curriculum Requirements

##### (34-35 credits)

##### *Humanities*

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

##### *Social Sciences*

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### *Science and Mathematics*

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

Laboratory Science: BIO, CHM, PHY 4.00

##### *Communication, Visual & Performing Arts*

Oral Communications: SPE 3 3.00

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

### Major Requirements

#### Program Model

After completing the core courses in Economics, History, Sociology, and Anthropology, students will take twenty-four (24) credits of advanced courses (numbered 100 or above) in those disciplines and a three (3) credit interdisciplinary

capstone course. All Social Science majors are also required to take an additional six (6) credits (numbered 100 or above) in Political Science or Psychology.

- Primary Concentration (12 credits in ECO, HIS, SOC, or ANT, numbered 100 or higher)
- Two Secondary Concentrations (6 credits each in a second and third discipline ECO, HIS, SOC, or ANT, numbered 100 or higher)
- Capstone (SSC 223 or 224)
- Additional Electives (6 credits in Political Science or Psychology, numbered 100 or higher)

### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 33

Minimum Credits in Courses > 100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## Anthropology Courses

### ANT 4 Physical Anthropology

The most recent findings of primate ethology are combined with fossil discoveries by physical anthropologists and archaeologists, and pertinent data from genetics, for a comprehensive survey of human origins in Africa and human prehistoric development from six million years ago to recent times.

*Credits: 3*

*Every Fall and Spring*

### ANT 5 Cultural Anthropology

An introduction to the anthropological concept of culture as species-specific behavior: the invention and use of symbols; cultural processes such as innovation, diffusion, tradition and boundary-maintaining identity mechanisms; the use of the comparative method in examining cross-cultural commonalities and differences; the problem of cultural relativism. Case studies are drawn from a variety of cultures worldwide. Selected topics include subsistence strategies, language and communication, political systems, ethnicity and race, gender, marriage, family and kinship, religion and mass media.

*Credits: 3*

*Every Semester*

### ANT 105 Religion and Society

An examination of some of the many forms of religion, especially world religions, such as Christianity, Islam, Judaism, Hinduism and Buddhism, with an attempt to understand their origins, social values, structural definitions, varied explorations of the supernatural, and daily practices of religion. Also includes a focus on current theological debates among theorists of religion.

*Credits: 3*

*Cross-Listings: ANT 105, SOC 105*

*On Occasion*

### ANT 112 Race and Ethnicity

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups of color, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions.

*Credits: 3*

*Cross-Listings: ANT 112, SOC 112*

*Alternate Years*

### ANT 119 Marriage and the Family

A consideration of ideas about family and kinship in the US and in cultures across the world. Topics for discussion may include: the linkages between

marriage and divorce patterns, gender roles and changing economic realities; the residential group as the setting for socialization, ritual, the contestation of authority and potential violence and abuse; the politicization of family models in public life and the media; national, cultural, ethnic and generational differences in ideas of family; family tensions in the context of migration and transnational living; the effects of changes in family life on vulnerable groups such as children, the disabled and the elderly.

*Credits: 3*

*Cross-Listings: ANT 119, SOC 119*

*On Occasion*

### ANT 125 Globalization

The course takes a multicultural approach to analyzing the global impact of nationalism, capitalism, communism, technology, and world religions on societies and cultures of varying scale. The role played by developed countries and international financial institutions in promoting global interdependence between the underdeveloped and developed regions of the world is explored.

*Credits: 3*

*Cross-Listings: ANT 125, SOC 125*

*On Occasion*

### ANT 126 Gender, Culture and Society

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

*Credits: 3*

*Cross-Listings: ANT 126, HUM 126, SOC 126*

*On Occasion*

### ANT 128 Criminology

Different types of crime in modern society are examined including petty crime, white-collar crime, hate crime, organized crime, terrorism and a more recent one, cybercrime. The extent and social cost of crime, and the accuracy of crime statistics as well as crime prevention and punishment are also considered.

*Credits: 3*

*Cross-Listings: ANT 128, SOC 128*

*Alternate Years*

### ANT 133 African Cultures and Societies

An analysis of African cultures and societies is examined emphasizing basic ways of life, including subsistence strategies, kinship and marriage, power, gender, religion and arts. The effects of European colonialism on African politics and belief systems and the emergence of independent nation-states are explored in detail.

*Credits: 3*

*Cross-Listings: ANT 133, SOC 133*

*On Occasion*

### ANT 137 Ethnography

An in-depth look at the methods, theory and data involved in the production of ethnographic texts by cultural anthropologists. Along with cross-cultural comparison of societies with respect to economy, social organization, political structure, gender relations and similar topics, discussion focuses on the anthropologist's role as collector, translator and interpreter and the ways in which social scientific research reflects both the politics of its time and the ethics of doing fieldwork.

*Credits: 3*

*On Occasion*

### ANT 141 Archaeology: An Introduction

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

*Credits: 3*

*On Occasion*

### ANT 149 Healing Traditions in Cross-Cultural Perspectives

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

*Credits: 3*

*Cross-Listings: ANT 149, SOC 149*

*On Occasion*

### ANT 181 Africa Forum Event

The annual Africa Forum is a one-day conference that brings special speakers and events to LIU Brooklyn. Its goal is to enable students to learn more about the African continent, its people and its role in world affairs. Information about event scheduling as well as assignments required by the associated one-credit course can be obtained in advance from the Department of Social Sciences. Topics change each year and the course may be retaken for credit.

*Credits: 1*

*Cross-Listings: ANT 181, SOC 181*

*Every Fall*

### ANT 197 Independent Study

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

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

*Credits: 3*

*On Demand*

### **ANT 198 Independent Study**

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

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

*Credits: 1 to 4*

*On Demand*

## **Sociology Courses**

### **SOC 3 Introduction to Sociology**

This course provides us with the language to understand what we experience in our lives and how we are connected to others. Students will be introduced to key concepts, theories and methods involved in what is called "the sociological imagination." They will put these ideas to work investigating contemporary social trends and current events. Important topics include: social change; social structures; culture; city life; economy and technology; deviance and social conflict; inequality; the social causes and consequences of human behavior in local and global terms.

*Credits: 3*

*Every Fall and Spring*

### **SOC 105 Religion and Society**

An examination of some of the many forms of religion, especially world religions, such as Christianity, Islam, Judaism, Hinduism and Buddhism, with an attempt to understand their origins, social values, structural definitions, varied explorations of the supernatural, and daily practices of religion. Also includes a focus on current theological debates among theorists of religion.

*Credits: 3*

*Cross-Listings: ANT 105, SOC 105*

*On Occasion*

### **SOC 112 Race and Ethnicity**

An exploration of the variety of meanings of race and ethnicity in the social, political and economic life of America and other societies. Special emphasis is placed on the experience of African-Americans, Latinos and immigrant groups of color, especially the effects of racism on personal, institutional and societal levels. The goal is to enhance students' awareness of the subtlety of stigmatizing and stereotyping attitudes in order to build a foundation for culturally sensitive social interaction and effective interventions.

*Credits: 3*

*Cross-Listings: ANT 112, SOC 112*

*Alternate Years*

### **SOC 116 Sociological Theory**

A review of the contributions of major sociological theorists to the analysis of social change (social

classes, economics/technology, ideas); social order (collective agreements, force); the relationship between the individual and society (nature, nurture, social responsibility, free will).

*Credits: 3*

*On Occasion*

### **SOC 119 Marriage and the Family**

A consideration of ideas about family and kinship in the US and in cultures across the world. Topics for discussion may include: the linkages between marriage and divorce patterns, gender roles and changing economic realities; the residential group as the setting for socialization, ritual, the contestation of authority and potential violence and abuse; the politicization of family models in public life and the media; national, cultural, ethnic and generational differences in ideas of family; family tensions in the context of migration and transnational living; the effects of changes in family life on vulnerable groups such as children, the disabled and the elderly.

*Credits: 3*

*Cross-Listings: ANT 119, SOC 119*

*On Occasion*

### **SOC 125 Globalization**

The course takes a multicultural approach to analyzing the global impact of nationalism, capitalism, communism, technology, and world religions on societies and cultures of varying scale. The role played by developed countries and international financial institutions in promoting global interdependence between the underdeveloped and developed regions of the world is explored.

*Credits: 3*

*Cross-Listings: ANT 125, SOC 125*

*On Occasion*

### **SOC 127 Deviant Behavior**

Answers the following questions: How do certain behaviors come to be defined as deviant? What are the political implications of defining deviance? What are the social processes by which individuals come to engage in deviant acts? How are social control mechanisms used to promote conformity? Topics may include sexual behavior, drug use, alcoholism, suicide and mental illness.

*Credits: 3*

*Cross-Listings: ANT 127, SOC 127*

*Alternate Years*

### **SOC 126 Gender, Culture and Society**

Examines the gendered dynamics of social and cultural relations. Explores how gender is imagined, constructed and lived across a broad spectrum of historical periods, institutions and cultural locations. Special attention is paid to the ways in which "gender" as practice, performance and representation has differed for women and men according to race, class and other divisions.

*Credits: 3*

*Cross-Listings: ANT 126, HUM 126, SOC 126*

*On Occasion*

### **SOC 128 Criminology**

Different types of crime in modern society are examined including petty crime, white-collar crime, hate crime, organized crime, terrorism and a more recent one, cybercrime. The extent and social cost of crime, and the accuracy of crime statistics as well as crime prevention and punishment are also considered.

*Credits: 3*

*Cross-Listings: ANT 128, SOC 128*

*Alternate Years*

### **SOC 133 African Cultures and Societies**

An analysis of African cultures and societies is examined emphasizing basic ways of life, including subsistence strategies, kinship and marriage, power, gender, religion and arts. The effects of European colonialism on African politics and belief systems and the emergence of independent nation-states are explored in detail.

*Credits: 3*

*Cross-Listings: ANT 133, SOC 133*

*On Occasion*

### **SOC 149 Healing Traditions in Cross-Cultural Perspectives**

A look into powerful oral folk systems of spirituality, including ancestor worship, voodoo and shamanism. Students use cross-cultural comparison to study spirit possession, magic, rites of passage, divination, healing, and witchcraft and sorcery. Folk religions are examined to show how ritual helps to explain suffering, death and misfortune, to promote morality and heighten social solidarity, and to legitimize authority. They are also explored as a source of solace and resistance for marginalized and oppressed people.

*Credits: 3*

*Cross-Listings: ANT 149, SOC 149*

*On Occasion*

### **SOC 181 Africa Forum Event**

The annual Africa Forum is a one-day conference that brings special speakers and events to LIU Brooklyn. Its goal is to enable students to learn more about the African continent, its people and its role in world affairs. Information about event scheduling as well as assignments required by the associated one-credit course can be obtained in advance from the Department of Social Sciences. Topics change each year and the course may be retaken for credit.

*Credits: 1*

*Cross-Listings: ANT 181, SOC 181*

*Every Fall*

### **SOC 197 Independent Study**

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

*Credits: 1 to 4*

On Demand

### **SOC 198 Independent Study**

Students undertake rigorous, semester-long independent work under the supervision of a faculty member. The topic and specific assignments to be completed must be agreed upon in advance and approved by the Department Chair and the Dean.

Credits: 3

On Demand

## **Economics Courses**

### **ECO 1 Introduction to Economics**

After an elementary introduction to the role of markets in allocating economic resources, this course focuses on the factors that determine aggregate income, employment and price level from a macroeconomic perspective. It examines the interaction of markets for aggregate output, labor and money, addressing the role of the government in short-run stabilization and the factors that determine long-run economic growth.

Credits: 3

Every Fall and Spring

### **ECO 2 Introduction to Economics**

This course provides an introduction to microeconomics, focusing on the role of markets in allocating economic resources. In some idealized perfectly competitive markets, the behavior of firms and consumers, which can be represented in terms of supply and demand curves, leads to "socially efficient" equilibrium outcomes. However, market outcomes may not necessarily be efficient in many realistic economic environments, justifying a role for the government in promoting economic efficiency. The course also examines the government's role in promoting "equity" through taxation, stressing the possibility of a trade-off between efficiency and equity.

Credits: 3

Every Fall and Spring

### **ECO 101 Microeconomic Analysis**

This course provides a detailed analysis of rational consumer and firm behavior, examining the relationship between such behavior and the efficient allocation of resources in the economy under different market structures.

*The pre-requisite of ECO 2 is required.*

Credits: 3

On Occasion

### **ECO 102 Macroeconomic Analysis**

This course examines the factors that influence the level of national income and the unemployment rate, focusing on the role of aggregate real and financial markets in determining the overall performance of the economy. The course also examines the government's role in mitigating the effect of supply and demand shocks, and in promoting long run economic growth.

*The pre-requisite of ECO 1 is required.*

Credits: 3

On Occasion

### **ECO 105 Money and Banking**

This course provides a systematic study of the monetary and financial institutions of a modern economy. Emphasis is placed on how various monetary factors affect real economic activity, and on the government's role in conducting monetary policy and regulating the financial system.

*Pre-Requisite of ECO 1 or permission of Instructor is required.*

Credits: 3

On Occasion

### **ECO 114 Game Theory and Economic Applications**

This course provides an introduction to game theory, exploring the analysis of static and dynamic interactions under a variety of informational assumptions. The course will focus on selected applications of game theory to economics, including topics in Bargaining and Bidding Procedures, Industrial Organization and Regulation, and the Internal Organization of the Firm, as well as some problems that arise in Law, Political Science, Military Strategy and Parlor Games.

Credits: 3

On Occasion

### **ECO 115 Industrial Economics**

This course provides an introduction to Industrial Organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. The standard models of perfect and imperfect competition are examined, emphasizing the strategic behavior of the firms. Topics include pricing models and other strategic aspects of business practice, including entry deterrence, patent races and collusion.

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

Credits: 3

On Occasion

### **ECO 116 Government Regulation of Business**

This course provides an introduction to industrial regulation, a field that focuses on how government policy can improve market performance. The role of economic and social regulation is examined, focusing on environments that exhibit market failure due to economies of scale, externalities and imperfect information. Topics include multi-product monopoly pricing and price discrimination, incentive regulation in presence of informational asymmetries and imperfect commitment, regulatory reform and deregulation, environmental regulation and regulation of the financial sector.

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

Credits: 3

On Occasion

### **ECO 117 History of Economic Thought**

This course surveys the principal currents of economic thought in their historical perspective, emphasizing the role of the leading economic schools. The contributions of such thinkers as Adam Smith, David Ricardo, Karl Marx, Leon Walras, Alfred Marshall and John Maynard Keynes receive particular attention, as well as the role of information, incentives and dynamics in modern economic theory.

Credits: 3

On Occasion

### **ECO 120 Financial Economics**

This course provides an introduction to modern financial economics, relying on foundational decision theoretic and equilibrium methods to examine some of the central themes in modern finance, including inter-temporal investment decision making under uncertainty, the capital asset pricing model, arbitrage pricing theory, the valuation of bonds, equities, and derivative securities, and the firm's financial structure. The course attempts to bridge the gap between the more descriptive-institutional focus of introductory business-finance courses and the more technical focus of econophysics courses.

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

Credits: 3

On Occasion

### **ECO 123 Economics Statistics I**

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

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

Credits: 3

On Occasion

### **ECO 124 Economics Statistics II**

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

*The pre-requisite of ECO 123 is required.*

Credits: 3

On Occasion

### **ECO 125 International Economics**

This course provides an introduction to international trade, an area of economics that focuses on the causes and consequences of the presence of trade among nations. It examines such

fundamental topics as the concept of comparative advantage in the context of the Ricardian model, the connection between factor mobility and income distribution, the role of trade policy and protectionism in industrialized and developing economies, the presence of imperfect competition in international markets, and the globalization debate (same as International Business 125).

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

*Credits: 3*

*Cross-Listings: ECO 125, IBU 125*

*On Occasion*

### **ECO 126 International Finance**

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

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

*Credits: 3*

*On Occasion*

### **ECO 133 Public Finance and Economic Policy**

This course provides an introduction to the microeconomic analysis of the public sector. It examines the government's role in a market economy, focusing on the regulation of externalities, the provision of public goods and social insurance, and the redistribution of income. In particular, it examines the major expenditure programs, including Social Security, Medicare, Education and Defense, as well as the generation of government revenues through taxation and deficit financing, addressing efficiency and equity considerations.

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

*Credits: 3*

*On Occasion*

### **ECO 170 Current International Economic Problems**

This course examines some of the central international economic problems, including the consequences of globalization, instability in the Eurozone, fast growth in China and other emerging economies, poverty and the challenges of economic development, the management of climate change, and the effects of technological innovation on the international division of labor.

*Credits: 3*

*On Occasion*

### **ECO 197 Independent Study**

Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Three credits. Prerequisites: Senior year status and satisfactory completion of a minimum of 12 credits in advanced economics. Permission of the Chair and the Dean.

*Credits: 3*

*On Demand*

## **History Courses**

### **HIS 1 Perspectives in Premodern World History**

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

*Credits: 3*

*All Sessions*

### **HIS 2 Perspectives in Modern World History**

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

*Credits: 3*

*All Sessions*

### **HIS 100 American Civilization I**

A survey of the growth and development of the United States from the establishment of the British colonies in North America through the Civil War. This course will examine the evolution of American political, economic, and social institutions and values, as they were created, challenged, and changed throughout this period of history and will analyze the varying perspectives of people of different races, classes, religions, genders, and regions.

This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 108 American Civilization II**

A survey of the history of the United States from the end of the Civil War to the present. This course will examine the evolution of American political, economic, and social institutions and values, as they were created, challenged, and changed throughout this period of history and will analyze the varying perspectives of people of different races, classes, religions, genders and regions. This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 116 African-American History**

This survey course examines the complex and varied histories of Africans and their descendants in the United States from the emergence of the transatlantic slave trade to the present. Although the course focuses primarily on the African experience in the United States, it also provides a hemispheric perspective so as to demonstrate the ways in which the lives of displaced Africans throughout the Americas have been bound together by a common past.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 120 The Middle Ages**

A survey of the History of Europe from the last centuries of the Roman Empire through the fourteenth century. The course covers the origin and development of attitudes and institutions characteristic of the Medieval period, including feudalism and the emergence of centralized government, the organization and spiritual mission of the church, commerce and the guild system, the place of women and children in society, and art and architecture.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 144 East Asia: The Modern Period**

Traces the history of China, Japan and Korea from the period of extended Western contact from 1650 to the present. Includes such topics as the rise of nationalism and communism, the entry of East Asia into the family of nations, and the transformation of the traditional social structures that has accompanied the process of modernization.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 157 History of Latin America**

Through an emphasis on the major forces that shaped and continue to shape the region of Latin

America, this survey course will present historical information that will help you to understand better the issues surrounding contemporary Latin America. Among the themes covered will be the affect of implanted Iberian institutions, the challenges to those institutions, the notion of modernization, the contradictions between economic growth and development, and the struggles for and against change.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 158 American Foreign Relations: Since 1789**

A survey of U.S. diplomatic history from 1789 to the present - the rise of the United States from thirteen Atlantic states into a transcontinental nation and global superpower. Topics include the Revolutionary War; continental expansion; the Mexican War; late nineteenth-century imperialism; the Spanish- American-Cuba-Filipino War; Woodrow Wilson and World War I; 1920s unilateralism; FDR and World War II; the Cold War; Third World nationalism and U.S. interventions; the Vietnam War; and the Middle Eastern crisis. In addition to the traditional topics such as national security and economic interests, the course also examines the ways that the Americans engaged with the rest of the world, and how others interacted with the Americans from the Revolutionary War to the present.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 164 Special Topics in Women's History**

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

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

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

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

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 190 Special Topics in World History**

Reading and group discussion of a special topic in World History. Emphasis on new interpretations. May be repeated for credit if subject matter differs. Offered as a tutorial with department approval.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Occasion*

### **HIS 197/198 Independent Study**

Independent study enrollment requires Chair and Dean approval.

*Pre requisites - One of the following: HIS 1, HIS 2, HHI 21 or HHI 22*

*Credits: 3*

*On Demand*

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## **Social Science Courses**

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### **SSC 223 Capstone Seminar in the Social Sciences**

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science, Political Science, and Psychology majors in their junior or senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. The seminar promotes experimentation and provides a culminating academic focus for majors in all social science disciplines. Course topics and themes vary from year to year and course may be retaken for credit as long as the content differs.

*Allow Junior and Senior Level enrollment only*

*Credits: 3*

*Every Fall and Spring*

### **SSC 224 Capstone Seminar in Social Sciences**

The Capstone Seminar in the Social Sciences (either SSC 223 or SSC 224) is required of all Social Science, Political Science, and Psychology majors in their junior or senior year. The seminar is an exploration and analysis from an interdisciplinary perspective of select critical issues, problems and frontiers in the social sciences that allows students to apply skills and analytical tools developed throughout their years of involvement in social science disciplines. The seminar promotes experimentation and provides a culminating academic focus for majors in social science disciplines. Course topics and themes vary from year to year and the course may be retaken for credit as long as the content differs.

*Credits: 3*

*Every Fall and Spring*

### **SSC 231 Honors Advanced Elective Research Seminar**

An interdisciplinary seminar that engages students in the study of current research, economic and cultural topics proposed by faculty from departments and programs across the university and from members of the professional world (topics advertised in the class schedule each semester). Honors Advanced Elective Seminars are the capstone experience of the Honors College and

integrate experiential learning, high-impact practices and non-traditional teaching methods, including visits to NYC business, government offices, NGOs, and museums. Students acquire skills to conduct high-level research in multiple disciplines, and are trained to present their results professionally as preparation for their careers.

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

*Credits: 3*

*Every Semester*

### **SSC 234 Non-Western or Post-Colonial Literature**

This course focuses on works, in English and in translation, emerging from non-Western cultures, including the cultures of Asia, Africa and South America. Courses in this category span a geographical region and a period of time adequate to address the historical context of the literature. Themes vary from semester to semester and may include topics such as: Voices of the African Diaspora, Buddhism in Asian Literatures, or Postcolonial Literature and the Atlantic World. Counts as a literature course.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*On Occasion*

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## **Political Science Courses**

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### **POL 11 Power and Politics**

An introduction to the world of politics and power, from the workplace to the United States Supreme Court. Topics include the family, the community, the evolution of the nation-state, forms of political organization, state and federal governments, the Constitution, Congress, the presidency, and other political institutions and formations.

*Credits: 3*

*Every Fall and Spring*

### **POL 12 America and the World**

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

*Credits: 3*

*Every Fall and Spring*

### **POL 13 International Relations**

This course serves as an introduction to what drives the political world and to political science as a field

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

*Credits: 3*

*Every Fall and Spring*

#### **POL 120 Power in America**

What is the nature of power in American society? How is it distributed? How is it used? An examination of the different theories of social, economic and political power; the interrelationships among those types of power; the role of race and culture; and the effective use of power.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 123 Political Parties and Political Behavior**

A study of the role of political parties in American government, including problems with respect to organization, finance, campaigns, issues and candidates; their relationship to the citizen-voter; and trends in recent studies on political leadership, election research and political behavior.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 124 The Media and American Politics**

An evaluation of the role of the media in American political life. Emphasis is on the effect of the media on leading domestic and foreign policy issues, including racism, McCarthyism, the Civil Rights Movement, Vietnam and Watergate. Media personalities who helped shape the national conscience are examined.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 125 The American Presidency**

A study of executive powers and decision making; leadership and the electoral process; and the relationship of the President to pressure groups, political parties and the states.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 135 The United Nations: Theory**

This course will study the role and influence of the United Nations (UN) in a global context, evaluating its record in diplomacy, disaster relief, human

rights and democracy promotion, and international peacekeeping. Analysis will focus on the institutions of the UN, from operating systems to funding. Students will undertake a field trip to UN headquarters during the semester to meet with UN executives and personnel.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Cross-Listings: IR 135, POL 135*

*Every Spring*

#### **POL 137 The Politics of Popular Culture**

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

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

#### **POL 145 Ethnic Politics**

A survey of the role of ethnic groups in the American political system. Among the topics for analysis are ethnic roles in party organization; ethnic politicians; ethnic voting; conventional and militant ethnic organizations; ethnic issues in housing, education and employment; inter- and intra-ethnic conflict; the ethnic press; and other selected topics.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 146 The Politics of the Civil Rights Movement**

An examination of the politics of democratic leadership, with emphasis on the evolution of the American Civil Rights Movement. Special emphasis is placed on the relationship between Martin Luther King and the movement he led.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 147 The Dynamics of Political Leadership**

An exploration of the broad range of political leadership in communities, countries and the world, with a particular eye to identifying critical elements in the relationship between leaders and followers.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

#### **POL 150 International Relations**

Introduction to the systematic study of international relations. The nature of state behavior in the international system - its parameters, major actors, forces and patterns of conflict and cooperation - are reviewed. The major theories of international relations are examined.

Cycles of "hegemonic" leadership and the origins, scope and future direction of the international system are considered.

*Pre requisites - One of the following: POL 11, POL 12, POL 13, HSS 21 or HSS 22*

*Credits: 3*

*Alternate Years*

#### **POL 152 Conflict Resolution**

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

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 154 Human Rights in International Politics**

A study of the role of human rights in international politics and the impact of human rights considerations on foreign and domestic policies of states; the study of conceptual and historical issues, including the struggle between human rights claims and state sovereignty, the Cold War and the politicization of human rights, the significance of grassroots human rights movements in the world; and the role of the United Nations and non-governmental organizations. An analysis is made of case studies of human rights abuses and reactions of the international community.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

#### **POL 159 Geopolitics**

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

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

#### **POL 161 Concepts and Theories in Comparative Politics**

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



*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

### **POL 166 The Politics of Development**

A study of the process of modernization and development, with examples from Latin America, Africa and Asia. The relationship between politics and economics, socialism and capitalism, and peasant, intellectual and bureaucracy are examined.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

### **POL 171 Modern Political Theory**

An exploration of political thought from Machiavelli through Marx. Questions of liberty, authority, obligation, the individual and the state are examined.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

### **POL 172 Islam and Democracy**

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

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

### **POL 175 Comparative Democratic Theory**

A contextual and theoretical study of the development and maturation of modern democratic theory. Focus is on the development and critique of rights-based democratic theory and the problems associated with theories of justice, communitarianism, feminism and others.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*On Occasion*

### **POL 176 Marxism**

A historical and theoretical introduction to the work of Karl Marx and Frederick Engels. The course examines the economic, political and ideological environment in which Marxism developed; considers Marx's and Engels' work in philosophy, economic history, politics, and ideology; and evaluates the content of their activities.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Alternate Years*

### **POL 178 Politics and Culture**

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

decision-making.

*Credits: 3*

*On Occasion*

### **POL 185 Seminar: Political Inquiry**

An analysis of the different ways political scientists ask questions and study politics. Emphasis is on understanding the major theoretical frameworks in the study of politics and the application of those theories to an important research problem in politics. Open to juniors and seniors only.

Required for all Political Science majors.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Every Spring*

### **POL 190 Senior Honors Thesis**

A year long program of work with a faculty mentor in shaping a thesis idea, developing a methodology, and writing a research thesis. To be eligible, students must be seniors with a major grade point average of 3.25 or better and an overall cumulative grade point average of 3.00 or better and have approval of the Political Science Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 190 and 191 must be completed.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Every Fall*

### **POL 195 Honors Study**

Honors study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*All Sessions*

### **POL 197 Independent Study/Internship**

Research associated with working assignments closely related to the student's specific courses.

Students may develop internships. Requires approval of the Departmental Chair and the Dean.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Every Fall*

### **POL 198 Independent Study/Internship**

Research associated with working assignments closely related to the student's specific courses.

Students may develop internships. Requires approval of the Departmental Chair and the Dean.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*Every Spring*

### **POL 200 Series Select Topics in Political Science**

An opportunity to explore selected critical issues, problems and frontiers in political science. Topics vary from year to year.

*Pre requisite - One of the following: POL 11, POL 12, Pol 13, HSS 21, HSS 22.*

*Credits: 3*

*All Sessions*

### **POL 201 International Organizations**

An examination of the United Nations and associated international institutions.

*Credits: 3*

*Every Fall and Spring*

### **POL 207 The United Nations Experience**

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

*Credits: 3*

*Every Fall and Spring*

## ADDITIONAL COURSE OFFERINGS

### Developmental Skills Courses

#### DSM 01 Developmental Skills Mathematics 01

An intensive background course designed for students with little or no mathematics background. Fundamental arithmetic operations on whole numbers, an introduction of fractions, decimals, ratios, proportions, measurement systems, percentages, discounts, the real number system, and the order of operations, etc are taught. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour (lab) workshops per week. Letter grades and U. Non-credit. This course has an additional fee.

*Credits: 0*

*On Occasion*

#### DSM 09 Developmental Skills Mathematics 09

An overview of arithmetic and algebraic expressions, fractions, decimals, percentages, an introduction to real numbers, properties of exponents, order of operations, graphing linear equations, solving systems of equations, finding equations of lines, set and compound inequalities. Regular workshops supplement classroom lectures and discussions. Departmental final examination. Four classroom hours per week, two one-hour (lab) workshops per week. Letter grades and U. Non-credit. This course has an additional fee.

*The pre-requisite of DSM 01 is required or the placement exam.*

*Credits: 0*

*On Occasion*

### Cooperative Education Courses

#### COOP 1 Career Readiness

The main objective of the Coop 1: Career Readiness course is to empower students to begin to understand the career development process in order to successfully plan, prepare, and manage their careers. In this course, students learn and practice the various elements needed to build a strong foundation to obtain and succeed in an internship or job in any profession. The curriculum includes self-assessment, career research, internship and job-search strategies, resume writing, interview skills, networking and LinkedIn, 21st-century workplace competencies, and professionalism. This class can be used to satisfy internship credit requirements. Open to upper-Freshmen through upper-Senior.

*The pre-requisites of FYS 1 and ENG 16 or the equivalents are required, or permission of the Director.*

*Credits: 1*

*Every Fall and Spring*

#### COOP 99 Field Placement

Participation of students in internships or cooperative education positions related to their academic major or career goals enables integrated classroom learning with practical hands-on work experience. Enrolled students receive a notation on their transcript. May be repeated in subsequent semesters. Pass/Fail only. Non-credit.

*Prerequisite: COOP 1 or permission of the Director, Employer Relations.*

*Credits: 0*

*Every Fall, Spring and Summer*

### First Year Seminar Courses

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

#### FYS 1 First Year Seminar

The First Year Seminar is designed to help first-time freshmen students and transfer students with fewer than 30 credits transition into successful members of the LIU community. FYS is an interactive and informative course that is designed to provide students with the foundation necessary to thrive in their academic ventures. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the academic, professional and life skills necessary for success in their first year at LIU Brooklyn. Extending beyond the classroom setting, FYS instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

*Credits: 1*

*Every Fall and Spring*

#### FYS 1H First Year Seminar

FYS 1H is a specially designated First Year Seminar class for students in the Honors College. This one credit class is interactive and discussion-oriented, and designed to exercise key academic skills and provide students with knowledge of campus resources that help them to thrive in college. Students meet once a week to engage in workshops, field trips, and collaborative projects. Emphasis is placed on discussion of the Common Read, the creation of an e-portfolio, and facility with library research. Pass/Fail only.

*Credits: 1*

*Every Fall*

#### FYS 1S First Year Seminar

FYS 1S is a specially designated FYS 1 class designed for NCAA Division 1 student-athletes. Meeting once a week for 50 minutes, students engage in lively workshops that help develop the

academic, professional and life skills necessary for success in their first year at LIU Brooklyn.

Extending beyond the classroom setting, FYS 1 instructors serve as personal guides and mentors for students throughout their entire first year of college. Pass/Fail only.

*Credits: 1*

*Every Fall*

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## THE ROOSEVELT SCHOOL

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The Roosevelt School provides students with a foundation in international relations and diplomacy with the goal to develop future leaders with proficiency in advancing policy solutions around the globe. Students engage in transformational research, in conjunction with diplomacy and policy, to advance global progress. As the world becomes increasingly connected, there exists a need for professionals who possess cross-cultural capabilities in technology, management, and government relations; as such, the B.A. in International Relations & Diplomacy with an MBA option and Ph.D. in Information Studies are offered under the Roosevelt School to prepare students for a variety of international careers. The Roosevelt School is also the home of the Steven S. Hornstein Center for Policy, Polling, and Analysis. Through independent polling, the Center supports empirical research and analysis on a wide range of public issues. The Global Service Institute is also under the umbrella of the Theodore Roosevelt School.

## B.A. International Relations & Diplomacy

The Roosevelt School at Long Island University offers immersive studies in international relations and diplomacy, public policy, administration, and leadership through a comprehensive range of degree programs. The Roosevelt School experience is defined by the excellence of the Roosevelts' legacy.

The prestigious Roosevelt School's Bachelor of Arts in International Relations & Diplomacy prepares graduates for domestic and international leadership positions. The International Relations and Diplomacy's vibrant curriculum engages students in a comprehensive examination of international politics, negotiation and leadership. Coursework is supplemented by internships at renowned institutions, including the United Nations, for a richer understanding of international affairs. These educational and occupational experiences will prepare you for positions with multinational corporations, private foundations, think tanks, non-profit organizations and government agencies, and are excellent preparation for graduate study.

### B.A. International Relations

{Program Code: 39895 } {HEGIS: 2210}

### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

#### Core Curriculum Requirements

(34-35 credits)

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

#### Ancillary Requirement

To satisfy this requirement, majors must complete two courses numbered 100 or above in one of the following subjects: Economics, History, Psychology, Sociology, Anthropology.

### Major Requirements - 36 Credits

#### The following courses are required:

POL 11 Power and Politics 3.00

IR 101 Great Power Politics 3.00

IR 111 Theories of International Relations 3.00

IR 135 United Nations - Theory 3.00

IR 136 United Nations - Participation 3.00

POL 150 World Politics 3.00

POL 185 Seminar Political Inquiry 3.00

IR 210 International Political Economy 3.00

**Electives** (three courses, 9 credits)

#### Capstone (one of the following):

SSC 223 Capstone Seminar in Social Sciences 3.00

SSC 224 Capstone Seminar in Social Sciences 3.00

### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 36

Minimum Credits in Courses >100 Level: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## International Relations Courses

### IR 101 Great Power Politics

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

*Credits: 3*

*Alternate Years*

### IR 111 Theories of International Relations

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

*A pre requisite of IR 101 is required.*

*Credits: 3*

*Alternate Years*

### IR 123 The Geopolitics of the Middle East

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

*A pre requisite of IR 101 is required.*

*Credits: 3*

*On Occasion*

### IR 140 Global Language: Cross-Cultural Engagement

Understanding difference with a focus on nonverbal and highly differentiated cultural encounters, emphasizing self-awareness, awareness of customs, and a desire for understanding of the other.

*Credits: 3*

*Alternate Years*

### IR 201 Non-State Actors

The established model of geopolitics is predicated upon the existence of, and interactions between, states in the global system. This course will assess the impact of non-state actors such as religions, transnational corporations, human and environmental rights organizations, criminal networks, and terrorists on this model. Students will discuss whether the state system ever truly

monopolized the terms of the debate in international relations, and the extent to which the contemporary state system has been compromised by the rise of increasingly salient non-state actors. Students will focus on what actions can be defined as terrorist, who uses them, why, and under what circumstances, as well as the determinants of their effectiveness.

*A pre requisite of IR 101 is required.*

*Credits: 3*

*On Occasion*

### IR 210 International Political Economy

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

*A pre requisite of IR 101 is required.*

*Credits: 3*

*Alternate Years*

### IR 234 The Geopolitics of South Central, and East Asia

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

*A pre requisite of IR 101 is required.*

*Credits: 3*

*On Occasion*

### IR 301 Race, Nationalism and Identity

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

*A pre requisite of IR 101 is required.*

*Credits: 3*

*On Occasion*

### IR 321 Technology and International Relations

This course provides an overview of the role advances in technology have played in forcing changes to traditional assumptions about international relations. Students will focus on how breakthroughs in transportation technologies (e.g., the railroad, flight, space travel) and communications technologies (e.g., radio, TV, the

Internet) have enhanced social and economic interactions globally, and how the rise of weapons of mass destruction (e.g., chemical, biological, nuclear) have altered the balance of power militarily. Students will learn about how these weapons work, why states (and increasingly, non-state actors) seek to develop them, and attempts to prevent proliferation.

*A pre requisite of IR 101 is required.*

*Credits: 3*

*On Occasion*

### IR 345 The Geopolitics of Africa

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

*A pre requisite of IR 101 is required.*

*Credits: 3*

*On Occasion*

**COLLEGE OF ARTS, COMMUNICATION AND DESIGN**

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The College of Arts, Communications & Design offers the highest quality professional training and arts education within a liberal arts environment. Its faculty and staff are dedicated to inspiring the next generation of creative makers, thinkers, and entrepreneurs. As a distinguished leader in collaborative, creative, and scholarly arts education, we champion the Arts and Communication as relevant and essential to contemporary life. We recognize that artists are a powerful force in our society. Their creative work is inextricably woven into the fabric of our culture—it surrounds us, informs us, and inspires us every day. As the College prepares the next generation of professional artists for success in the global marketplace, we are dedicated to providing unique learning experiences designed to enhance understanding and respect of diverse ideas and cultures while simultaneously providing the technical, analytical, conceptual, and artistic skills that are valued in the today's creative economy.

Located in the heart of Brooklyn, the College attracts the very finest working artists, teachers, mentors, and role models who are dedicated to a rigorous student-centered experience that sets LIU Brooklyn apart from other colleges and universities. The College provides access to dozens of venues to showcase student talent, including theatres, art galleries; film and photography studios; TV and radio stations; new media labs; exhibition halls; national and international tours; and The Kumble Theater. Additionally, our students gain a competitive advantage by engaging in internships at some of the world's top arts, entertainment, public relations, and news organizations.

## GEORGE POLK SCHOOL OF COMMUNICATIONS

Named for intrepid CBS correspondent George Polk, the George Polk School of Communications at Long Island University builds on the extraordinary history and unparalleled reputation of the prestigious George Polk Awards in Investigative Journalism. Graduates of the Polk School will carry forth the highest standards of professionalism and integrity represented by the extraordinary Polk Laureates, a list that includes Bob Woodward and Carl Bernstein, Walter Cronkite, Edward R. Morrow, Christine Amanpour, Peter Jennings, Dian Sawyer, Norman Mailer, Seymour Hersh, Jane Ferguson, Glenn Greenwald, Anna Deavere Smith, and other journalists of distinction.

Led by interdisciplinary faculty and practitioners who excel in the professional world and/or who are accomplished scholars, the Polk School innovates on the cutting edge of media, communications, film, broadcast, public relations, and journalism.

Guided by LIU's pioneering spirit, the Polk School attracts students from around the region, country, and world to a vibrant campus community in Downtown Brooklyn, in the heart of the media capital of the world, New York City. Students engage in experiential learning opportunities that maximize the enriching environment and continuous dynamism that surrounds them.

## DEPARTMENT OF JOURNALISM AND COMMUNICATION STUDIES

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

### B.A. Journalism

The Bachelor of Arts in Journalism capitalizes on LIU's location in the media capital of the world as it prepares students for a wide variety of media careers. Our program helps students develop their talents in writing, reporting, and multimedia production for print and online publications as well as broadcast news outlets. Students can customize their coursework to focus on areas such as arts and culture reporting, public relations and

social media, and/or multimedia journalism.

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

### B.A. Journalism

{Program Code: 06901} {HEGIS: 0602.0}

#### Graduation Requirements

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

#### Orientation (1 credit)

FYS	01	First Year Seminar	1.00
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#### Core Curriculum Requirements (34-35 credits)

##### Humanities

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

History	3.00
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Anthropology, Economics, History, Political Science, Psychology, or Sociology	3.00
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Anthropology, Economics Political Science, Psychology, Sociology	3.00
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##### Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits)	4.00
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Laboratory Science: BIO, CHM, PHY	4.00
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##### Communication, Visual & Performing Arts

Oral Communication: SPE 3	3.00
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Art, Dance, Journalism, Music, Theatre, Media Arts 61	3.00
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#### Major Requirements (25 credits)

Must complete all of the following courses:

JOU	100	Journalism History	3.00
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JOU	101	Communications Law	3.00
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JOU	119	Writing for News Media	3.00
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JOU	120	Mass Communication in a Digital Age	3.00
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JOU	135	News Reporting	3.00
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JOU	136	Journalism Capstone	3.00
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JOU	143	Visual Communication	3.00
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JOU	160	Journalism Internship	1.00
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JOU	215	Digital Media & Society	3.00
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#### Journalism Electives (12 credits)

Students can opt to take their electives in one of the focuses below, or choose 12 credits of any Journalism electives:

##### Focus on: Arts & Culture Reporting

JOU	109	Mass Media & Culture	3.00
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JOU	122	Feature Writing	3.00
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JOU	144	Entertainment Journalism	3.00
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JOU	233	Arts & Culture Reporting	3.00
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##### Focus on: Multimedia Journalism

JOU	129	Radio Journalism & Podcasting	3.00
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JOU	130	Television Journalism	3.00
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JOU	139	Multimedia Journalism	3.00
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JOU	1561	Video Journalism I	3.00
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##### Focus on: Public Relations & Social Media

JOU	118	Media Management	3.00
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JOU	126	Principles of Advertising	3.00
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JOU	145	Introduction to Public Relations	3.00
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JOU	222	Social Media	3.00
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#### Ancillary Requirements (3 credits)

Choose one course from the following:

JOU	111	Photojournalism	3.00
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MA	106	Video Workshop I	3.00
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MA	115	Introduction to Photography	3.00
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MA	118	Digital Photo	3.00
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MA	124	Computer Graphics I	3.00
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MA	125	Digital Publishing I	3.00
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#### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 37

Minimum Credits in Courses >100 Level: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

#### B.F.A. Film and Television

This B.F.A. program is designed for students interested in rigorous conservatory studio training in acting on stage in a theatre, and on-camera in film and television. The comprehensive sequence of study has a practical, professional application, preparing students for the modern acting industry.

Classes in stage acting, voice & speech and movement are offered in partnership with The New Group, a renowned theatre company in New York City. At The New Group, students will study with accomplished professionals and seasoned actors.

**B.F.A. Film and Television**

**Graduation Requirements**

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

**Orientation (1 credit)**

FYS 01 First Year Seminar 1.00

**Core Curriculum Requirements**

**(34-35 credits)**

*Humanities*

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

*Social Sciences*

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

*Science and Mathematics*

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

Laboratory Science: BIO, CHM, PHY 4.00

*Communication, Visual & Performing Arts*

Oral Communication: SPE 3 3.00

Art, Dance, Journalism, Music, Theatre, Media Arts 61 3.00

**Film and Television BFA Requirements**

**The following are required:**

FIL 101 The Art of the Film: 1900-1930 3.00

FIL 102 The Art of the Film: 1931 to Present 3.00

FIL 105 The Art of the Documentary Film 3.00

FIL 106 Basic Motion Picture Production 3.00

FIL 107 Intermediate Motion Picture Production 3.00

FIL 108 Advanced Motion Picture Production 3.00

FIL 109 Screenwriting I 3.00

FIL 110 Screenwriting II 3.00

FIL 112 Basic Editing and Sound 3.00

FIL 113 Intermediate Editing & Sound 3.00

FIL 113A Advanced Motion Picture Editing 3.00

FIL 115 Cinematography 3.00

FIL 116 Advanced Cinematography 3.00

FIL 117 Advanced Screenwriting 3.00

FIL 124 Video Documentary Workshop II 3.00

FIL 125 Animation and Computer Graphics Workshop 3.00

FIL 128 Film Theory 3.00

FIL 129 Film Theory 3.00

FIL 135 Production Laboratory 3.00

FIL 136 Production Laboratory 3.00

FIL 137 Film Production Lab-Practicum 0.00

FIL 144 Film Concepts: Directing 3.00

FIL 199 Film Internship 3.00

**Nine credits from the following:**

FIL 103 Major Forces in the Cinema 3.00

FIL 104 Major Figures in the Cinema 3.00

**Eight credits from the following (must be taken twice for 4 credits each):**

FIL 188 Film Thesis 4.00

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 87

Minimum Credits in Courses >100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0



## Journalism Courses

### JOU 61 Journalism, Social Media & You

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

*Credits: 3*

*Every Fall and Spring*

### JOU 100 History of the Press

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

*Credits: 3*

*Alternate Fall*

### JOU 101 Communications Law

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

*Credits: 3*

*Alternate Spring*

### JOU 103 Public Opinion and Advocacy Journalism

Examines the formation, measurement and effects of public opinion relating to mass communication and other forms of collective behavior. Examines points of view in mainstream and alternative media, public access to mass and interactive media, and techniques of persuasion and propaganda.

*Credits: 3*

*On Demand*

### JOU 107 International Newsgathering Systems

Examines the concepts, development and practices

of both the foreign press and international communications. Topics include: consideration of various structures and their roles in the press systems of developing countries; history of media in authoritarian systems; existing techniques of control; political, economic, legal and cultural barriers that inhibit freedom of expression and dissemination of information; and, review of communication channels and interactive media that open or restrict the information flow in the global telecommunications grid.

*Credits: 3*

*On Occasion*

### JOU 109 Mass Media and Culture

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

*Credits: 3*

*On Occasion*

### JOU 111 Photojournalism

A production-based course exploring the uses of digital photography. Topics include photo essays, photo documentaries, ethical uses of images in mass media, and the human condition in photography. Students complete weekly photographic and written narrative assignments, and a final documentary project. Students will review the photographic entries submitted for the George Polk Investigative Journalism Award.

*Pre-requisite of MA 115/ART 115 is required or permission of the department*

*Credits: 3*

*Cross-Listings: JOU 111, MA 111*

*On Demand*

### JOU 118 Media Management

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

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

*Credits: 3*

*On Occasion*

### JOU 119 Writing for News Media

Explores the creation of journalistic stories for diverse audiences. Students learn to develop story ideas, gather information, write engaging leads, integrate visual elements, proofread copy, revise their work, and think like an editor. They examine model news stories to assess the effectiveness of

content, organization, form, and style. Students practice applying professional standards such as Associated Press style to their writing.

*Prerequisite: One of the following courses is required: ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22.*

*Credits: 3*

*Every Fall and Spring*

### JOU 120 Mass Communication in a Digital Age

Surveys the landscape of mass communication industries including newspapers, magazines, books, movies, music, radio, TV and the Internet. Examines the roles of mass media and strategic communications in American culture during this digital age, the evolution of new communication technologies and their impact on daily life and society. Examines the democratic functions of journalism and First Amendment issues, the economics of media, and the persuasive uses of mass communication in politics, advertising, and public relations. Introduces students to mass-communication theories, critical approaches, media-effects research, and free-speech issues.

*Credits: 3*

*Every Fall and Spring*

### JOU 122 Feature and Blog Writing

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

*Pre-requisite of JOU 119 or permission of Department.*

*Credits: 3*

*Alternate Fall*

### JOU 126 Principles of Advertising

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business including print, Web, radio, television, agency operations, and research.

*Credits: 3*

*Cross-Listings: JOU 126, MA 126*

*On Occasion*

### JOU 135 News Reporting

Develops fundamental skills of news gathering, analysis, interviewing, and research. Students learn to cover a variety of news beats and write breaking news stories for print and online publication.

Introduces students to investigative reporting techniques. They gain insight to professional journalism by talking with guest speakers and covering stories outside the classroom.

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

*Credits: 3*

*Every Fall*

**JOU 136 Journalism Capstone**

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

*Pre-requisite of JOU 135 or permission of Department.*

*Credits: 3*

*Every Spring*

**JOU 139 Multimedia Journalism**

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

*Credits: 3*

*On Occasion*

**JOU 141 Online Journalism**

An introduction to writing, reporting, and editing for news websites, blogs, and more. Topics include interactivity, linking, RSS, podcasting, and citizen journalism. Provides hands-on instruction in digital news-gathering and multimedia presentation. Also addresses issues of social responsibility, credibility, law, and ethics as they relate to online journalism.

*The pre-requisite of JOU 119/ENG 126 or MA 150 or equivalent is required or permission of the Department.*

*Credits: 3*

*On Occasion*

**JOU 143 Visual Communication**

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

*Credits: 3*

*Rotating Basis*

**JOU 144 Entertainment Journalism**

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

*The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 144, MA 144*

*On Occasion*

**JOU 145 Introduction to Public Relations and Strategic Communication**

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

*Credits: 3*

*Cross-Listings: JOU 145, MA 1531*

*On Demand*

**JOU 147 Sports Information and Public Relations**

Students examine techniques of sports publicity, promotion, and marketing for both amateur and professional athletics. They learn to produce sports statistics, press releases, press kits, and marketing strategies for print, digital, and broadcast media. Sports information professionals meet with students to assist in developing projects. The class also considers more broadly the business of sports and the role of sports in American society.

*The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 147, MA 140*

*Every Fall*

**JOU 148 Public Relations Writing**

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

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

*Credits: 3*

*Cross-Listings: JOU 148, MA 146*

*On Demand*

**JOU 151 Sports Writing and Reporting**

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

*Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 151, MA 151*

*Every Spring*

**JOU 157 Creative Aspects of Copywriting**

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

*Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 157, MA 157*

*On Occasion*

**JOU 160 Journalism Internship**

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

*Credits: 1*

*Every Fall, Spring and Summer*

**JOU 161 Campus News Media Internship**

Journalism majors work as editors/managers on Seawanhaka and other campus news media with emphasis on advancing their portfolios and leadership skills. Permission of the Department Chair and supervising faculty member are required.

*The pre-requisite of JOU 119 / ENG 126 is required and permission of the Department Chair.*

*Credits: 3*

*Every Fall*

**JOU 162 Campus News Media Internship**

Journalism majors work as editors/managers on Seawanhaka and other campus news media with emphasis on advancing their portfolios and leadership skills. Permission of the Department Chair and supervising faculty member are required.

*The pre-requisite of JOU 119 / ENG 126 is required and permission of the Department Chair.*

*Credits: 3*

*Every Spring*

**JOU 177 Superheroes: Comics to Hollywood**

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

*Credits: 3*

*Cross-Listings: JOU 177, MA 175*

*On Occasion*

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

The triumphs and tragedies, the agonies and ecstasies of sports have been recorded in many autobiographies, memoirs, and biographies. But how trustworthy are the stories? What is the function of legends and myths in sports history? The course explores these questions with special emphasis on American culture and the rise of larger-than-life heroes such as Ty Cobb, Babe Ruth, Jack Dempsey, Jim Thorpe, Jackie Robinson, Muhammad Ali, Larry Bird, and Michael Jordan.  
Credits: 3  
Cross-Listings: JOU 192, SPS 192  
Every Fall

**JOU 195 Honors Study**

Provides outstanding students an opportunity to pursue independent work in their major under the guidance of a faculty member. No regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.0, a 3.25 GPA in their major, and permission of the Department Chair and the Dean. A maximum of six credits of Honors Study is allowed.  
Credits: 3  
Every Fall and Spring

**JOU 196 Honors Study**

Gives outstanding students an opportunity to pursue independent work in their major under the guidance of a faculty member. No regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative GPA of 3.0, a 3.25 GPA in their major, and permission of the Department Chair and the Dean. A maximum of six credits of Honors Study is allowed.  
Credits: 3  
Every Fall and Spring

**JOU 197 Independent Study**

Students conduct research on mass-media topics or perform intensive professional internships under the supervision of a Journalism faculty member. Prerequisite: Permission of the Department Chair and the Dean.  
Credits: 3  
Every Fall and Spring

**JOU 198 Independent Study**

Students conduct research on mass-media topics or perform intensive professional internships under the supervision of a Journalism faculty member. Prerequisite: Permission of the Department Chair and the Dean.  
Credits: 3  
Every Fall and Spring

**JOU 204 The Globalization of Sports: Origins and Prospects**

Explores the rising phenomenon of internationalism in sports. Examines themes such as the growing popularity of soccer in the U.S., the professionalization of the Olympics, and the

presence of players from around the world on the roster of every major team sport—from baseball to basketball to American football to hockey.

**JOU 211 Environmental Communication & Advocacy**

Explores how journalists, filmmakers, politicians, and others communicate about the environment, sustainability and climate change. Analyzes representations of the environment in popular culture to understand the visual and verbal rhetoric used to discuss ecological challenges. Focuses on survey research and advocacy campaigns addressing public attitudes and behaviors on environmental issues.  
Credits: 3  
On Demand

**JOU 222 Social Media in Theory and Practice**

Examines best practices in social networking from the perspective of writers, journalists, media professionals, and other communicators. Students learn to write, edit, and research for blogs and news-feeds, gaining familiarity with current platforms. Requires active collaboration in online discussions and digital projects, in addition to class meetings.  
Credits: 3  
Cross-Listings: JOU 222, MA 222, SPE 222  
Rotating Basis

**JOU 233 Arts & Culture Reporting**

In this course, students develop reporting, writing, and critical thinking skills essential to covering art, music, film, and other cultural industries. They will develop their personal voices as writers as well as their understanding of magazine and web publishing industries. The course also addresses the political implications of arts and culture, focusing on creators and audiences in New York City generally and Brooklyn specifically.  
Credits: 3  
Every Spring

**JOU 251 Camera Phone Photo and Video**

A two-day workshop designed to help students develop skills in photo and video capturing and processing with mobile devices (cellphones, iPads, tablets, etc.). Students are introduced to Lightroom 4 and open-source software editing packages. After completing this class, students will be able to use devices to produce quality images and video packages for print output and/or posting on social media and photo/video sharing sites (You Tube, Instagram, etc.).  
Credits: 1  
Cross-Listings: JOU 251, MA 251  
Annually

**JOU 1561 Video Journalism I**

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

while applying journalism principles in the field.  
*The pre-requisite JOU 119 / ENG 126 or MA 150 is required.*  
Credits: 3  
Cross-Listings: JOU 1561, MA 1561  
Every Fall

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**Speech Courses**

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**SPE 3 Oral Communication**

An introduction to communication theory and interpersonal skills. Students develop oral presentation techniques, including public speaking, group discussion and oral readings. Evaluation of individual student speech through analysis of verbal and nonverbal communication is conducted.  
Credits: 3  
Every Semester

**SPE 3X Oral Communication for Nonnative Speakers**

A course parallel to Speech 3 for non-native speakers who need special attention in the production of oral communication, including voice, and diction. Satisfies the core.  
Credits: 3  
Every Fall and Spring

**SPE 100 Voice and Diction**

Students discover their vocal facility and capacity by exercising and practicing the sounds and symbols of the International Phonetic Alphabet (IPA). They develop intelligent, effective communication skills for business and professional advancement in competitive workplaces by learning standard American English. Students learn to speak clearly and more effectively in their daily lives, to let go of bad habits, and to free the power of their natural voices.  
*The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.*  
Credits: 3  
Every Fall and Spring

**SPE 105 Public Speaking**

The study and practice of public speaking provides students with specific communication principles and skills for effective public presentations in a variety of formal and informal public, social, business and professional settings. Topics include learning techniques for overcoming fears, improving self-image, developing a personal communication style, observing the symbioses between speakers and audience, verbal and non-verbal communication, outlining, and composing and presenting professional speeches.  
*The pre-requisite of SPE 3 or HSP 21 or HSP 22 is required.*  
Credits: 3  
Every Fall

**SPE 109 Speech for Business and Organizations**

The study of special speaking situations in business helps develop and strengthen effective

communication skills. Students learn how to conduct meetings with authority and improve their leadership, conflict management and interviewing skills.

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

*Credits: 3*

*On Occasion*

### **SPE 119 Language, Speech and Thought**

A consideration of three topics that have held much philosophical attention in the twentieth century: the nature of language, the actions human beings perform through speech, and the relation of language to thought. An introduction is made to the philosophy of language relevant to the work of psychologists, linguists, educators and others.

Topics include types of speech acts, meaning, truth, language acquisition, and the relation of philosophy to the cognitive sciences. Readings selected from such authors as J. L. Austin, John Searle, Ludwig Wittgenstein, Jacques Derrida, Willard Quine, Donald Davidson and Noam Chomsky.

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

*Credits: 3*

*Cross-Listings: PHI 119, SPE 119*

*On Occasion*

### **SPE 182 Gender and Communication**

The influence of socialization on gender roles and gender roles on communication is far reaching. This course examines the communication behaviors of women and men in same sex and gender contexts. It defines the difference between sex and gender identity, and the role of socially structured reality plays in gender apartheid. This course introduces students to current theories on gender role play and communication, and examines the function of communication in gender role development. Topics may include gender as politics, gender discrimination, gender stereotyping in language usage, thought and action, self perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender across culture, age and ethnicity.

*Credits: 3*

*Cross-Listings: HUM 189, SPE 182*

*On Occasion*

### **SPE 203 Interpersonal Communications**

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

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

*Credits: 3*

*On Occasion*

### **SPE 222 Social Media in Theory and Practice**

Examines best practices in social networking from the perspective of writers, journalists, media professionals, and other communicators. Students learn to write, edit, and research for blogs and news-feeds, gaining familiarity with current platforms. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

*Credits: 3*

*Cross-Listings: JOU 222, MA 222, SPE 222*

*Rotating Basis*

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## **Film Courses**

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### **FIL 101 Early Films**

This course studies the silent film and the birth and development of film as an art form in the United States, Germany, Russia, and France 1900-1950.

*Credits: 3*

*Every Fall*

### **FIL 102 American Film History II (1950;present)**

The course covers post World War II films, American New Wave in the 1960s and 1970s, the emergence of the age of American auteurs, and the consolidation of the industry into a global phenomenon. Topics include feminism, black liberation and the student movement; the rise of the blockbuster; and the independent challenge to dominant cinema that has become part of mainstream cinema today.

*Credits: 3*

*Not Set*

### **FIL 103 Major Forces in the Cinema**

The influence of major movements in the cinema is examined in this course. Subject changes each semester. May be taken for a maximum of three semesters. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

*Credits: 3*

*Not Set*

### **FIL 104 Major Figures in the Cinema**

The personal styles and influences of major directors are covered in this course. Subject changes each semester. May be taken for a maximum of three semesters.

*Credits: 3*

*Rotating Basis*

### **FIL 105 Film Theory**

The course acquaints the student with the multitude of theories that together constitute Film Theory. The course traverses the multiple disciplines that have been used to examine the film, including psychology, linguistics, history and

sociology and aesthetics. The course traces the broad outlines in the evolution of each branch of Film Theory including psychoanalysis, semiotics, feminism and theories of ideology. Considerable attention is also paid to students developing a sense of how to place the film object in its historical and cultural context.

*Credits: 3*

*Every Fall*

### **FIL 106 Production I**

The introductory concepts of visual storytelling are taught with HD production techniques.

*Credits: 3*

*Not Set*

### **FIL 107 Production II**

Introduction to working in small crews; development of storytelling skills.

*Credits: 3*

*Not Set*

### **FIL 108 Advanced Motion Picture Production**

This course develops further exploration into the techniques of filmmaking and application of professional practice.

*Credits: 3*

*Rotating Basis*

### **FIL 108 Screenplay**

This course includes an intensive program of screenwriting techniques, focusing on writing a short form screenplay.

*Credits: 3*

*Every Spring*

### **FIL 110 Screenwriting II**

This course includes an intensive program of screenwriting techniques, focusing on the development of a feature length screenplay.

*Credits: 3*

*Rotating Basis*

### **FIL 112 Edit and Sound Acquisition**

This course is designed to give students basic skills in digital picture and sound editing, sound recording, and sound mixing.

*Credits: 3*

*Rotating Basis*

### **FIL 113 Intermediate Editing & Sound**

This course is designed to give students intermediate skills in digital picture and sound editing, sound recording, and sound mixing.

*Credits: 3*

*Rotating Basis*

### **FIL 113A Advanced Motion Picture Editing**

An advanced understanding of the practice of motion picture editing using digital tools.

*Credits: 3*

*Rotating Basis*

### **FIL 114 Directing the Moving Image I**

This course begins to breakdown the job of the Director in narrative filmmaking. One of the

mysteries of filmmaking is what a director does. We will seek to understand the process that is directing by exploring the role they play as they interface with the crew, producer, production designer and cinematographer. How is the vision for script developed and nurture throughout the process of filmmaking? How does a director work, through all of the stages of film production, development, preproduction, production, post production and distribution?

*Credits: 3*

*Rotating Basis*

#### **FIL 115 Cinematography**

This course is an intensive study of the motion picture camera and lighting technology.

*Credits: 3*

*Rotating Basis*

#### **FIL 116 Advanced Cinematography**

This course covers advanced camera, lighting and field production, theory and technique. A series of location and studio set scenes demonstrate techniques used to create and control the "look" of moving images. Related issues from camera and set preparation to post production considerations are covered.

*Credits: 3*

*Rotating Basis*

#### **FIL 117 Advanced Screenwriting**

This course is an advanced workshop for Film Majors devoted to writing and developing the original full-length screenplay or TV show.

*Credits: 3*

*Rotating Basis*

#### **FIL 118 Production Management**

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

*Credits: 3*

*Rotating Basis*

#### **FIL 122 Independent Producing**

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

*Credits: 3*

*Rotating Basis*

#### **FIL 123 Making a Documentary I**

Students learn the basics of producing a short documentary film, including research, interviewing, budgeting, shooting styles and organizing footage for editing.

*Credits: 3*

*Rotating Basis*

#### **FIL 124 Making of a Documentary II**

Students learn the next stage is documentary producing in a medium to long form documentary film, including research, interviewing, budgeting, shooting styles and organizing footage for editing.

*Credits: 3*

*Rotating Basis*

#### **FIL 125 Animation Comp Graphics & Visual effects I**

An introductory level class to Special Effects pipelines and workflows for digital filmmaking. Working with basic computer graphics software and editing compositing suites, students will work on real world production projects in special effects. Special emphasis is placed on basic compositing, matting and 2d solutions to production effects.

*Credits: 3*

*Not Set*

#### **FIL 126 Animation Comp Graphics & Visual Effects II**

An intermediate level class in Special Effects pipelines and workflows for digital filmmaking. Working with CG assets & basic tracking, students will learn and work with basic workflows and production pipelines for 3d, 2d, and live action integration and compositing for effects.

*Credits: 3*

*Not Set*

#### **FIL 127 Animation Comp Graphics & Visual Effects III**

An advanced special effects class in digital filmmaking using state of the arts 2d and 3d CG integration with live action. Students will work with complex tracking, 2d and 3d tracking, PBR rendering for film, matched lighting, shooting elements reels for SFX, and the latest techniques from the field.

*Credits: 3*

*Rotating Basis*

#### **FIL 128 Components of Visual Storytelling I**

This course is designed to explore and impact of visual elements that control the audiences experience of film and other forms of 2D imagery. We will look at Space, Line, Shape, Tone, Color, Rhythm and Movement. Breaking down these visual components then combining them into a dynamic project in which the story components in the script are matched by the visual elements making an emotionally engaging work. The Film project is structured in the preproduction stage, with storyboards, computer graphics, story and component graphs integrated into Production Design and Cinematography that can shape the audience's response.

*Credits: 3*

*Rotating Basis*

#### **FIL 129 Directing the Moving Image II**

This course will take a deeper dive into the realm of directing. The Directors Prospective viewing a variety of styles and genres this course will dig into the analysis of films, their structure and the choices that directors made that creates the mise en scene.

*Credits: 3*

*Rotating Basis*

#### **FIL 130 Film Festivals, Markets and Platforms**

Now that you've made a film what next? This course will delve deeply into advertising, selling, and marketing films in the current television and film industry. How do films make money? How are they bought and how are they sold, who are the entities and the players in this part of the industry?

Distribution and marketing and what does your Producer/ Director need to know about surviving in this industry.

*Credits: 3*

*Rotating Basis*

#### **FIL 135 Filmmaking Studio A**

This course is an intensive practicum in motion picture production where teams of students with develop and produce a film project that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices. Prerequisites of FIL 101, 102, 105, 106 & 109 and co-requisite of FIL 137 are required.

*Credits: 3*

*Every Fall*

#### **FIL 136 Filmmaking Studio B**

This course is an intensive practicum in motion picture production where teams of students with develop and produce a film project that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices

*Credits: 3*

*Every Spring*

#### **FIL 137 Filmmaking Studio C**

This course is an intensive practicum in motion picture production where teams of students with develop and produce a film project that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices.

*Credits: 3*

*Every Fall*

#### **FIL 138 Filmmaking Studio D**

This course is an intensive practicum in motion picture production where teams of students with develop and produce a film project that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices

*Credits: 3*

*Every Spring*

#### **FIL 144 Directing the Screen Actor I**

Hands-on workshop exploring how to direct an

actor. This in turn will help students write dialogue for actors to speak and learn to meet the creative demands of their projects as a producer. Students learn how an actor creates a part and drops into that internal place on camera that makes the viewer really believe he/she is that character. A crucial element of narrative film/television production is understanding the process and requirements of performance. Students learn techniques and insights which give directors confidence and develop that "eye"; help writers take dialogue and structure to another level; and are given guidance and incentive to do pre-production and script analysis.

*Credits: 3*

*Rotating Basis*

**FIL 150 Pitches, Treatments, Grants and Funding**

In this course students will develop and understanding and the facility to market their ideas as intellectual property. They will develop pitches with the corresponding documents and treatments. While understanding the dynamics of grants, methods of fundraising and the filmmaker's relationship to investors. They will also look at the niche markets covered by cable TV venues as well as the major platform markets.

*Credits: 3*

*Rotating Basis*

**FIL 151 The Business of Freelance**

The film industry is dominated by freelance entrepreneurs. This includes artist like Directors, Cinematographers, Production Designers, Editors, Special Effects Artist, Pproducers and the other positions covered under the word "crew". Students will understand the question: "what is your rate", as well as where to go to find employment. This course will also delve into individual financing, LLC/ corporations and 1099 income. In this course they will learn how to organize themselves financially so that they can maximize their entrepreneurial careers.

*Credits: 3*

*Rotating Basis*

**FIL 187 Film Capstone**

Students will meet as a class with their selected capstone advisor weekly for the semester as they plan and develop the pre-production for their thesis project. Generating all of the various elements of production culminating in the finalization of the pre-production process for their thesis Film. This will include casting, crewing, location scouting and budgeting. At the completion of the class the students should be ready to be greenlighted by the capstone advisor so the production of their Thesis film can begin the next semester.

*Credits: 3*

*Rotating Basis*

**FIL 188 Film Thesis**

Students work with a professor to create an original work that showcases his or her main areas of interest in film.

*Credits: 3*

*Rotating Basis*

**FIL 199 Film Internship**

This is an opportunity for the student to work in a professional venue and be directly and meaningfully involved in the day-to-day operations with an emphasis in an area of their special interest.

*Credits: 3*

*Rotating Basis*

## SCHOOL OF VISUAL AND PERFORMING ARTS

Dedicated to professional training within a liberal arts environment, the School of Visual and Performing Arts prepares students for careers in many of today's fastest growing performance, visual, print, and digital design industries. The School's individual degree programs offer unique programs of study and opportunities to engage in a multitude of mediums such as: 2D and 3D Art, movies, television, digital design, video games, acting, writing and producing for screen, and other performing and visual art forms.

## DEPARTMENT OF MEDIA ARTS

The Department of Media Arts offers an undergraduate Bachelor of Arts degree in Media Arts, and a B.F.A. in Music Technology, Entrepreneurship and Production.

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

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

### B.A. Media Arts

The department offers a comprehensive Bachelor of Arts degree that may either follow a specialized area of concentration or an integrated track, depending on the academic, creative, and professional goals of the individual student. An area of concentration is a grouping of 12 or more credits in one of the following fields: Computer Graphics, Animation and Interactive Media, and Visual Effects; Digital Audio Production and Sound Design; Film, Television and Digital Video Production; Digital Photography or Media Management.

An integrated track is a grouping of 12 or more credits selected from across two or more of any of the above areas of concentration. Majors must consult with assigned faculty advisers in their field of interest to a design, and be guided through, their particular program of study.

### B.A. Media Arts

{Program Code: 79094} {HEGIS: 0601.0}

#### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### Science and Mathematics

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

Science Lab Based Course: BIO, CHM, PHY 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

#### Ancillary Requirement

Six (6) advanced credits in a single discipline other than Media Arts.

#### Major Requirements

##### General Requirements for major in Media Arts:

**Foundation and Skills Courses (required): 24 credits**

**Area of recommended emphasis electives: 12 credits**

**TOTAL: 36 credits**

#### 12 credits of Foundation courses

MA 100 Media Aesthetics 3.00

MA 119 Business of Media Arts 3.00

MA 150 Writing for Visual Media 3.00

MA 113 Media Arts in 21st Century 3.00

and

#### 12 credits of Media Arts skills courses:

MA 124 Computer Graphics I 3.00

MA 106 Video Workshop I 3.00

MA 101 Audio Production I 3.00

MA 118 Digital Photography I 3.00

#### 12 credits from ONE of the following five areas of recommended emphasis:

**An Integrated track is made up of 12 credits from two or more Areas of Concentration:**

**MA 199 Internship is recommended in all areas of elective emphasis.**

**Advanced undergrads may also take graduate courses if approved by the instructor. These courses will count towards the students undergraduate major.**

#### 1) Computer Graphics: Digital Design / Animation / Interactive & Visual Effects

MA 132 Computer Graphics II 3.00

MA 135 Motion Graphics I 3.00

MA 125 Digital Publishing I 3.00

MA 133 Digital Illustration I 3.00

MA 1361 World Wide Web Publishing 3.00

MA 161 Dig. Portfolio/Exhibition 3.00

MA 1341 3D Computer Graphics I 3.00

MA 1342 3D Computer Animation 3.00

MA 207 3D Logo Animation 3.00

MA 186 Gaming 3.00

MA 239 Survey of Computer Art 3.00

MA 199 Media Arts Internship 3.00

Or

#### 2) Digital Audio: Music/Sound Design & Radio

MA 107 Digital Audio I 3.00

MA 110 Digital Audio II 3.00

MA 114.1 Digital Audio III 3.00

MA 114.2 Digital Audio IV 3.00

MA 1012 Audio Production II 3.00

MA 147 Studio Recording for the Music Producer 3.00

MA 160 Pod Casting 3.00

MA 206 Radio Production 3.00

MA 199 Media Arts Internship 3.00

Or

#### 3) Film & Television Production:

##### Writing/Cinematography/Directing/Editing

MA 1081 Video Workshop II 3.00

MA	145	Video Workshop III	3.00
MA	155	Directing the Moving Image	3.00
MA	152	Screenplay	3.00
MA	204	Short Form Video	3.00
MA	102	Television Production I	3.00
MA	103	Television Production II	3.00
MA	1032	Television Production III	3.00
MA	1581	On-Camera Performance I	3.00
MA	1582	On-Camera Performance II	3.00
MA	1583	On-Camera Performance III	3.00
MA	1585	Voice Over Performance	3.00
MA	178	Fairy Tales: From Disney to J Lo	3.00
MA	187	Film & Television Studies	3.00
MA	188	Film Noir: The Dark Side of America	3.00
MA	227	Action Cinema	3.00
MA	199	Media Arts Internship	3.00

*Or*

**4) Photography Digital/Fine Arts/Creative**

MA	118	Digital Photography	3.00
MA	122	Digital Photography II	3.00
MA	123	Studio Photography	3.00
MA	111	Photojournalism	3.00
MA	162	Photo Exhibition	3.00

*Or*

**5) Media Management: Business/Marketing**

MA	255	Prod Management	3.00
MA	580	Independent Producer	3.00
MA	257	The Music Business	3.00
MA	222	Social Media Theory & Practice	3.00
MA	199	Media Arts Internship	3.00

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 90
- Minimum Major Credits: 36
- Minimum Credits in Courses > 100 Level: 45
- Minimum Major GPA: 2.5
- Minimum Overall GPA: 2.5



## Media Arts Courses

### MA 61 Media Arts & Technology

This course introduces students to the artistic and technological histories and developments of a variety of interrelated media, including photography, film and television, video arts, electronic music and computer arts. Through class lectures, discussions, screenings and readings, students will explore the basic concepts and methods of various Media Arts forms and related technological developments.

*Credits: 3*

*Every Fall and Spring*

### MA 100 Media Aesthetics

This required foundation course introduces students to the fundamentals of media arts and visual literacy - light, color, composition, perspective, time, motion, sound - and discusses how they are applied in contemporary media. In a workshop environment, using media objects as texts, students also explore narrative form, art history, philosophy of media, theories of perception and their own creativity.

*Either the pre-requisite of ENG 16 is required or the pre-requisites of HEG 21 and 22 are required.*

*Credits: 3*

*Every Fall and Spring*

### MA 101 Audio Production I

An introduction to the art and science of audio production. Topics include basic sound theory, audio aesthetics, acoustics, sound reproduction and recording, the sound studio, remote sound recording, editing and mixing, the development of new audio technology, and creating audio for visual media. Students work individually and in teams on a variety of studio and field projects.

*Credits: 3*

*Every Fall and Spring*

### MA 102 Television Production I

This course is an introduction to the principles and practice of multi-camera TV studio production. The course covers basic multi-camera production roles and techniques including producing, directing, scripting, shooting, switching, audio engineering, electronic graphics and on-camera performance. Students apply the skills learned in class to produce TV talk show and multi-camera musical productions.

*Credits: 3*

*Every Fall and Spring*

### MA 103 Television Production II

An intermediate level course expanding on the techniques and applications of TV studio production covered in MA 102. Students focus on producing and directing scripted studio productions such as TV news programs and televised dramas. Basic lighting and set construction techniques are also covered.

*Pre-requisite of MA 102 is required.*

*Credits: 3*

*Rotating Basis*

### MA 106 Video Workshop I

An introduction to the principles and practice of portable digital video production. Working in crews on field projects, students explore the techniques and aesthetics of single-camera videography, sound recording, location lighting, and video editing.

*Credits: 3*

*Every Fall and Spring*

### MA 107 Introduction to Music Production I

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using digital software including Logic and/or Pro Tools on state-of-the-art hardware. Weekly individual access to studios is provided.

*Pre-requisite of MA 101 is required or permission of the instructor.*

*Credits: 3*

*Cross-Listings: MA 107, MUS 175*

*Every Fall and Spring*

### MA 110 Music Production II

An intermediate-level continuation of MA 107 in a workshop environment. Weekly individual access to studio facilities is provided.

*Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.*

*Credits: 3*

*Cross-Listings: MA 110, MUS 176*

*Rotating Basis*

### MA 111 Photojournalism

A production-based course exploring the uses of digital photography. Topics include photo essays, photo documentaries, ethical uses of images in mass media, and the human condition in photography. Students complete weekly photographic and written narrative assignments, and a final documentary project. Students will review the photographic entries submitted for the George Polk Investigative Journalism Award.

*Pre-requisite of MA 115/ART 115 is required or permission of the department*

*Credits: 3*

*Cross-Listings: JOU 111, MA 111*

*On Demand*

### MA 113 Media Arts in the Twenty-first Century

This required course is a survey of interrelated contemporary media art forms and technologies.

MA 113 is a Writing Across the Curriculum (WAC) course. Students will be required to write multi-draft papers and to maintain a portfolio of their class essays to be submitted at the end of the semester.

*Pre requisites: MA 100 and MA 150*

*Credits: 3*

*Every Fall and Spring*

### MA 118 Digital Photography I

An introductory class using digital cameras and

computers to record and print photographic imagery. The class focuses on photography as art, using new approaches and techniques. Course requirements include weekly assignments, midterm and final portfolio. All students are required to purchase a compact flash card. The department will supply digital cameras.

*Credits: 3*

*Cross-Listings: ART 118, MA 118*

*Every Fall, Spring and Summer*

### MA 119 Business of Media Arts

A required course that covers media business practices, strategies, operations and organizations. Topics covered include: media entrepreneurship, financing, intellectual rights management, content creation, strategic business practices, professional development, human resource management and career advancement strategies. Media professionals are invited as guest lecturers.

*A minimum of 64 units must be completed prior to registering for this course.*

*Credits: 3*

*Annually*

### MA 122 Digital Photography II

A workshop-oriented intermediate level digital photography course. The focus is on advanced digital photographic camera skills and digital print output using alternative and archival media methods. Emphasis is on a digital portfolio and personal artistic statements. Students produce a portfolio of thematic presentation using both traditional film scanned images and digital media capture. Students are provided with a digital camera for the semester.

*Pre-requisite of MA 118/ART 118 is required.*

*Credits: 3*

*Cross-Listings: ART 122, MA 122*

*Rotating Basis*

### MA 123 Studio Photography

An in-depth study of studio photography, using a variety of lighting techniques and setups. Students cover such topics as tungsten lights, reflected and direct lights, strobes, advanced metering, exposure, portraiture and different tabletop setups.

*The pre-requisite of MA 115 / ART 115 or MA 118 / ART 118 is required or permission of instructor.*

*Credits: 3*

*Cross-Listings: ART 116, MA 123*

*Rotating Basis*

### MA 124 Computer Graphics I

An introductory level class in two-dimensional computer graphics using Adobe Photoshop. Students learn and work with basic digital illustration and graphics, scanning of images, image editing, image manipulation, photo manipulation, typography and image composition.

*Credits: 3*

*Cross-Listings: ART 124, MA 124*

*Every Fall, Spring and Summer*

**MA 126 Principles of Advertising**

An introduction to advertising with emphasis on effective creative strategies. Students gain insight into all phases of the business including print, Web, radio, television, agency operations, and research.

*Credits: 3*

*Cross-Listings: JOU 126, MA 126*

*On Occasion*

**MA 132 Computer Graphics II**

An intermediate-level class covering professional studio techniques in the production of computer-based graphics and imaging projects for screen and print. Special emphasis is placed on digital design principles for still imaging.

*Pre-requisite of MA 124 is required.*

*Credits: 3*

*Cross-Listings: ART 125, MA 132*

*Rotating Basis*

**MA 137 Social Media Content Design**

An introductory level design class in content design for social media. Students work with static and time-based designs for social channels as either self-promotional, entertainment, branded, or viral content. Additionally, students learn and work with aesthetic, experiential, and technical requirements for social media content design in addition to current trends.

*Credits: 3*

*Rotating Basis*

**MA 140 Sports Information and Public Relations**

Students examine techniques of sports publicity, promotion, and marketing for both amateur and professional athletics. They learn to produce sports statistics, press releases, press kits, and marketing strategies for print, digital, and broadcast media. Sports information professionals meet with students to assist in developing projects. The class also considers more broadly the business of sports and the role of sports in American society.

*The pre-requisite of JOU 119 / ENG 126 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 147, MA 140*

*Every Fall*

**MA 144 Entertainment Journalism**

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

*The pre-requisite of JOU 119 / ENG 126 or MA 150 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 144, MA 144*

*On Occasion*

**MA 145 Video Workshop III**

A capstone course in digital imaging acquisition,

production and editing. This course will put together the skills you have acquired in Video Production I & II. Students work as a team to produce broadcast quality work. Topics include: advanced lighting, cinematography, editing, producing, marketing & distribution. Students work together using HD workflow to edit a class project, create their own PSA/commercial and a 5-10 min narrative story.

*The pre-requisite of MA 1081 is required or permission of the Instructor.*

*Credits: 3*

*Rotating Basis*

**MA 146 Public Relations Writing**

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

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

*Credits: 3*

*Cross-Listings: JOU 148, MA 146*

*On Demand*

**MA 147 Studio Recording for the Music Producer**

This course focuses on music production and the fundamentals of studio recording, including the experience of producing and creating music in a state-of-the-art recording studio with live musicians. Topics include an overview of prominent music producers and their techniques, musical form and structure, the basics of sound and hearing, microphone technology and design, the art of microphone placement and mixing multi-track audio.

*Credits: 3*

*Rotating Basis*

**MA 150 Writing for Media**

Students in this required foundation class explore the many tools media artists use to get from creative concept to media production; from initial idea to final expression. In a workshop environment students practice: creative thinking and writing, treatments, project proposals, artist statements. Students create a portfolio of media writing samples as their final assignment.

*The pre-requisite of MA 100 is required and 3 credits from ENG 61, ENG 62, ENG 63, ENG 64, HEG 21 or HEG 22 is required or permission of the instructor.*

*Credits: 3*

*Every Fall*

**MA 151 Sports Writing and Reporting**

Addresses all aspects of sports writing and reporting including deadline coverage, game description, feature stories, column writing, and fantasy sports. Students compare print, digital, and broadcast

coverage of the sporting world to evaluate trends and effectiveness. They develop skills in crafting leads, reporting ethically, writing clearly, doing research, cultivating sources, and conducting interviews. Guest speakers working in sports journalism are an integral part of the class.

*Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 151, MA 151*

*Every Spring*

**MA 155 Directing The Moving Image**

This is an advanced course in single camera style film and television production. We will explore the role of the director in modern digital filmmaking. Students will participate in projects that will develop a language for talking with actors, communicating with the director of photography and production designer. We will look at the importance of casting, script notes and how to create a dynamic shot list and shot diagrams. This class will utilize all that they have learned in previous production classes and develop new skills that will deepen the student's understanding of how to read a script, how to apply visual components to their story and how to transform these blueprints into a powerful film.

*Pre-requisites of MA 108 and MA 152 are required.*

*Credits: 3*

*Rotating Basis*

**MA 157 Creative Aspects of Copywriting**

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

*Pre-requisite of JOU119/ENG 126 or MA 150 is required, or permission of the Department.*

*Credits: 3*

*Cross-Listings: JOU 157, MA 157*

*On Occasion*

**MA 175 Superheroes: Comics to Hollywood**

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

*Credits: 3*

*Cross-Listings: JOU 177, MA 175*

*On Occasion*

**MA 187 Film and Television Studies**

A survey of the history and development of world cinema and television. Through screenings and

discussions, students study this twentieth-century art form as developed by various countries, individuals and movements. The development of cinema and television as an industry and a part of the larger economy; as a series of technical innovations, as a history of aesthetic forms, as a social, cultural and political force and as a reflection of the ideas of its society are explored.

*Credits: 3*

*Cross-Listings: MA 187, TFT 187*

*Rotating Basis*

#### **MA 197 Independent Study**

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography, graphic design or Audio Production) or a research paper.

*Credits: 3*

*Every Fall, Spring and Summer*

#### **MA 198 Independent Study**

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member of the Media Arts faculty. There are no regular class meetings. Students may undertake either a production (video, screenplay, photography, graphic design or Audio Production) or a research paper.

*Credits: 1 to 3*

*All Sessions*

#### **MA 199 Media Arts Internship**

During their junior and senior years, Media Arts majors are strongly recommended to undertake an internship with a media industry organization in New York City. Consultation with the Department Internship Coordinator and the approval of the Department Chair is required. May be taken more than once for credit.

*Credits: 1 to 3*

*Every Fall, Spring and Summer*

#### **MA 204 Short Form Media Making I**

Short Form Media Making emphasizes making, and serves as a weekly creative gym where students get hands on time to develop, create and complete short, fun creative works in various mediums and styles, including commercials, music videos, personal short documentary profiles, Prezzies, experimental and found footage works, short animations, and web based artworks. The course includes screenings, media skill sessions, group exercises and individual student projects they choose, create and output. The goals of this class are to give students an opportunity to create something weekly, to try new forms of media making they have not experienced (such as podcasts and vlogs) and apply skills they are learning in other classes into their short project work. The opportunity to create and hone these projects in portfolio enhancing and makes for additional marketable skills.

*Pre-requisite of MA 106 is required.*

*Credits: 3*

*On Occasion*

#### **MA 222 Social Media in Theory and Practice**

Examines best practices in social networking from the perspective of writers, journalists, media professionals, and other communicators. Students learn to write, edit, and research for blogs and news-feeds, gaining familiarity with current platforms. Requires active collaboration in online discussions and digital projects, in addition to class meetings.

*Credits: 3*

*Cross-Listings: JOU 222, MA 222, SPE 222*

*Rotating Basis*

#### **MA 233 Music Theory for Producers**

A comprehensive knowledge of music composition is extremely beneficial to today's music producer. Music composition topics will be covered such as rhythm, melody, harmony, intervals, chord progressions, structure, and instrumentation. In addition, students will have the opportunity to improve their music writing skills through hands-on use of software like Apple's Logic Audio and Propellerhead's Reason. This course is suitable for students who want to expand their knowledge of music creation and production.

*Credits: 3*

*On Demand*

#### **MA 245 Introduction to AR/VR**

This is an introductory level course in contemporary Augmented Reality, Virtual Reality and related Extended Reality technologies. Students will learn and work with popular platforms for AR and VR as standalone experiences and also integrated into social platforms for entertainment, branding, and gaming. Special emphasis is placed on design for AR/VR. Students will work with 2d and 3d assets for AR/VR, popular filters for social media, and engaging experiences in AR/VR, while exploring the social media aspects of Extended Reality.

*The pre-requisite of MA 124 is required.*

*Credits: 3*

*On Occasion*

#### **MA 256 Music Production**

Led by dynamic and experienced music professionals, *Music Production* is an introductory-level audio course that focuses on creating, producing, recording and mixing original music and sound. Topics include MIDI, audio signal flow, digital synthesis, recording, effects processing and professional mixing techniques. Apple's Logic Audio, Avid's ProTools and Propellerhead's Reason will be used as platforms for learning audio technology. Hands-on experience through assigned projects will take place during individual studio time. Students will produce one or more finished tracks with an opportunity to market them through the BlackBirds Music Group (BBMG), a Sony/Orchard label in partnership with

LIU Brooklyn.

*Credits: 3*

*On Occasion*

#### **MA 257 The Music Business**

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

*Credits: 3*

*Cross-Listings: MA 257, MUS 180*

*On Occasion*

#### **MA 1012 Audio Production II**

Audio Production II is an advanced audio production class dealing with intensive remote sound recording techniques for ENG/EFP video, film, and radio. Workshops will include advanced application and techniques for single-microphone and multi-microphone mixes. Topics will include boom operation, time code, music playback, multi-track recording for narration, dialogue and music, Foley artist, FX recording, stereo recording and sound editing.

*The pre-requisite of MA 101 is required.*

*Credits: 3*

*On Occasion*

#### **MA 1081 Video Workshop II**

This is an intermediate level course that will expand upon the material covered in MA 106, Video Workshop I. This course is designed to assist students in the exploration of more sophisticated video production aesthetics, concepts and technologies, including non-linear editing (Final Cut Pro), lighting, electronic cinematography, sound for video, directing and producing. Class members will practice and refine their production skills by completing a series of creative and challenging projects.

*Pre-requisite of MA 106 is required.*

*Credits: 3*

*Annually*

#### **MA 1361 Web Design I**

An introduction to the basic principles of Web Page design and production. Students work with the most widely used graphics, authoring and HTML editing software packages in the industry. Students conceive and design their own Internet-ready Web site. (Formerly MA 136.)

*The pre-requisite of MA 124 is required.*

*Credits: 3*

*On Occasion*

#### **MA 1531 Introduction to Public Relations and Strategic Communication**

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

foundation in strategic communication for students who aspire to managerial careers.

*Credits: 3*

*Cross-Listings: JOU 145, MA 1531*

*On Demand*

**MA 1561 Video Journalism I**

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

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

*Credits: 3*

*Cross-Listings: JOU 1561, MA 1561*

*Every Fall*

**MA 1581 On-Camera Performance I**

An introduction to the practice and principles of on-camera performance for broadcast and moving image media. Students work on writing and creating characters, auditioning skills (commercial vs dramatic), teleprompter news reading, improvisation and scene study. Using closed-circuit television interactively, students see their work each class.

*Credits: 3*

*Cross-Listings: MA 1581, THE 1391*

*Rotating Basis*

**MA 1582 On-Camera Performance II**

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis.

*The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: MA 1582, THE 1392*

*Rotating Basis*

**MA 1583 On-Camera Performance III**

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 1582. Emphasis is on audition technique and creating monologues.

*The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: MA 1583, THE 1393*

*Rotating Basis*

**MA 1585 Comm/Voice Over Perf**

This course is the study and practice of oral performance for radio, TV, theater, and non-broadcast applications. Students study the techniques of master communicators and vocalise; reading aloud, monologues, and public speaking exercises to develop clear diction, proper placement and confidence. Special sessions in commercial copy writing provide insight into the marketing and production side of creating a commercial or

narration. Simulated (recorded) auditions, script analysis, and chats with casting agents and performers prepare students for the real thing.

*Credits: 3*

*On Demand*

**MA 1591 Acting I**

An introductory study of acting, training the body and the voice to prepare for the creation and development of characterization. The course consists of acting exercises, analysis and interpretation of roles, and improvisation. Student prepare and perform one dramatic monologue and one scene with a partner. Students also attend live performances to observe the craft in action.

*Credits: 3*

*Cross-Listings: MA 1591, THE 1251*

*Every Fall and Spring*

**MA 1592 Acting II**

A continuation of THE 125.1 and more advanced work in scene analysis and characterization.

Students perform in a variety of scenes and other acting assignments.

*Pre-requisite of THE 1251/MA 1591 is required.*

*Credits: 3*

*Cross-Listings: MA 1592, THE 1252*

*Every Fall and Spring*

## DEPARTMENT OF PERFORMING ARTS

The Department of Performing Arts is dedicated to teaching the discipline of acting in a liberal arts environment. The faculty has years of performance and teaching experience around the world and many are currently active professionals in the New York City area. The department promotes the integration of both study and practice at every level of our curriculum. Students investigate and sustain the ideas, traditions, and practices of their art form through a full range of educational experiences, and are prepared to create, perform, and prosper within their field.

### B.F.A. Acting for Theatre, Film & Television

This B.F.A. program is designed for students interested in rigorous conservatory studio training in acting on stage in a theatre, and on-camera in film and television. The comprehensive sequence of study has a practical, professional application, preparing students for the modern acting industry. Classes in stage acting, voice & speech and movement are offered in partnership with The New Group, a renowned theatre company in New York City. At The New Group, students will study with accomplished professionals and seasoned actors. By studying under the studio model at a professional theatre company, our students will immerse themselves in the art of acting and performance, get to network with industry experts, and participate in masterclasses and talkbacks with actors performing in The New Group's works. The on-camera component of the program will be taught by LIU faculty in our on-campus TV studio.

### B.F.A. Acting for Theatre, Film and Television

{Program Code: 39356} {HEGIS: 1007.0}

#### Graduation Requirements

Students must satisfy the placement, proficiency, orientation and 28 - 29 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

#### Orientation

FYS 01 First Year Seminar 1.00

#### Core Curriculum Requirements (28 - 29 credits)

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### Science and Mathematics

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

Science Lab Based Course: BIO, CHM, PHY 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

### Major Requirements

#### Required Courses

TFT 100 Theatre History and Play Analysis 3.00

TFT 120 Studio I - Acting, Voice and Movement 6.00

TFT 121 Studio II - Acting, Voice and Movement 6.00

TFT 122 Studio III - Acting, Voice and Movement 6.00

TFT 123 Studio IV - Acting, Voice and Movement 6.00

TFT 124 Studio V - Acting, Voice and Movement 6.00

TFT 125 Studio VI - Acting, Voice and Movement 3.00

TFT 130 The Contemporary Performance Industry 3.00

TFT 131 Business of Theatre, Film and Television 3.00

TFT 180 Performance in 21st Century Theatre and Media 3.00

TFT 187 Film and Television Studies 3.00

TFT 190 Production Lab I 1.00

TFT 191 Production Lab II 1.00

TFT 192 Production Lab III 1.00

TFT 193 Production Lab IV 1.00

TFT 194 Production Lab V 1.00

TFT 195 Production Lab VI 1.00

TFT 196 Production Lab VII 1.00

TFT 197 Production Lab VIII 1.00

TFT 199 Internship 3.00

TFT 200 Capstone I 2.00

TFT 201 Capstone II 3.00

TFT 220 Showcase 2.00

THE 1391 On-Camera Performance I 3.00

THE 1392 On-Camera Performance II 3.00

THE 1393 On-Camera Performance III 3.00

#### Workshop/Production Requirement

##### One of the following:

MA 102 Television Production I 3.00

MA 106 Video Workshop I 3.00

#### Required Writing Course

##### One of the following:

MA 152 Screenplay 3.00

MA 1481 Introduction to Playwriting 3.00

THE 1221 Introduction to Playwriting 3.00

#### Required Directing Course

##### One of the following:

MA 155 Directing The Moving Image 3.00

MA 1601 Directing I 3.00

THE 1201 Directing I 3.00

### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 87

Minimum Credits in Courses > 100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## Dance Courses

### DNC 1 Introduction to Modern Dance I

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course.

Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance. Three hours.

(Same as PE 58.)

May be taken twice for credit.

*Credits: 3*

*Cross-Listings: DNC 1, PE 58, TFT 150*

*Every Fall and Spring*

### DNC 13A Step Aerobics

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. (Same as PE 13A.)

Prerequisite: Doctor's permission. May be taken twice for credit.

*Credits: 3*

*Cross-Listings: DNC 13A, PE 13A*

*Alternate Years*

### DNC 61 Dance Through Time

A look at dance in its time and place, with an eye to simultaneous development of corresponding art forms, lifestyles and government involvement in the arts. A survey is offered of the many forms that dance encompasses through an understanding of style, content, and time and place of origin, most lectures will be accompanied by videos, studio work or any of the previous combination. Satisfies the core art 61 requirement.

*Credits: 3*

*Every Fall and Spring*

## Theater Courses

### THE 61 The Theatrical Vision

This core course gives students an overall experience and understanding of the art and craft of Theatre and the process of making it happen. Students learn about the history of theatre, the visual and kinaesthetic elements of production and performance, the audience as spectators, how to read and analyze plays and the use of space in creating the theatre experience for both performer and audience.

*Credits: 3*

*Every Semester*

### THE 101 Demystifying Writing about Theatre

This course is designed to make writing for theatre

an accessible process for students and to help them enjoy the process. Course content will arouse responses to theatrical texts and live performances, help students to recognize those responses and learn how to document them through informed opinion and perception. Students are guided through basic principles and processes that apply to almost any writing challenge, but specifically in the theatrical realm. Students will learn how to write colorful, entertaining performance reviews and will make use of credible sources to support their ideas in a research paper. Writing, like theatre going, is an active, thoughtful and fascinating process.

*Credits: 3*

*On Occasion*

### THE 130 Production Lab

Students are presented with the opportunity to acquire a wide range of practical experience in the actual production of a play performance. Students are assigned to work in the following areas of production: performance, consisting of acting, technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, advertising. Students, instructed by theatre professionals, are involved in each step of production, from initial planning through rehearsal to performance before an audience. May be taken up to four times for credit in subsequent semesters.

*Credits: 3*

*Every Fall and Spring*

### THE 195 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major subject and the permission of the Chair of the Performing Arts Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

*Credits: 3*

*On Demand*

### THE 196 Honors Study

Honors Study is designed to give outstanding students an opportunity to do independent work under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00, a 3.25 ratio in their major subject and the permission of the Chair of the Performing Arts Department and the Dean. A total of six credits of Honors Study is the maximum allowed. Three credits per semester.

*Credits: 3*

*On Demand*

### THE 197 Independent Study

This course is designed to give students in their junior or senior year an opportunity to do independent work under the guidance of a member

of the Theatre faculty. There are no regular class meetings. Students may undertake either a production or a research paper. Prerequisites: Permission of student adviser, the Department Chair and the Dean.

*Credits: 3*

*On Demand*

### THE 1251 Acting I

An introductory study of acting, training the body and the voice to prepare for the creation and development of characterization. The course consists of acting exercises, analysis and interpretation of roles, and improvisation. Student prepare and perform one dramatic monologue and one scene with a partner. Students also attend live performances to observe the craft in action.

*Credits: 3*

*Cross-Listings: MA 1591, THE 1251*

*Every Fall and Spring*

### THE 1252 Acting II

A continuation of THE 125.1 and more advanced work in scene analysis and characterization. Students perform in a variety of scenes and other acting assignments.

*Pre-requisite of THE 1251/MA 1591 is required.*

*Credits: 3*

*Cross-Listings: MA 1592, THE 1252*

*Every Fall and Spring*

### THE 1391 On-Camera Performance I

An introduction to the practice and principles of on-camera performance for broadcast and moving image media. Students work on writing and creating characters, auditioning skills (commercial vs dramatic), teleprompter news reading, improvisation and scene study. Using closed-circuit television interactively, students see their work each class.

*Credits: 3*

*Cross-Listings: MA 1581, THE 1391*

*Rotating Basis*

### THE 1392 On-Camera Performance II

An intermediate workshop designed to expand upon the skills and knowledge gained in On-Camera Performance I. Emphasis is on cold reading, character creation, teleprompter reading and scene analysis.

*The pre-requisite of MA 1581 / THE 1391 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: MA 1582, THE 1392*

*Rotating Basis*

### THE 1393 On-Camera Performance III

An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in MA 1582. Emphasis is on audition technique and creating monologues.

*The pre-requisite of MA 1582 / THE 1392 is required or permission of the Department.*

*Credits: 3*

*Cross-Listings: MA 1583, THE 1393*

## Acting for Theatre, Film and TV Courses

### TFT 100 Theatre History and Play Analysis

An orientation to the nature of theatre, students will examine the history of theatre and how to analyze play text including the five elements that make up the theatre: the playwright, the director, the actors, the designers, and the audience. Students will attend live performances and view videotaped performances to analyze the components that theatre is comprised of.

*Credits: 3*

*Every Spring*

### TFT 120A Studio I - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

*Credits: 2*

*Every Fall*

### TFT 120B Studio 1: Voice

Rigorous training in voice will take place in professional acting schools in New York City. 2 Credits Offered every Fall

*Credits: 2*

*Every Fall*

### TFT 120C Studio 1: Movement

Rigorous training in movement will take place in professional acting schools in New York City. 2 Credits Offered every Fall

*Credits: 2*

*Every Fall*

### TFT 121A Studio II - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

*Credits: 2*

*Every Spring*

### TFT 121B Studio 2: Voice

Rigorous training in voice will take place in professional acting schools in New York City. 2 Credits Offered every Spring

*Pre requisites: TFT 120A, TFT 120B and TFT 120C*

*Credits: 2*

*Every Spring*

### TFT 121C Studio 2: Movement

Rigorous training in movement will take place in professional acting schools in New York City. 2 Credits. Offered every Spring

*Pre requisites: TFT 120A, TFT 120B and TFT 120C*

*Credits: 2*

*Every Spring*

### TFT 122A Studio III - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

*Credits: 2*

*On Demand*

### TFT 122B Studio 3: Voice

Rigorous training in voice will take place in professional acting schools in New York City. 2 Credits Offered on demand.

*Credits: 2*

*On Demand*

### TFT 122C Studio 3: Movement

Rigorous training in movement will take place in professional acting schools in New York City. 2 Credits Offered on demand.

*Credits: 2*

*On Demand*

### TFT 123A Studio IV - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

*Pre requisites: TFT 122A, TFT 122B and TFT 122C*

*Credits: 2*

*On Demand*

### TFT 123B Studio 4: Voice

Rigorous training in voice will take place in professional acting schools in New York City. 2 Credits Offered on demand.

*Pre requisites: TFT 122A, TFT 122B and TFT 122C*

*Credits: 2*

*On Demand*

### TFT 123C Studio 4: Movement

Rigorous training in movement will take place in professional acting schools in New York City. 2 Credits Offered on demand.

*Pre requisites: TFT 122A, TFT 122B and TFT 122C*

*Credits: 2*

*On Demand*

### TFT 124A Studio IV - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

*Credits: 2*

*On Demand*

### TFT 124B Studio 5: Voice

Rigorous training in voice will take place in professional acting schools in New York City. 2 Credits Offered on demand.

*Credits: 2*

*On Demand*

### TFT 124C Studio 5: Movement

Rigorous training in movement will take place in professional acting schools in New York City. 2

Credits Offered on demand.

*Credits: 2*

*On Demand*

### TFT 125A Studio VI - Acting, Voice and Movement

Rigorous training in voice, movement, and acting will take place in professional acting schools in New York City for six semesters.

*Pre requisites: TFT 124A, TFT 124B and TFT 124C*

*Credits: 1*

*On Demand*

### TFT 125B Studio 6: Voice

Rigorous training in voice will take place in professional acting schools in New York City. 1 Credits Offered on demand.

*Pre requisites: TFT 124A, TFT 124B and TFT 124C*

*Credits: 1*

*On Demand*

### TFT 130 The Contemporary Performance Industry

Students learn how to navigate the business side of the performance industry and market themselves as actors. They will learn how to prepare headshots, resumes, reels, develop websites, and how to build an online presence through social media.

Furthermore, students will learn how to connect with industry professionals such as agents, managers, and casting directors and insure their information is in the proper industry databases.

*Credits: 3*

*Every Fall*

### TFT 131 Business of Theatre, Film and Television

In this course, students are guided to approach the business as an "actorpreneur" ready to develop self-created works or artistic ventures in collaboration with partners. Students begin to understand the process of generating creative 'start-ups' and getting work out into the world to be recognized. Topics covered include pitching projects, accessing funding bodies, applying for grants, collaborating with the industry, promoting and producing independent theatre, and driving Film and TV projects.

*Credits: 3*

*On Demand*

### TFT 144 On-Camera Performance IV

For this on-camera scene study class, students seek out robust, challenging material to improve their rehearsal and performance skills in front of the lens. Instructors support, guide, and rigorously challenge students and their character choices. Some work is in front of a camera, in close up, as students apply all of the skills they have developed. Students prepare and deliver challenging film/TV scenes with a scene partner over the course of the term.

*Credits: 3*

*On Demand*

### **TFT 151 Introduction to Dance**

A studio survey course that offers the tools with which to participate in and appreciate dance and music in relation to dance. Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary.

*Credits: 1*

*Not Set*

### **TFT 180 Performance in 21st Century Theatre and Media**

Students study how live performance is shaped by the integration of digital technologies and how digital media is becoming more and more the platform of choice for streaming live performance. Through screenings, site visits and experimentation, student actors explore unconventional spaces and experiences that can be used for staging, composing, improvising and inventing new drama.

*Credits: 3*

*On Demand*

### **TFT 187 Film and Television Studies**

A survey of the history and development of world cinema and television. Through screenings and discussions, students study this twentieth-century art form as developed by various countries, individuals and movements. The development of cinema and television as an industry and a part of the larger economy; as a series of technical innovations, as a history of aesthetic forms, as a social, cultural and political force and as a reflection of the ideas of its society are explored.

*Credits: 3*

*Cross-Listings: MA 187, TFT 187*

*Rotating Basis*

### **TFT 190 Production Lab I**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Fall*

### **TFT 191 Production Lab II**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who

want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Spring*

### **TFT 192 Production Lab III**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Fall*

### **TFT 193 Production Lab IV**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Spring*

### **TFT 194 Production Lab V**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of

production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Fall*

### **TFT 195 Production Lab VI**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Spring*

### **TFT 196 Production Lab VII**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Fall*

### **TFT 197 Production Lab VIII**

This course offers a wide range of practical experience in a theatre production, both on stage and backstage. Students who are cast in the play get credit in this course for their work. Students who want to work backstage are assigned to the following areas of production: technical and stage craft, such as set construction and painting, costumes, props, lighting; managerial, including box office, house and stage management, and advertising. Students, instructed by theatre professionals, are involved in each step of production, from the initial planning process through rehearsal and performance. Performers are required to work backstage to gain experience in technical theatre.

*Credits: 1*

*Every Spring*

### **TFT 199 Internship**



This course provides students with an opportunity to gain field experience in theater, film, television and entertainment organizations. Examples of appropriate organizations are BAM, St. Ann's Warehouse, Mark Morris Dance Group, Creative Artist Agency, Dreamworks, FOX Studios, MTV, Nickelodeon, and Sony Pictures Studio.

*Credits: 3*

*On Demand*

#### **TFT 200 Capstone I**

Students begin to create final projects in their chosen fields of theatre, film or television or any combination thereof. Mentors will guide students through the process of creating the outline for their projects so that by the end of the semester they are ready to go into production in Capstone II.

*Credits: 3*

*On Demand*

#### **TFT 201 Capstone II**

Students go into production on their final projects guided by their mentors. This project is the culmination of their studies in the BFA program and prepares them for the field of their choice in the professional realm.

*Pre-req: TFT 200*

*Credits: 3*

*On Demand*

#### **TFT 220 Showcase**

Students will perform monologues and scenes in front of a panel of invited industry casting directors.

*Credits: 3*

*On Demand*

**ROCNATION SCHOOL OF MUSIC, SPORTS & ENTERTAINMENT**

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Established in 2021, the Roc Nation School of Music, Sports and Entertainment is an innovative and historic collaboration between the preeminent global entertainment company, Roc Nation and Long Island University. Undergraduate degrees offered in this program, include:

- Applied Music
- Vocal Performance
- Music Technology, Entrepreneurship and Production
- Sports Communication and Marketing
- Sport Management

The Roc Nation School will prepare students for a wide range of careers in performance, entrepreneurship, music technology, and sports management and marketing. Students will engage with university professors, alongside visiting guest artists and lecturers from Roc Nation, while participating in immersive internships, ensuring they graduate with both hands-on experience and a network of professional contacts.

Located in JAY-Z's hometown of Brooklyn, the Roc Nation School will provide Roc Nation Hope Scholarships for 25 percent of enrolled students. These scholars will graduate from the Roc Nation School of Music, Sports & Entertainment debt-free, and will receive individualized support and mentorship.

The Roc Nation Hope Scholars will be selected from a pool of academically competitive, New York-based first-time freshmen with the highest need.

Lastly, the Roc Nation School will offer camps for aspiring students. Young talent will be developed through summer residential camps for high school students and year-round Saturday programs for ages 10-18 in music and sports management, starting in the spring of 2021. Need-based scholarships will also be available for the camps.

## B.A. Applied Music

The Applied Music Program will prepare students for a wide variety of music careers through technical and experiential learning with talented LIU faculty and some of Roc Nation's world-renowned artists. Applied Music students will study ear training and musicianship, harmony and counterpoint, music notation software, and the origins of musical genres, while also receiving instrument training and performing in ensembles.

Roc Nation students will be able to enroll in electives that are only available at LIU, such as The Business of Shawn Carter, Women in Music, and Monetization of Music. Students will leave with unmatched insight into the process of building a successful and thriving career in the music industry.

### Applied Music B.A.

#### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

#### Core Curriculum Requirements: 34 Credits

##### Humanities

English Composition - ENG 16 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

##### Social Sciences

History 1 or 2 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### Science and Mathematics

Mathematics 3.00

Laboratory Science: BIO/CHM/PHY 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Art 61, Dance 61, Journalism 61, Music 61, Theatre 61, Media Arts 61 3.00

#### Applied Music B.A. Major Requirements Required Musicianship Courses:

MUS 106A Keyboard 1.00

MUS 106B Advanced Keyboard 1.00

MUS 131 Harmony and Counterpoint I 3.00

MUS 132 Harmony and Counterpoint II 3.00

MUS 153 Ear Training I 3.00

MUS 154 Ear Training II 3.00

MUS 201 Introduction to Music Notation Software 3.00

#### Voice Instruction : MUS 115V - Voice (4 credits)

MUS 115V Advanced Individual Music Instruction for Non-Music Majors - Voice 1.00

#### Voice Instruction : MUS 116V - Voice (4 credits)

MUS 116V Advanced Individual Music Instruction 1.00

#### Ensemble : MUS 123J - Chamber Ensemble (4 credits)

MUS 123J Chamber Ensemble 2.00

#### Chorus : MUS 125 - Chorus (4 credits)

MUS 125 Chorus 2.00

#### The following course is required:

MUS 130 Professional Preparation for a Music Career 3.00

#### The following courses are required:

TEP 127 From Rock and Roll to Popular Music 3.00

TEP 166 From Rhythm and Blues to Hip Hop 3.00

#### Choose 16 credits from the following:

MA 107 Introduction to Music Production I 3.00

MA 110 Music Production II 3.00

MA 257 The Music Business 3.00

MUS 175 Introduction to Music Production I 3.00

MUS 176 Music Production II 3.00

MUS 180 The Music Business 3.00

MUS 211 Monetization of Music 3.00

MUS 221 The Business of Shawn Carter 3.00

MUS 231 Making of the Album 3.00

MUS 241 Women in Music 3.00

## B.M. Vocal Performance

The Bachelor of Music in Vocal Performance provides students with a full range of resources to develop talent and prepare for a music career. Students will receive exclusive individualized

vocal training from LIU's successful faculty and world-renowned visiting artists. Aspiring performers will sharpen their aural skills, study the roots of musical theory, delve into the technical aspects of songwriting and vocal dictation, and prepare for a professional career in the music industry.

In addition to world-class training, Vocal Performance students will engage with visiting artists, participate in competitive internships, and have a variety of opportunities to perform. Unique electives, such as The Business of Shawn Carter and The Making of the Album will enable students to peek behind the scenes of the music industry in a way that only the one-of-a-kind partnership between LIU and Roc Nation can provide. While attending the Roc Nation School of Music, Sports & Entertainment, students will develop invaluable industry connections that will continue to open doors long after graduation.

### Vocal Performance B.M.

#### Requirements

#### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

##### Humanities

English Composition - ENG 16 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### Science and Mathematics

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

Laboratory Science: BIO, CHM, PHY 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Art 61, Dance 61, Journalism 61, Music 61, Theatre 61, Media Arts 61 3.00

#### Major Requirements

#### Required Musicianship Courses:

MUS	107A	Theory/Keyboard Harmony I	3.00
MUS	107B	Theory/Keyboard Harmony II	3.00
MUS	107C	Theory/Keyboard Harmony III	3.00
MUS	107D	Theory/Keyboard Harmony IV	3.00
MUS	108A	Aural Skills I	2.00
MUS	108B	Aural Skills II	2.00
MUS	108C	Aural Skills III	2.00
MUS	108D	Aural Skills IV	2.00
MUS	175	Digital Audio I	3.00

**Required Applied Music Courses:**

MUS	150	Junior Recital Ensemble	3.00
MUS	151	Senior Recital Ensemble	3.00
MUS	100	Convocation (at least twice)	0.00
MUS	111	Vocal Pedagogy	2.00
MUS	112	Vocal Diction	2.00
TEP	146	Songwriting	3.00
TEP	164	Advanced Songwriting	3.00

**Professional Practice in the Music Industry:**

ARM	162	Principles and Practices of the Music Industry	3.00
MUS	130	Professional Preparation for a Music Career	3.00

**The following courses are required:**

MUS	211	Monetization of Music	3.00
MUS	221	The Business of Shawn Carter	3.00
MUS	231	Making of the Album	3.00

**Choose four Music Literature/History courses from the following:**

MUS	145	Introduction to World Music	3.00
MUS	146	History of Hip Hop	3.00
MUS	147	History of Rock Music	3.00
MUS	148	History of Rhythm and Blues	3.00
MUS	159	History of Country Music	3.00
MUS	241	Women in Music	3.00

**Vocal Concentration requirements****8 credits of the following:**

MUS	116A	Studio Lessons: Voice	1.00
MUS	116B	Studio Lessons: Voice	2.00

**Choose 8 credits from the following:**

MUS	149A	Studio Lessons: Vocal Coaching	1.00
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MUS	149B	Studio Lessons: Vocal Coaching	2.00
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**8 credits of the following:**

MUS	123V	Vocal Jazz Ensemble	2.00
MUS	125	University Chorus	2.00

**2.0 Major GPA Required****2.00 Major GPA Required**

## **B.F.A. Music Technology, Entrepreneurship and Production**

The B.F.A. in Music Technology, Entrepreneurship and Production is a studio-based cohort program, designed to provide professional training for students who aim to succeed in the music industry. The program features an experiential teaching and learning approach grounded in the real world of music production, artist development and marketing. The B.F.A. in Music Technology, Entrepreneurship and Production's cutting edge curriculum is designed to address the dynamic and changing landscape of contemporary music, a landscape shaped by global connectivity, creative collaboration and digital technology.

The goal of the B.F.A. in Music Technology, Entrepreneurship and Production is to bring students together under one "umbrella," while establishing a network of people in different disciplines within the industry. By creating an experiential, hands-on, studio-model exploration of the music industry in an educational environment, students will gain invaluable insight and skills as they matriculate through the program. More importantly, the relationships and connections that students establish will last well beyond their graduation extending into their professional careers.

All students take foundational classes in music production, composition, history, and entrepreneurship during their first four semesters. In their fifth semester (beginning of their junior year) students begin taking electives. Students may choose to work more deeply in one of three areas of emphasis through their electives: Musical Creativity and Craft, Music Production and Engineering, or Music Entrepreneurship.

## **B.F.A. Music Technology, Entrepreneurship & Production**

{Program Code: 39355} {HEGIS: 1099.0}

### **Graduation Requirements**

Students must satisfy the placement, proficiency, orientation and 28 - 29 credit core curriculum criteria outlined in the Graduation Requirements section of this bulletin:

### **Orientation**

FYS	01	First Year Seminar	1.00
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### **Core Curriculum Requirements (28 - 29 credits)**

#### **Humanities**

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

#### **Social Sciences**

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

#### **Science and Mathematics**

Mathematics: MTH 15 or 16 (3-4 credits)	4.00
Science Lab Based Course: BIO, CHM, PHY	4.00

#### **Communication, Visual & Performing Arts**

Oral Communications: SPE 3	3.00
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### **Major Requirements**

#### **Cohort Based Program Requirements**

##### **Music Foundations**

TEP 100: Music Fundamentals (2 credits x 4 semesters)	8.00
TEP 101: Music Theory & Application	3.00
TEP 103: Piano Lab I	2.00
TEP 104: Aural Skills I	2.00
TEP 106: Piano Lab II	2.00
TEP 120: Music Theory and Application II	3.00
TEP 122: Drum/Rhythm Proficiency	2.00
TEP 123: Studio Recording Lab (1 credits x 4 semesters)	4.00
TEP 124: Aural Skills 2	2.00

**Subtotal: 28.00**

##### **Music Production Foundations**

TEP 102: Intro to Music Technology/Production	3.00
TEP 105: Sequencing & Production	3.00
TEP 121: Foundations Of Recording	3.00
TEP 126: Record Company Operations	2.00
TEP 160 Culture Of Rhythm & Production	3.00

**Subtotal: 14.00**

##### **History**

TEP 125 Music Of Black Americans or Music of the Beatles	3.00
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TEP 161 History of Motown and Soul  
Music or History of Hip Hop 3.00

TEP 200 History Of the Recording  
Industry 3.00

**Subtotal: 9.00**

***Entrepreneurship Foundations***

TEP 140: Business Of Music  
Publishing/Copyright 3.00

TEP 162: Legal Aspects of Music Industry 3.00

TEP 180: Music Entrepreneurship 2.00

TEP 201: Professional Development  
Workshop 3.00

**Subtotal: 11.00**

***Portfolio Development***

TEP 300 Capstone 3.00

TEP 301: Thesis 3.00

TEP 205: Internship 0.00

**Subtotal: 6.00**

**REQUIRED COURSE CREDITS**

**68.00**

**Musical Creativity and Craft Emphasis**

**Electives**

TEP 141: Social Media/Analytics 3.00

TEP 145: Jazz Theory and Application 2.00

TEP 146: Songwriting I 3.00

TEP 164: Songwriting II 3.00

TEP 184: Popular Music Counterpoint 2.00

TEP 185: Studio Arranging 3.00

TEP 183: Accounting For Musicians and  
Artists 3.00

TEP 203: Songwriting Workshop 3.00

**Producer/Engineer Emphasis Electives**

TEP 145: Jazz Theory and Application 2.00

TEP 147: Music Production For Records 3.00

TEP 148: Foundations of Mixing 3.00

TEP 165: Music Acoustics 3.00

TEP 184: Artist Management 2.00

TEP 185: Studio Arranging 3.00

TEP 186: Mixing II 3.00

TEP 204: Sound For Visual Media 3.00

**Management/Marketing/Promotion Emphasis  
Electives**

TEP 163: Principles of Business  
Management 3.00

TEP 181: Concert Promotion 3.00

TEP 182: Music Intermediaries 2.00

TEP 183: Accounting For Musicians and  
Artists 3.00

TEP 202: Promotions in Radio Broadcast 3.00

TEP 141 Social Media/Analytics 3.00

TEP 142 Popular Music Counterpoint 2.00

TEP 143 Creative Promotion in Media 3.00

**ELECTIVE CREDITS - 22.00**

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 30

Minimum Major Credits: 90

Minimum Credits in Courses > 100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## Music Courses

### **MUS 15I Individual Music Instruction for Non-Music Majors**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*

*Every Semester*

### **MUS 15P Individual Music Instruction for Non-Music Majors - Piano**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit.

Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*

*Every Semester*

### **MUS 15T Individual Music Instruction for Non-Music Majors - Theory**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite: Permission of the Department. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*

*Every Semester*

### **MUS 15V Individual Music Instruction for Non-Music Majors - Voice**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1 to 2*

*Every Semester*

### **MUS 16I Secondary Individual Music Instruction for Music Majors - Instrument**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Prerequisite: Permission of the Department. Offered every semester. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*

*Every Semester*

### **MUS 16P Secondary Individual Music Instruction for Music Majors - Piano**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*

*Every Semester*

### **MUS 16T Secondary Individual Music Instruction for Music Majors - Theory**

Course in voice, instrument, piano, secondary

piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*

*Every Semester*

### **MUS 16V Secondary Individual Music Instruction for Music Majors - Voice**

Course in voice, instrument, piano, secondary piano, theory, ear training, and keyboard harmony. One credit per course per semester, except voice - one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1 to 2*

*Every Semester*

### **MUS 61 Music and Culture**

An introduction to musical styles that places music in its cultural context: history, painting, literature and ideas. To enhance the capacity to understand and enjoy music of every kind, the course begins with the elements of music that a composer combines in distinctive and characteristic ways to form a musical composition. Satisfies the core arts requirement.

*Credits: 3*

*Every Semester*

### **MUS 106A Keyboard**

This course centers on the development of basic piano skills including fingerings, hand and body posture, scales, arpeggios, triads, progressions, beginner musical selections and technical exercises.

*Credits: 1*

*Every Semester*

### **MUS 106B Advanced Keyboard**

This course is a continuation of Basic Keyboard I. Requirements include performing My Country 'tis of Thee in six (6) different keys, singing My Country 'tis of Thee while playing a basic standard chord accompaniment, and writing and performing an original piano composition that includes mixed meters.

*Credits: 1*  
*Every Semester*

### **MUS 107A Theory/Keyboard Harmony I**

This course focuses on music theory and keyboard harmony including four-part writing, harmonization, and transposition. Requirements including performing and notating 1) London Bridge, Silent Night, and Happy Birthday with appropriate chords; 2) diatonic circle of fifths and falling fourths progression; and 3) root position triads in close and open positions in six (6) different keys. Students compose an original simple four-part composition that includes open and close position chords.

*Credits: 3*  
*Every Fall*

### **MUS 107B Theory/Keyboard Harmony II**

Requirements include identifying at sight and by ear all non-chord tones in standard melodies from the classical repertory including standard folk tunes. Students notate diatonic circle of fifths, root position seventh chords in four voices in six (6) major keys and demonstrate a vocal improvisation while playing a standard chordal accompaniment at the piano. Students compose and harmonize a simple melody that includes non-harmonic tones.

*Credits: 3*  
*Every Spring*

### **MUS 107C Theory/Keyboard Harmony III**

Topics include four-part writing, harmonization, secondary dominants, secondary leading tones, simple figured bass realization and simple score reading at the piano, and composition. Requirements include 1) notating and playing a progression involving a sequence of secondary dominants in six (6) keys; and 2) writing and identifying secondary dominant and leading tone chords. Students compose and harmonize simple melodies that include secondary dominant and leading tone chords.

*Credits: 3*  
*Every Fall*

### **MUS 107D Theory/Keyboard Harmony IV**

Topics include four-part writing, harmonization, binary and ternary forms, augmented sixth chords, Neapolitan chords, transposition, intermediate figured bass realization and score reading at the piano, and composition. Requirements include 1) transposing a selected standard work from the classical repertory; 2) composing an original piece using binary and ternary forms; 3) composing an original piece that includes augmented sixth chords, and 4) performing at the keyboard intermediate classical music.

*Credits: 3*  
*Every Spring*

### **MUS 115I Advanced Individual Music Instruction for Non-Music Majors - Instrument**

Offered every semester. Courses offered in voice, piano or other instruments and in theory. One

credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*  
*Every Semester*

### **MUS 115P Advanced Individual Music Instruction for Non-Music Majors - Piano**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*  
*Every Semester*

### **MUS 115T Advanced Individual Music Instruction for Non-Music Majors - Theory**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*  
*Every Semester*

### **MUS 115V Advanced Individual Music Instruction for Non-Music Majors - Voice**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a

professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1 to 2*  
*Every Semester*

### **MUS 116A Studio Lessons: Voice**

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

*Credits: 1*  
*Every Semester*

### **MUS 116B Studio Lessons: Voice**

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

*Credits: 2*  
*Every Semester*

### **MUS 116I Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Instrument**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*  
*Every Semester*

### **MUS 116P Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Piano**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken one

or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1*  
*Every Semester*

### **MUS 116V Advanced Individual Music Instruction for Music Majors in Primary Performing Medium - Voice**

Courses offered in voice, piano or other instruments and in theory. One credit per course per semester, except voice, which may be taken for one or two credits per semester. May be taken in subsequent semesters for credit. Weekly lessons taught by a regular member of the faculty or a professional teacher approved by the Department. In instances involving an instructor who is not a regular faculty member, the special fee per credit may be higher than the standard. Interested students should consult with a departmental adviser before registering. The departmental advisor must approve all assignments to individual private instructors every semester. This course has an additional fee.

*Credits: 1 to 2*  
*Every Semester*

### **MUS 159 History of Country Music**

This class will survey singers and instrumentalists influential in the development of country music. Students will learn the origins of country music and the subsequent commercialization of the art form. Emphasis will be placed on the historical, sociocultural, and stylistic factors of the music and musicians discussed. Students will be able to identify specific styles of country music and the influence had on current popular music developments.

*Credits: 3*  
*On Demand*

### **MUS 175 Introduction to Music Production I**

An introduction to the technology and aesthetics of digital composition, sound design, multi-track recording and production using digital software including Logic and/or Pro Tools on state-of-the-art hardware. Weekly individual access to studios is provided.

*Pre-requisite of MA 101 is required or permission of the instructor.*

*Credits: 3*  
*Cross-Listings: MA 107, MUS 175*  
*Every Fall and Spring*

### **MUS 176 Music Production II**

An intermediate-level continuation of MA 107 in a

workshop environment. Weekly individual access to studio facilities is provided.

*Pre-requisite of MA 107/MUS 175 is required or permission of the instructor.*

*Credits: 3*  
*Cross-Listings: MA 110, MUS 176*  
*Rotating Basis*

### **MUS 180 The Music Business**

A look at the jazz performer in today's business world: record production, music publishing, the concert, club and gig scene, copyrights, contracts, and career promotion.

*Credits: 3*  
*Cross-Listings: MA 257, MUS 180*  
*On Occasion*

### **MUS 201 Introduction to Music Notation Software**

In this hands-on primer, students will become proficient in the use of Finale, the industry standard in music notation software. Through a number of project-based activities, as well as lectures and lab work, students will learn to create professional looking lead sheets, orchestral scores, and vocal and instrumental arrangements. This course will also help students in the completion of theory, arranging, and composition assignments for other required music courses.

*Pre-requisite of MUS 152 is required or permission of instructor.*

*Credits: 3*  
*Cross-Listings: MA 201, MUS 201*  
*Rotating Basis*

### **MUS 208 Publicity and Promotion in the Performing Arts**

This course will provide an overview of the goals, strategies and techniques of Publicity and Promotion in the Arts, as it applies to diverse fields including Music and Theater/Dance. All aspects of publicity and promotions will be considered from identifying a target market and marketing strategy to implementing that strategy in both traditional as well as innovative new media ways. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

*Credits: 3*  
*Every Spring*

### **MUS 231 Making of the Album**

This course explores the process for producing successful albums, including the writing of the lyrics, the choice of vocal genre, the instrumental mixing, providing the studio, financing the project, and the creation of an innovative and differentiated sound. Students will also learn how the album is branded, promoted, and distributed. Particular focus will be given to a case study of the production of a highly successful album.

*Credits: 3*  
*Every Semester*

## **Music Technology, Entrepreneurship & Production Courses**

### **TEP 100 Music Technology Fundamentals**

Private instruction in audio production. Student will work with an instructor to develop their skills in production/engineering. Entrepreneurs will be allowed to take hands-on personal consultations with selected mentors.

*Credits: 2*  
*All Sessions*

### **TEP 100D Private Instruction - Drums**

Private drum instruction for TEP majors

*Credits: 2*  
*On Demand*

### **TEP 100I Private Instruction - Instrument**

Private instruction for TEP majors on various musical instruments.

*Credits: 2*  
*On Demand*

### **TEP 100P Private Instruction - Piano**

Private lessons for piano performance for TEP majors

*Credits: 2*  
*On Demand*

### **TEP 100V Private Instruction - Voice**

Voice instruction for TEP majors

*Credits: 2*  
*On Demand*

### **TEP 101 Music Theory and Application I**

This course is a study of popular music. This study begins with the aural analysis of contemporary songs, including bass motion, chord function, and aspects of the rhythm section. It leads to understanding the bass line, harmony, and rhythmic structure of these songs and creation of original pieces in major key and Aeolian mode (natural minor). Keyboard exercises, written homework assignments, and laptop computer drills provide extensive practice in musical and notational elements. Students learn to read and write major and natural minor scales in all keys and learn triads and seventh chords diatonic to those scales. The course provides exposure to chromatic variations on major key harmony: the principles of secondary dominants and modal interchange are studied in limited situations to add color and variety to diatonic harmony. These activities will decode the melodic, harmonic, and rhythmic language of most of contemporary popular music and set the stage for a detailed study of more complex and chromatic music in Music Theory and Application II.

*Credits: 3*  
*Every Fall*

### **TEP 102 Introduction to Music Technology/Production**



This course introduces the fundamentals of music technology geared to the needs of today's professional musician. One of the most significant challenges facing musicians today is mastering the skills required to continually adapt to a changing technology base. Musicians today must understand and be prepared for the fact that this technology base is moving more rapidly than it can be assimilated. The course topics will give an overview of all aspects of the current technology with the primary goal of enabling students to make intelligent decisions in evaluating future technological needs.

*Credits: 3*

*Every Fall*

#### **TEP 103 Piano Lab I**

Students will learn standard song forms, progressions, blues forms, comping, harmonic continuity, triads, seventh chords, melody, and accompaniment.

*Credits: 2*

*Every Fall*

#### **TEP 104 Aural Skills and Ear Training I**

Students develop basic ear training skills through performance and dictation. They study melodies, intervals, harmony, and solfege in major keys, as well as basic rhythms in the most common meters.

*Credits: 3*

*Every Spring*

#### **TEP 105 Sequencing and Production**

This course is an extension of TEP 102. Students will experiment with different DAWs including Ableton Live, Logic and Pro Tools. Students will be introduced to advanced midi techniques for studio and live performance. This course will also serve as an introduction to mixing.

*Credits: 3*

*Every Spring*

#### **TEP 106 Piano Lab II**

This course is a continuation of Piano Lab I. Instructional focus will continue furthering fundamental piano techniques and will focus on applying techniques in a modern studio setting which will include creating digital productions implementing MIDI sequences in a digital audio workstation (DAW) environment.

*Pre requisites: TEP 101, TEP 103*

*Credits: 2*

*Every Spring*

#### **TEP 120 Music Theory and Application II**

This course is a continuation of Music Theory and Application I. The class focuses on upper extension seventh chord harmony through construction of chords and scales, their respective relationships, composition, and analysis.

*A pre requisite of TEP 101 is required.*

*Credits: 3*

*Rotating Basis*

#### **TEP 121 Foundations of Recording**

This course explores the fundamentals of analog and digital audio. Topics include recording consoles: design, function, and signal flow; principles of signal processing: reverberation, delay, equalization, compression, and other effects; an introduction to microphone and loudspeaker technology; and an introduction to music production and recording techniques in both analog and digital media. This class will demonstrate how to monitor and sculpt EQ settings, why and when to process your input signal, selecting the correct microphone and polar pattern for each instrument and how to choose the right outboard gear for the track.

*Credits: 3*

*Annually*

#### **TEP 122 Drum Proficiency**

This course is designed to acclimate students to the role of drums in music production. Students will learn basic concepts of sight reading rhythms, understanding swing and groove through study of beginning and elementary instruction in drum set techniques.

*Credits: 2*

*Every Fall*

#### **TEP 123 Studio Recording Lab I**

Students will participate and record in various genres, styles and configurations; honing essential skills and techniques. Sessions will be recorded, mixed and critiqued.

*Credits: 1*

*Every Fall and Spring*

#### **TEP 124 Aural Skills and Ear Training II**

Continuing from Aural Skills and Ear Training I students develop basic ear training skills through performance and dictation. They study melodies, intervals, harmony, and solfege in major keys, as well as basic rhythms in the most common meters.

*Credits: 2*

*Rotating Basis*

#### **TEP 125 Music of Black Americans**

This course will examine and chronicle the musical contributions of African Americans who came to this country as indentured servants in 1619 and later slaves, beginning in the 17th Century. Emerging from the degradation and atrocities of slavery, the African American was able to create a "song" that would have a profound impact on how we disseminate and digest music today. Although musical contributions by African Americans will be the primary focus of this class, it will be necessary to discuss and examine the social, economic, religious, political and technological variables that helped with the proliferation of the music.

*Credits: 3*

*Rotating Basis*

#### **TEP 126 Record Company Operations**

A critical analysis of the anatomy of domestic and international record companies, focusing on the role of each department within the structure.

Students become intricately acquainted with such areas of activity as artists and repertoire (A&R), promotions, marketing, distribution, product management, and business affairs. Special attention is given to contractual relationships with artists and producers as well as domestic and international licensing of masters.

*Credits: 3*

*Rotating Basis*

#### **TEP 127 From Rock and Roll to Popular Music**

This course will introduce students to the different styles, artists and context, covering the original rock and roll roots of the Beatles, to the popular music of Elton John, and culminating with a look at current Pop Stars like Taylor Swift and Bruno Mars.

*Credits: 3*

*Rotating Basis*

#### **TEP 140 Business of Music Publishing/Copyright**

This course is a detailed analysis of the inner workings of music publishing companies, with emphasis on the role of the publisher in the acquisition, market development, and administration of copyrighted musical compositions. Topics include copyright registration and renewal, contractual relationships with composers, and an analysis of domestic and international licensing of the publisher's catalog through recordings, motion pictures, print, and performance rights. Relationships with foreign affiliates and sub-publishers are also covered.

*Credits: 3*

*Rotating Basis*

#### **TEP 141 Social Media/Analytics**

This course focuses on the metrics and analytics that allow music marketers/promoters/managers to develop marketing campaigns for specific demographics. The course will introduce students to the evolution of social media and branding opportunities that it provides artists.

*Credits: 3*

*Rotating Basis*

#### **TEP 143 Creative Promotion in Media**

A comprehensive study of media options available for the promotion of artists, Music Videos, products and services. It includes a brief discussion of marketing plans, followed by a detailed look at both old and new media. Concepts such as integrated marketing communication are melded with creative tools for branding. Students will analyze an existing promotion plan, as well as create one of their own for a new product. The course is useful for the future entrepreneur, corporate executive, creative production person, or anyone who needs information on consumer research, business relationships, and marketing efforts.

*Credits: 3*

*Rotating Basis*

#### **TEP 146 Songwriting I**

This course includes both lectures and workshop sessions and examines the craft of popular

songwriting from both an elementary and practical viewpoint. Song elements covered include basic song structures and forms, lyric writing and prosody, melody, harmonic setting and basic accompaniment approaches. The class includes discussion, analysis and composition exercises that investigate the development and fusion of these elements into completed songs. Collaboration within the workshop environment is encouraged, and the course culminates with a class recital of original student works.

*Credits: 3*

*Rotating Basis*

#### **TEP 147 Music Production for Records**

This course is designed for producers, entrepreneurs and songwriters/performers. Emphasis is placed on the creative and aesthetic techniques of production. Topics include song choice, song analysis, lyric analysis, artist development, creative vision, scheduling, budgeting, prioritization of tasks, communication issues, compromise and flexibility with regard to artist's vision, servicing the artist's and the record company's needs, and tracking the development of the production process from demo to master.

*Credits: 3*

*Rotating Basis*

#### **TEP 148 Foundations of Mixing**

This course introduces students to the aesthetic considerations and functional operation of equipment for multi-track mixdown of stereo masters. Topics include: common control room procedures and protocols, console and control room signal flow, control logic, patching and balance, use of outboard signal processors, and documentation protocols. Weekly out-of-class studio lab time consists of mixing prerecorded multi-track material. Audio ear training is also required outside of class time.

*Credits: 3*

*Rotating Basis*

#### **TEP 160 Culture of Rhythm & Production**

This hands-on, interactive course will focus on the Afro-Caribbean music and dance traditions of Bahamas, Belize, Carriacou, Colombia, Cuba, Dominica, Dominican Republic, Guadeloupe, Guyana, Haiti, Honduras, Jamaica, Louisiana, Martinique, Mexico, Panama, Puerto Rico, Suriname, Trinidad, and Venezuela, among others. We will study key concepts, terms, and history; introducing students to each genre's music and dance fundamental practices, regional styles, new developments, and connections to other Caribbean and American musical forms. We will examine how these musical practices are both shaped by and give shape to their cultural settings and the social and political environment in which they are performed.

*Credits: 3*

*Rotating Basis*

#### **TEP 161 History of Motown & Soul Music**

This course will introduce students to the different

styles, artists and context that created R&B and Motown music. The class covers the roots of R&B from its Southern roots to its migration to cities such as Detroit, Chicago and Philadelphia. The course focuses on the history of African American popular music from Ray Charles to P-Funk to Erykah Badu; with particular emphasis on its long-term impact on American culture. The rise of classic R&B, Soul, Motown, Funk, the Philly Sound and Neo-Soul are featured. Key artists include Ray Charles, Aretha Franklin, the Supremes, Curtis Mayfield, James Brown, Stevie Wonder, George Clinton, Michael Jackson, Prince, Jill Scott, Erykah Badu, Usher, Alicia Keys, and D'Angelo. The course is especially concerned with tracing the interrelationships among music, politics, spirituality, and race relations during the Civil Rights and Black Power years and their legacy for today. During these years the sound of African America indelibly shaped mainstream American popular culture in far reaching and transformative ways. The issues and questions raised in these years continue to be deeply relevant to a contemporary understanding of race, culture, and society.

*Credits: 3*

*Rotating Basis*

#### **TEP 162 Legal Aspects of Music Industry**

This course is an overview of business and legal issues of special concern to musicians and songwriters, with special emphasis on copyright law, recording and music publishing agreements, and relationships between artists and other parties, including managers, producers, and investors.

*Credits: 3*

*Rotating Basis*

#### **TEP 163 Principles of Business Management**

An overview of the activities involved in managing a business, including marketing, accounting, finance, and the production of goods and services. The course focuses on the ability of the music business executive to analyze, plan, coordinate, and set objectives for these activities, through the presentation of business theory and problem solving.

*Credits: 3*

*Rotating Basis*

#### **TEP 164 Songwriting II**

Continuation of Songwriting I. Proper integration of lyrics and melody will be emphasized. Expansion of tonal materials used in songwriting including modulation and modality. Further study of form including the transitional bridge and the primary bridge. Student projects include setting lyrics in various styles and forms. Note: It is recommended that students take Jazz Theory II in conjunction with this course.

*A pre requisite of TEP 146 is required.*

*Credits: 3*

*Every Spring*

#### **TEP 165 Music Acoustics**

This course is a survey of acoustical phenomena

relating to music. The course includes an overview of the nature of sound waves and vibration, sound propagation and room acoustics, sound level and its measurement, the human ear and perception, and tuning systems. Course material is directed toward the contemporary musician's need to understand acoustical phenomena in various contexts, including performance, writing, and music technology applications.

*Credits: 3*

*Rotating Basis*

#### **TEP 166 From Rhythm and Blues to Hip Hop**

This course will introduce students to the different styles, artists and context, covering the original R&B and hip hop roots up until the modern era.

*Credits: 3*

*Rotating Basis*

#### **TEP 180 Music Entrepreneurship**

The course approaches entrepreneurship as primarily a creative discipline and borrows from concepts such as observation, developing a point of view, prototyping, and constant iteration, as a means of guiding you through the process of the entrepreneurial endeavor. Students develop the basic mindset, knowledge, and insights required to pursue an entrepreneurial career, whether as the steward of your own career or as the founder of a new business in any creative field.

*Credits: 3*

*Annually*

#### **TEP 181 Concert Promotion**

This course is designed to introduce students to the basics of concert promotion and venue management including considerations when buying a club, concert promotion and advertising, talent buying, city codes, insurance, TABC regulations, music performance licenses, personnel management and concert production and administration.

*Credits: 3*

*Rotating Basis*

#### **TEP 182 Music Intermediaries**

This course focuses on the role of the intermediary in advising, representing, and furthering the careers of artists, focusing on the establishment of mutually beneficial working relationships. Topics include the mechanics of talent booking and contracting, union and government regulations, fee/commission structures, contractual considerations, fiduciary duties, budgeting, the development of a client base, and finding success through honesty and fair dealing.

*Credits: 3*

*Rotating Basis*

#### **TEP 183 Accounting / Finance for Artists / Musicians**

This course introduces students to the importance starting LLC's, how to start a publishing company, correctly itemizing purchases for tax purposes and how musicians write off purchases for taxes. The course studies how to budget for recordings,

touring and other endeavors typical for musicians/artists.

*Credits: 3*

*Every Spring*

#### **TEP 184 Artist Management**

This course explores the role and importance of an artist manager, what they do, and how they impact the career of the artist and their brand. The course begins with the basics: why an artist needs a manager, the keys to finding the right partner, and a typical management contract. From there, you'll cover the details of planning an artist's career, money management, and what to do when things go wrong. You'll also examine the principles of leadership dynamics and motivation in order to focus and empower current and potential managers.

*Credits: 3*

*Rotating Basis*

#### **TEP 185 Studio Arranging**

This course is a study of the musical concepts of melody, rhythm, harmony, and form as applied to the principles and techniques of writing and arranging for the rhythm section (drums, bass, guitar, keyboards, basic percussion). Students also study lead-lines for solo instruments, two horns (trumpet plus alto or tenor saxophone), and/or voice. Students focus on the conceptual process of combining individual components to create a musically satisfying arrangement. Students explore the use and integration of MIDI technology and sequencing as they relate to rhythm section and lead-line writing. Students also study various contemporary musical styles and the musical concepts that comprise them, including writing from the "bottom up" (groove-driven) and "top down" (working with a melody in a lead instrument or voice). Students complete writing assignments that incorporate combinations of acoustic, electronic, and MIDI instruments.

*Credits: 3*

*Rotating Basis*

#### **TEP 186 Mixing II**

This class is a continuation of TEP 148. Advanced concepts in mixing will be examined through use of mixing consoles and analog equipment.

*Credits: 3*

*Rotating Basis*

#### **TEP 200 History of Recording**

##### **Industry/Technology**

This is an introductory course, which familiarizes students with the history of audio recording and instrumentation as well as the practical aspects of the recording process. Sessions are organized according to a lecture/demonstration format in which students are given hands-on learning experience in a state-of-the-art recording studio. As the course progresses, students are expected to become better versed in the practical workings of the contemporary recording studio. Topics for class discussion include acoustics, studio design, the

audio production console, recording and mix-down processes, and studio instrumentation.

*Credits: 3*

*Rotating Basis*

#### **TEP 201 Professional Development Workshop**

The Professional Development Workshop provides an opportunity for students in their sixth semester to reflect upon their academic and professional experiences. Students evaluate their knowledge, skills, abilities and interests as they develop and/or refine college and career goals. Students also explore their own identities and their professional and personal relationships as they reflect on the role of the artist or entrepreneur in society, and their role as a musician in their community. Students learn business, entrepreneurship, legal, and communication skills, and address issues of business ethics. Guest lecturers will be brought in to pass along vital information, guidance and wisdom to students as they embark on their professional careers.

*Credits: 3*

*Rotating Basis*

#### **TEP 202 Promotions in Radio**

This course is designed to provide students with basic knowledge of radio/audio production theory, techniques and aesthetics via practical (hands-on) experience in the writing and production of several program formats. Students will work on specific projects designed to help you master the art of audio recording, editing, mixing, and aural storytelling techniques. Although radio production is about communicating and delivering a message to listeners; the history, business environment of radio and the basic science of radio will also be examined. A basic knowledge and understanding of the radio business and production is necessary for many radio station jobs, both "on" and "off" air in news and entertainment programming, including positions like show producer, talent, program director, promotions director and production director.

*Credits: 3*

*Rotating Basis*

#### **TEP 203 Songwriting Workshop III**

This workshop continues from songwriting II based on a small group seminar designed to guide students majoring in songwriting in the preparation of their final project.

*Pre-requisites: TEP 146; TEP 164*

*Credits: 3*

*On Demand*

#### **TEP 204 Sound for Visual Media**

This course will serve as an introduction to sound for film, television and multi-media. The course covers audio post-production for video, film and other multimedia formats with a focus on sound design, SFX editing, Foley, and ADR (dialog replacement). Sound for Visual Media will teach students the specific techniques and strategies used by working professionals during the post-

production process. Students will learn how to spot, edit, and assemble dialogue, sound effects, foley, and music; in addition to mixing and prepping audio for film and television using the industry standard, Pro Tools. The course begins with a real-world overview of audio post production, including its evolution, methods, sound crew, and media formats. It then explores techniques and tips for recording location sound, using sound effects libraries, editing production dialogue, and directing and recording a Foley session.

*Credits: 3*

*On Demand*

#### **TEP 205 Internship**

Students are required to take on a field placement experience in their area of concentration.

*Credits: 0*

*All Sessions*

#### **TEP 300 Capstone**

A seminar in which students receive individualized guidance in the preparation and completion of their graduation project.

*Credits: 3*

*Every Fall, Spring and Summer*

#### **TEP 301 Thesis/ Culminating Project**

This class represents the culmination of each student's work in the program and the experience through which students synthesize all they have learned. The culminating experience helps to shape students' next steps in the profession and in their career. Thesis projects can consist of a research project, a creative project, a practical project, and/or another project of the student's devising.

*Credits: 3*

*All Sessions*

**B.A. Sports Communication & Marketing**

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

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

**B.A. Sports Communication & Marketing**

{Program Code: 40028 } {HEGIS: 0601 }

**Graduation Requirements**

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

**Orientation (1 credit)**

FYS 01 First Year Seminar 1.00

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

**Humanities**

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 (PHI 61 or 62) 3.00

Foreign Language 3.00

**Social Sciences**

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

**Science and Mathematics**

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

Laboratory Science: BIO, CHM, PHY 4.00

**Communication, Visual & Performing Arts**

Oral Communication: SPE 3 3.00

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

**Liberal Arts Requirement (45 credits)**

45 Credits Numbered Above 100 (Advanced Courses)

**Major Requirements (28 credits)**

Must complete all of the following courses:

ANT/ SOC 161 Sociology of Sport 3.00

JOU 119 News Writing 3.00

JOU 120 Introduction to Mass Communication 3.00

JOU 135 News Reporting I 3.00

JOU 147 Sports Information and Public Relations 3.00

JOU 151 Sports Writing and Reporting 3.00

JOU 160 Journalism Internship 1.00

MKT 201 The Fundamentals of Marketing 3.00

MKT 344 Sports Marketing 3.00

SPM 176 Introduction to Sport Management 3.00

**Journalism Electives (6 credits)**

Choose two (2) courses from the following:

JOU 111 Photojournalism 3.00

JOU 130 Television Journalism 3.00

JOU 141 Online Journalism 3.00

JOU 143 Visual Communication 3.00

JOU 222 Social Media in Theory and Practice 3.00

JOU 1561 Video Journalism I 3.00

**Sports Electives (6 credits)**

Choose two (2) courses from the following:

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

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

JOU 204 The Globalization of Sports: Origins and Prospects 3.00

SPM 186 Sport Facilities Management 3.00

SPM 191 Leadership in Sport Management 3.00

SPM 200 Sport Law 3.00

SPM 202 Strategic Sport Communication 3.00

SPM 216 Professional Selling and Communications for Sports 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 40

Minimum Credits in Courses >100 Level: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

**B.S. Sport Management**

The Bachelor of Science in Sport Management at LIU Brooklyn is a joint 120-credit program offered between the Division of Athletic Training, Health, and Exercise Science (ATHES) and the School of Business. This unique interdisciplinary approach enables our students to develop and apply a strong foundation of business knowledge and skills to all aspects of the sports industry. Through our Sport Management program, students learn the most current trends, techniques, and strategies in management and marketing technology, ticket sales, sponsorships, branding, public relations, event planning, sports merchandising, facility management, and athlete representation. Students will also understand and practice the essentials of leadership, communication, and teamwork skills that are critical to future career success.

**B.S. in Sport Management**

{Program Code 37045} {HEGIS: 0599.0}

**Graduation Requirements**

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

**Orientation**

FYS 01 First Year Seminar 1.00

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

**Humanities**

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 61 or 62 or 60 3.00

Foreign Language 3.00

**Social Sciences**

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

**Science and Mathematics**

Mathematics: MTH 15 or 16 (3-4 credits)	3.00
	-
	4.00
Laboratory Science	4.00

**Communication, Visual & Performing Arts**

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

**Ancillary Requirements:**

**Choose one of the following statistics courses (3 credits):**

BUS 228	Business Statistics I	3 credits
MTH 100	Introductory Statistics	3 credits
PSY 150	Statistics in Psychology	3 credits

**Major Requirements**

**All Courses Listed Below Must Be Completed (54 credits)**

ACC 110	Accounting for Non Business Majors	3 credits
BUS 101	Introduction to Business 21st Century	3 credits
BUS 110	Foundation of Business Systems	3 credits
ENT 200	Entrepreneurship	3 credits
FIN 201	Introduction to Finance	3 credits
MAN 201	Principles of Management	3 credits
MAN 231	Managerial Communications	3 credits
MKT 201	Fundamentals of Marketing	3 credits

SPM 244	Principles of Sport Marketing	3 credits
SPM 176	Introduction to Sport Management	3 credits
SPM 186	Facility Management and Event Planning	3 credits
SPS 191	Leadership in Sport Management	3 credits
SPM 200	Sport Law	3 credits
SPS 206	Customer Relations in Sport Management	3 credits
SPM 216	Professional Selling and Communications for Sports	3 credits
SPM 265	Field Experience in Sport Management	3 credits
SPM 266	Internship in Sport Management	6 credits

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 60
- Minimum Major Credits: 54
- Minimum Credits of Courses > 100 level: 45
- Minimum Sport Management Major GPA: 2.0
- Minimum Overall GPA: 2.0

**SPM 176 Introduction to Sport Management**

Through learning activities, professional profiles, case studies and international examples, students gain a strong foundation in diverse areas in the field of sports management. This includes ethical, and legal aspects of sports management, publicity and public relations, finance, critical thinking and sport management research. This will be accomplished through lectures, guest speakers and class discussions.

*Credits: 3*

*Every Fall*

**SPM 186 Sport Facilities Management**

A study and systematic guide to the management issues and practical problems that sports managers must address to ensure financial, sporting and ethical success. The course will cover feasibility assessment, market research, event bidding and branding, risk analysis, contract and project management, corporate structure, budgeting as well as economic, social, community and environmental issues. The course will consist of both classroom and field experience. Students will be required to devote approximately 10 hours outside of class toward managing an on-campus NCAA Division I sports event. The students will be assigned a project that will require them to attend the event and all related functions, such as preparing the facility, managing ticket sales, promotions and marketing the event.

*The pre-requisite of SPS 176 is required.*

*Credits: 3*

*Every Spring*

**SPM 191 Leadership in Sport Management**

This course examines the successful and powerful leadership methods of legendary coaches such as John Wooden and Mike Krzyzewski. Students learn how to put into practice their values, principles and lessons into the business of sport, including developing team culture, striving for personal excellence, improving productivity and building trust and relationships. Students will develop the skills to assess the strength of an organization as well as identify and address the areas of need and growth. The main topics of the course will include: communication, decision making, managing change, motivation, staffing and teamwork. Students will stay current with leadership and management issues in sports as reported in the New York Times, Sport Business Journal, USA Today, and other publications. Each week, we will discuss the application of reading assignments to breaking sports news stories. Guest speakers from the world of sports will be invited to share their leadership philosophy and experience with the class.

*Credits: 3*

*Every Fall*

**SPM 196 Leadership & Management in Nonprofit Organizations**

This course is especially suited for students studying

leadership and management within health, social and recreation/leisure service programs. Leadership and Management in Nonprofit Organizations delivers viable and attractive career alternatives in management. This course will educate and expand the student's knowledge of the many career choices and options that exist for administrators in the nonprofit world. It will provide excellent direction and guidance for the manager and will help professionally prepare the student in their pursuit of best practices.

Content areas will include: Leadership, Management and Supervision of staff and volunteers, Human Resources & Personnel, Business operations, Preparing budgets and financial management, Facility Management, Program Development in areas of Health, Social and Recreational/Leisure programs and Special Event management.

*Credits: 3*

*Cross-Listings: HS 396, SPM 196, SPS 196*

*Every Fall*

**SPM 200 Sport Law**

Professional and amateur sports have attained great importance both in America and internationally. concomitant with this growth is the growth and sophistication of business and legal issues. This class will provide an extensive overview of the legal principles and business models and rules governing the sports industry and the legal controversies and policy considerations surrounding those rules. This class is not intended to be a law school class, but rather an application of legal concepts important for sports managers.

Five major themes are explored: (1) The law and internal regulations applicable to professional and amateur sports bodies. This involves a focus on the structure and powers of sports leagues, athletic federations, and the Olympic movement; (2) Contractual issues in professional and amateur sports, including sponsorship, endorsement, licensing and stadium signage and concessions; (3) The importance of antitrust and labor law; (4) Legal issues involving injury and risk management; and (5) Intellectual property and broadcast/Internet. Note that the ethical questions in sports decisions making will permeate throughout the class.

Though the law can explicitly require certain types of decisions, the role of ethics is far more subjective.

*Credits: 3*

*Every Fall*

**SPM 244 Principles of Sports Marketing**

The application of the principles of promotion and marketing to the sports and fitness industry, including the areas of professional sports, corporate fitness, college athletics, clubs and resorts.

*Pre-requisites of SPM 176 and 191 are required*

*Credits: 3*

*Every Spring*

**SPM 265 Field Experience in Sports Management**

This course is an opportunity for Sport Management students to gain practicum experience, apply classroom theory, refine skills and build a professional network in a Sport Management setting. Practical experience will be gained in a sport industry, including but not limited to marketing, sales, public relations, operations, event planning, and event management. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course may require additional hours other than the standard meeting times listed in the schedule of classes.

*Credits: 3*

*Every Semester*

**SPM 266 Internship in Sport Management**

This is an individually arranged course that combines work experience with a related academic or creative project. The course is intended to afford students an opportunity to apply theoretical classroom information in a real world environment, and develop skills beneficial to students seeking careers in sport management. The internship requires a minimum of 240 hours, but students may need to perform additional hours based on the decision of the internship site.

*Credits: 3*

*Every Fall, Spring and Summer*

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**SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES**

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The School of Business, Public Administration and Information Sciences (SBPAIS), aligned with the mission of the University, supports the idea of educational access for any and all those willing to apply themselves to the task. As a school, we strive for excellence in our engaged learning, our relevant scholarship and our impactful service in the name of student success. For many students of business, success in higher education is a tangible step toward success in the world of work. Toward that end, SBPAIS strives to maintain a curriculum responsive to the dynamic marketplace. Our Bachelor of Business Administration is an illustrative example. By including four classes related to data analytics – a specialty in high demand by employers – students in the program will be better equipped to have results-oriented interviews and success on the job. Our graduate-level satellite programs at leading financial and healthcare institutions are a testimony to our ability to deliver an education to the world’s most demanding and discerning customers. Outside the classroom, research has proven that those students active on campus tend to encounter greater career success. SBPAIS has responded accordingly with extracurricular activities that more closely resemble internships than clubs, thereby bolstering student resumes. With a set of new initiatives that began in 2018, our LIU students now have the chance to manage a real-money portfolio of stock market investments through our Student Managed Fund. Students can earn Internal Revenue Service certification to professionally complete tax returns through our Accounting Society and NABA chapters. Students can assume responsibility for the social media promotion of our school through the Marketing Society, and students interested in going on to law school interact with sitting judges not just in the classroom but also in their chambers through our Pre-Law Society. At SBPAIS, we realize that getting involved leads to being hired and a successful career launch. More foundationally, each incoming student is encouraged to enroll in our Passport to Personal and Professional Development mentorship program. Through a series of personalized coaching sessions, students hone their professional behaviors and prepare for the demands of the job search.

The School of Business, Public Administration and Information Sciences consists of three academic units: Department of Business; Department of Technology, Innovation and Computer Science; and Public Administration. The Department of Business and the Department of Technology, Innovation and Computer Science offer undergraduate, graduate and accelerated shared credit degrees, while the Department of Public Administration only offers graduate degrees. Degrees offered at the undergraduate level include the following: Bachelor of Business Administration (with concentrations in Accounting, Entrepreneurship, Finance, Human Resource Management, Management and Marketing), Bachelor of Science (B.S.) degrees in: Accounting, Finance, Entrepreneurship, Marketing, Artificial Intelligence, Computer Science and Data Analytics.

Graduate degrees include the Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Management, Management Information Systems, and Marketing. The M.B.A. is delivered in a 3-credit traditional format which can be customized to suit the needs of corporate, hospital or government institutions that wish to provide employees with a dedicated cohort. In addition, the School of Business offers an accelerated shared credit program combining Pharm.D. and M.B.A. in conjunction with LIU Pharmacy. Other Master of Science programs offered include: Artificial Intelligence, Computer Science, and Data Analytics and Strategic Business Intelligence, Master of Public Administration (M.P.A.) in Public Administration and Master of Public Administration (M.P.A.) in Health Administration degrees are also offered.

## Mission Statement

The School of Business, Public Administration, and Information Sciences at LIU Brooklyn is dedicated to advancing scholarship and preparing our diverse student population to meet the challenges of their future. Located in the heart of Brooklyn, New York, we have been both tightly connected to and reflective of our community for almost 100 years, embracing LIU's overarching mission of *access* and *excellence*.

Our mission is to provide a transformational educational experience for our students based on the following principles:

- Our programs are *relevant*. Our faculty maintains close ties to practice and is continually updating their skills to keep up with our students' needs. Our courses apply theory to practice and provide a wide variety of experiential learning opportunities.
- We teach our students to be *entrepreneurial*- they learn to create value in society through creativity and innovation.
- We believe in *ethical* professional practices and are committed to public and community service.
- We believe that all students have *value*. We foster close ties between faculty and students through small class sizes and faculty availability.

By following these principles, we produce graduates with:

- Marketable skills that lead to successful job placement and productive careers.
- Critical thinking and problem-solving abilities make them lifelong learners.
- A commitment to ethics and civic responsibility that makes them solid global citizens.

## DEPARTMENT OF BUSINESS

The world today is one of consistent and often rapid change, especially in light of evolving technologies. Regardless of whether a student is interested in a career in accounting, entrepreneurship, finance, management, or marketing, the recipe for a successful career in business, government, the not-for-profit sector, or being self-employed, is knowledge and skills. The Department of Business helps students gain the knowledge and develop the skills that will prepare them for managing in the global marketplace. These skills include communication, critical and analytic thinking, teamwork, as well as the specific technical skills and functional knowledge associated with each student's major. In addition, students are prepared to develop a sense of ethical and social responsibility as well as an appreciation for and the ability to navigate in the context of global and ethnic diversity.

The Department of Business offers the Bachelor of Business Administration (B.B.A.) with concentrations in Accounting,

Entrepreneurship, Finance, Human Resource Management, Management, and Marketing; the Bachelor of Science (B.S.) in Accounting, Entrepreneurship, Finance, Management (available with a concentration in Human Resource Management) and Marketing. The department also offers a Bachelor of Science and Master of Science shared credit accelerated program in Accounting.

## B.B.A. Business Administration

The School of Business, Public Administration, and Information Sciences offers the 120-credit Bachelor of Business Administration (B.B.A.) degree with concentrations in six areas. The B.B.A. degree is a comprehensive business degree that prepares students for a broad range of careers in business and for workplaces where technology and data are crucial. The goal of the degree is to provide students with an exceptional undergraduate business education that provides experiential and project-based learning, in-demand and relevant professional skills, and opportunities to plan for a meaningful career upon graduation. Students in the B.B.A. take a structured core business curriculum that not only includes coursework in the basic areas of business – accounting, finance, management, and marketing – but is also focused on in-demand skills such as entrepreneurial thinking and innovation, selling and negotiating, data analytics, and computational thinking and coding. Students also develop a career plan and complete a practicum or internship where they can apply their skills and gain experience in their field of concentration.

Students select a concentration in one of six areas: accounting, entrepreneurship, finance, human resource management, management, and marketing. Concentrations consist of at least five courses outside of the business core and allow students to specialize in an area of interest. Concentrations, and the types of careers they prepare students for, are described in more detail below. Whether a student is interested in careers in the for-profit or non-profit sector, these concentrations provide students with the foundational skills to be successful.

### B.B.A. Business Administration

{Program Code: 39393} {HEGIS: 0501.0}

### Graduation Requirements

Students must satisfy the placement, proficiency, and orientation requirements **outlined in the Graduation Requirements section** of this bulletin and the core curriculum requirements below.

### Orientation: 1 Credit

FYS 01 First Year Seminar 1.00

### Core Curriculum Requirements: 28

## Credits

### Humanities and Social Sciences

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Anthropology, History, Philosophy, Political Science, Psychology, Sociology	9.00

### Science and Mathematics

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

### Communication, Visual & Performing Arts

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

### Advanced Credit Requirement

#### Minimum of 48 Advanced Credits is

**Required:** Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

## Major Requirements

### Business Core Requirements: 64 Credits

The following twenty-one (21) courses are required for all concentrations, *with the exception of Accounting:*

ACC 111	Principles of Accounting I	3.00
ACC 112	Principles of Accounting II	3.00
BUS 101	Introduction to Business in the 21st Century	3.00
BUS 110	Foundations of Business Information Systems	3.00
BUS 210	Economics for Business	3.00
BUS 211	Applied Business Statistics	3.00
BUS 212	Career Development and Planning	2.00
BUS 330	Business Analytics	4.00
BUS 390	Business Practicum	3.00
CS 101	Fund of Comp Science & Information Sciences	3.00
CS 103	Programming I for Business	4.00
ENT 200	Entrepreneurship & Innovation	3.00
FIN 201	Financial Markets and Institutions	3.00
FIN 202	Corporate Finance	3.00
LAW 201	Business, Law, and Society	3.00
MAN 201	Principles of Management	3.00
MAN 210	Selling and Negotiating	3.00
MAN 231	Managerial Communications	3.00



MAN	320	Business, Government, and Society	3.00
MAN	353	Operations Management	3.00
MKT	201	Fundamentals of Marketing	3.00

**B.B.A.: Accounting Concentration**

Accountants, who are responsible for recording, analyzing, and reporting on the financial transactions of an organization, ensure that an organization abides by rules and regulations and is able to understand its financial performance.

The **B.B.A. in Business Administration with an Accounting concentration** provides a systems approach to prepare students to be technically competent, alert to ethical issues, and able to adapt to changes in technology, regulation, and globalization. Students are trained in the concepts and techniques needed to evaluate organizational performance and make recommendations for improved future performance. In addition to accounting, the curriculum includes some law and finance. The accounting concentration may lead to careers in accounting or finance, either in a for-profit business, a non-profit, or government, for a public accounting firm, or as a self-employed person. Common entry-level jobs include accountant or financial analyst.

**Business Core Requirements: 49 Credits**

The following sixteen (16) courses are required for the Accounting concentration:

ACC	111	Principles of Accounting I	3.00
ACC	112	Principles of Accounting II	3.00
BUS	210	Economics for Business	3.00
BUS	211	Applied Business Statistics	3.00
BUS	212	Career Development and Planning	2.00
BUS	330	Business Analytics	4.00
BUS	390	Business Practicum	3.00
CS	101	Fund of Comp Science & Information Sciences	3.00
CS	103	Programming I for Business	4.00
ENT	200	Entrepreneurship & Innovation	3.00
FIN	201	Financial Markets and Institutions	3.00
FIN	202	Corporate Finance	3.00
MAN	201	Principles of Management	3.00
MAN	320	Business, Government, and Society	3.00
MAN	231	Managerial Communications	3.00
MKT	201	Fundamentals of Marketing	3.00

**Accounting Concentration Requirements: 30 Credits**

ACC	221	Intermediate Accounting I	3.00
ACC	222	Intermediate Accounting II	3.00

ACC	329	Accounting Information Systems	3.00
ACC	331	Management Accounting	3.00
ACC	338	Advanced Accounting	3.00
ACC	442	Auditing	3.00
ACC	445	Federal Income Tax	3.00
FIN	315	Analysis of Financial Statements	3.00
LAW	211	Introduction to Law and Legal Reasoning	3.00
LAW	212	The Legal Environment of Business	3.00

**Advanced Electives: 9 Credits**

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

**Capstone Experience: 3 Credits**

BUS	401	Business Capstone	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 30  
 Minimum Major Credits: 30  
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)  
 Minimum Major GPA: 2.0  
 Minimum Overall GPA: 2.0

**B.B.A.: Entrepreneurship Concentration**

Entrepreneurship is the ability to recognize a problem or need and develop and launch a product, service, or process in response. Whether a student wants to start her own organization, be an innovator within corporate America or the non-profit sector, or be a freelancer, the skills, practices, and mindset associated with entrepreneurs are applicable across a broad range of settings and types of jobs. This **B.B.A. in Business Administration with an Entrepreneurship concentration** is a creative exploration of ideas, a study in attracting stakeholders, and a disciplined set of practices to lower risk. Coursework is experiential, and students interact with the startup and innovation community both inside and outside the classroom. The program of study culminates with a business plan that is both defensible to potential investors and actionable in the real world. The entrepreneurship concentration may lead to careers in local startups and general management within larger firms.

**Entrepreneurship Concentration Requirements: 15 Credits**

ENT	301	Developing a New Venture Value Proposition	3.00
ENT	302	Developing a New Business Model	3.00
ENT	303	Entrepreneurial Consulting	3.00
ENT	304	New Venture Planning	3.00

---	---	One (1) 300-level advanced business course.	3.00
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**Advanced Electives: 9 Credits**

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

**Capstone Experience: 3 Credits**

BUS	401	Business Capstone	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 30  
 Minimum Major Credits: 15  
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)  
 Minimum Major GPA: 2.0  
 Minimum Overall GPA: 2.0

**B.B.A.: Finance Concentration**

Finance is a powerful and influential field that can be defined as the art and science of managing money. The study of finance provides a framework to guide the financial decision-making of individuals, small businesses, large corporations, and financial institutions of all types. The **B.B.A. in Business Administration with a Finance concentration** is designed to provide students with an in-depth understanding of financial markets and financial concepts, exposure to and practice with the tools used by financial professionals to analyze information and make decisions, and training in how to optimize financial performance while minimizing risk. The finance concentration may lead to careers in investment or commercial banking, insurance, mortgage banking, or corporate finance across a range of industries. Common entry-level jobs include financial analyst, budget analyst, financial advisor, auditor, and investment analyst.

**Finance Concentration Requirements: 15 Credits**

FIN	315	Analysis of Financial Statements	3.00
FIN	403	Security Analysis	3.00
FIN	404	Portfolio Management	3.00
FIN	405	Corporate Financial Policies	3.00
FIN	---	One (1) 300-400 level advanced FIN course	3.00

**Advanced Electives: 9 Credits**

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College.

**Capstone Experience: 3 Credits**

BUS	401	Business Capstone	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 30  
 Minimum Major Credits: 15  
 Minimum Advanced Credit Requirement: 48 (see

Graduation Requirements at start of section)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

**B.B.A.: Human Resource Management Concentration**

Human resource management is focused on how an organization maximizes the performance of its human capital—its employees. The human resource field has undergone a significant change in recent years as more organizations have come to understand that a strong human resource function is critical to helping an organization live its mission and realize its goals. The **B.B.A. in Business Administration with a Human Resource Management concentration** is designed to provide students with the skills and knowledge key to succeeding in the HR field, covering areas that include employee relations, training and development, and compensation and benefits. The program is in alignment with the curriculum guidelines of the Society for Human Resource Management (SHRM), the world’s largest HR professional society. The human resource management concentration may lead to careers in staffing, training, organizational development, performance management, benefits and compensation, or other fields in human resources. Common entry-level jobs include human resource coordinator, compensation analyst, and recruiter.

**Human Resource Management Concentration Requirements: 15 Credits**

HRM	355	Human Resource Management	3.00
HRM	401	Employee and Labor Relations	3.00
HRM	402	Compensation and Benefits	3.00
HRM	403	Training and Organization Development	3.00
HRM	404	Workplace Safety & Health	3.00

**Advanced Electives: 9 Credits**

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

**Capstone Experience: 3 Credits**

BUS	401	Business Capstone	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 30  
 Minimum Major Credits: 15  
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)  
 Minimum Major GPA: 2.0

**B.B.A.: Management Concentration**

Management is how organizations achieve their goals through developing strategy, organizing work, and building and supporting their workforce.

The **B.B.A. in Business Administration with a Management concentration** is designed to give students a broad perspective on organizational management and is the most flexible in the B.B.A.. Students can assemble courses in their major based on their interests, from topics that span human resource management, organizational behavior, operations management, project management, decision-making, and systems analysis, among others. The program develops students’ leadership, teamwork, and communication skills along with computer and quantitative competence. The management concentration may lead to careers in any type of industry or organization. Common entry-level jobs include business analyst, account associate, operations associate, and project coordinator.

**Management Concentration Requirements: 15 Credits**

Choose five (5) advanced MAN courses numbered over 300.

**Advanced Electives: 9 Credits**

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

**Capstone Experience: 3 Credits**

BUS	401	Business Capstone	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 30  
 Minimum Major Credits: 15  
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)  
 Minimum Major GPA: 2.0  
 Minimum Overall GPA: 2.0

**B.B.A.: Marketing Concentration**

Marketing is the practice of getting a product or service into the hands of a consumer and includes every step from product development to point-of-sale. Marketing is a core function of any business organization; without strategic marketing, even the most innovative or groundbreaking products or services may fail. The **B.B.A. in Business Administration with a Marketing concentration** is designed to enable students to develop the creative, analytical, and communication skills needed to succeed in areas such as product and service promotion, distribution, buyer behavior, and market research. Courses focus on integrating theory and practice through the use of cases and hands-on field projects. The marketing concentration may lead to careers in market research, product development, advertising, public relations, sales, or other fields in marketing. Common entry-level jobs include ad sales agent, event planner, sales rep, and public relations specialist.

**Marketing Concentration Requirements: 15 Credits**

MKT	325	Consumer Behavior	3.00
MKT	331	Marketing Research	3.00
MKT	351	Marketing Strategy	3.00
MKT	---	Two (2) 300-level advanced MKT courses	6.00

**Advanced Electives: 9 Credits**

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisfy the 30-credit liberal arts requirement.

**Capstone Experience: 3 Credits**

BUS	401	Business Capstone	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 30  
 Minimum Major Credits: 15  
 Minimum Advanced Credit Requirement: 48 (see Graduation Requirements at start of section)  
 Minimum Major GPA: 2.0  
 Minimum Overall GPA: 2.0

**B.S. Accounting**

The B.S. in Accounting aligns with meeting the expectations of those preparing to sit for Certified Public Accounting examinations. Part and parcel with this, the B.S. in Accounting prepares students for employment in either the public, private, government or not-for-profit sectors, as well as entry-level positions in business, financial and accounting firms. Students learn essential skills in financial and managerial accounting, taxation and auditing. The curriculum provides a systems approach to prepare students to be technically competent, alert to ethical issues, and able to adapt to changes in technology, regulation and globalization.

**B.S. Accounting**

{Program Code: 06888} {HEGIS: 0502.0}

**Graduation Requirements**

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

**Orientation**

FYS	01	First Year Seminar	1.00
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**Core Curriculum Requirements: 34 Credits**

**Humanities**

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

**Social Sciences**

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

**Science and Mathematics**

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

**Communication, Visual & Performing Arts**

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

**Liberal Arts Elective Requirements: 2 Credits**

Introductory Arts & Sciences Electives (1)	16 credits
Advanced Arts & Sciences Electives (2)	6 credits

- (1) Any Introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

**Advanced Credit Requirement**

**Minimum of 48 Advanced Credits is Required:**

Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

**Major Requirements**

**Business Core Requirements: 33 credits**

**The following eleven (11) courses are required:**

ACC 111	Principles of Accounting I	3.00
ACC 112	Principles of Accounting II	3.00
BUS 228	Business Statistics I	3.00
BUS 229	Business Statistics II	3.00
FIN 201	Financial Markets and Institutions	3.00
FIN 202	Introduction to Corporate Finance	3.00
LAW 211	Introduction to Law and Legal Reasoning	3.00
LAW 212	The Legal Environment of Business	3.00
MAN 201	Principles of Management	3.00
MAN 231	Managerial Communications	3.00
MKT 201	The Fundamentals of Marketing	3.00

**Computer Science Core: 3 Credits**

CS 9B	Spreadsheets	1.00
CS 9E	Advanced Word Processing	1.00
CS 9K	Advanced Spreadsheets	1.00

**OR**

CS 101	Fundamentals of Computer Science and Information Sciences	3.00
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**Advanced Requirements: 27 credits**

**Must complete all courses listed below.**

ACC 221	Intermediate Accounting I	3.00
ACC 222	Intermediate Accounting II	3.00
ACC 329	Accounting Information Systems	3.00
ACC 331	Management Accounting	3.00
ACC 338	Advanced Accounting	3.00
ACC 442	Auditing	3.00
ACC 445	Federal Income Tax	3.00
ACC 454	Contemporary Topics in Accounting	3.00
FIN 315	Financial Statement Analysis	3.00

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 60
- Minimum Major Credits: 60
- Minimum Advanced Credit Requirement: 48 (see above for details)
- Minimum Major GPA: 2.0
- Minimum Overall GPA: 2.0

**B.S. Entrepreneurship**

The B.S. in Entrepreneurship is designed to engage students to think entrepreneurially while they learn how to execute their vision efficiently and effectively. Ideal for those inspired to bring an idea to an enterprise or to establish a small business, entrepreneurship majors at LIU Brooklyn will learn how to prepare and execute a comprehensive strategy for launching a new venture. The venture can be in any organizational context - large or small, new or existing, non-profit or for-profit. The entrepreneurial process of value creation through innovation remains the same regardless of the context or the ultimate goal. Another important characteristic of this major is its experiential nature. Students will interact extensively with the business community both inside and outside the classroom and produce a plan that is both defensible to potential investors and actionable in the real world.

**B.S. Entrepreneurship**

[Program Code: 36215] {HEGIS: 0501.0}

**Graduation Requirements**

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

**Orientation**

FYS 01	First Year Seminar	1.00
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**Core Curriculum Requirements: 34 Credits**

**Humanities**

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

**Social Sciences**

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

**Science and Mathematics**

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

**Communication, Visual & Performing Arts**

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

**Liberal Arts Elective Requirements: 22 Credits**

Introductory Arts & Sciences Electives (1)	13 credits
Advanced Arts & Sciences Electives (2)	9 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100) offered by Conolly College

**Advanced Credit Requirement**

**Minimum of 48 Advanced Credits is Required:**

Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

**Major Requirements**

**Business Core Requirements: 36 credits**

**The following twelve (12 courses) are required:**

ACC 110	Accounting for Business Majors	3.00
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BUS	101	Introduction to Business in the 21st Century	3.00
BUS	110	Foundations of Business Information Systems	3.00
BUS	228	Business Statistics I	3.00
BUS	229	Business Statistics II	3.00
FIN	201	Financial Markets and Institutions	3.00
FIN	202	Introduction to Corporate Finance	3.00
IBU	221	International Business	3.00
LAW	201	Business, Law, and Society	3.00
MAN	201	Principles of Management	3.00
MAN	231	Managerial Communications	3.00
MKT	201	The Fundamentals of Marketing	3.00

**Entrepreneurship Specialization**

**Requirements: 15 credits**

The following five (5 courses) are required:

ENT	200	Entrepreneurship and Innovation	3.00
ENT	301	Developing a New Venture Value Proposition	3.00
ENT	302	Developing a New Business Model	3.00
ENT	303	Entrepreneurial Consulting	3.00
ENT	304	New Venture Planning	3.00

**Advanced Business Electives: 9 Credits**

Choose three (3) advanced business courses numbered over 300

**Capstone Experience: 3 Credits**

BUS	401	Business Policy	3.00
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**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 60
- Minimum Major Credits: 60
- Minimum Advanced Credit Requirement: 48
- Minimum Major GPA: 2.0
- Minimum Overall GPA: 2.0

**B.S. Finance**

Finance is a powerful and influential field that can be defined as the art and science of managing money. Virtually all individuals and organizations earn or raise money and spend or invest money. Finance is concerned with the processes employed by institutions, markets and instruments involved in the transfer of money among and between individuals, businesses and governments. The study of finance provides a consistent framework for financial decision-making by individuals, small business firms, financial institutions and large

corporations. It is an essential business function and all business students should have at least exposure to these issues.

The B.S. in Finance provides students with a broad-based understanding of the principles that govern financial institutions and markets, and the strategies they employ to maximize investor returns while minimizing risk. The program develops students' professional competencies as financial executives and prepares them for careers in corporate finance, investment banking, international finance security, analysis brokerage and securities trading, and portfolio management.

**B.S. Business Finance**

{Program Code: 06895} {HEGIS 0504.0}

**Graduation Requirements**

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

**Orientation**

FYS	01	First Year Seminar	1.00
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**Core Curriculum Requirements: 34**

**Credits**

*Humanities*

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

*Social Sciences*

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

*Science and Mathematics*

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

*Communication, Visual & Performing Arts*

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

**Liberal Arts Elective Requirements: 16**

**Credits**

Introductory Arts & Sciences Electives (1)	13 credits
Advanced Arts & Sciences Electives (2)	3 credits

- (1) Any introductory or advanced course offered by Conolly College
- (2) Any advanced course (numbered over 100)

offered by Conolly College

**Advanced Credit Requirement**

**Minimum of 48 Advanced Credits is Required:** Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

**Advanced Economics Requirement: 6 Credits (Select 2)**

ECO	125	International Economics	3.00
ECO	132	Comparative Economic Systems	3.00
ECO	133	Public Finance and Fiscal Policy	3.00

**Major Requirements**

**Business Core Requirements: 39 credits**

The following thirteen (13) courses are required:

ACC	110	Accounting for Business Majors	3.00
BUS	101	Introduction to Business in the 21st Century	3.00
BUS	110	Foundations of Business Information Systems	3.00
BUS	228	Business Statistics I	3.00
BUS	229	Business Statistics II	3.00
ENT	200	Entrepreneurship & Innovation	3.00
FIN	201	Financial Markets and Institutions	3.00
FIN	202	Introduction to Corporate Finance	3.00
IBU	221	International Business	3.00
LAW	201	Business, Law, and Society	3.00
MAN	201	Principles of Management	3.00
MAN	231	Managerial Communications	3.00
MKT	201	The Fundamentals of Marketing	3.00

**Finance Specialization Requirement: 15 Credits**

FIN	315	Analysis of Financial Statements	3.00
FIN	325	Financial Strategies in an Uncertain Economy	3.00
FIN	450	Seminar: Current Topics in Finance	3.00

Any two (2) Advanced Finance 400 level Finance Courses

**Advanced Business Electives: 6 Credits**

Two (2) advanced business courses numbered over 300

**Capstone Experience: 3 Credits**

BUS 401 Business Policy 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 60

Minimum Advanced Credit Requirement: 48 (see above for details)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

**B.S. Marketing**

Understanding the dynamic marketplace and the needs of consumers is critical for business success in the 21st century. Marketing involves the study of new product development, marketing research, analysis of distribution systems, determination of pricing policies, predictions of consumer behavior, promotion of products and ideas, and business relationships.

The B.S. in Marketing prepares students for professional careers in a wide variety of marketing functions within businesses and not-for-profit organizations. The marketing program is designed to enable students to develop the creative, analytical and communication skills necessary to succeed in marketing. Students also hone vital skills in product and service promotion, distribution, buyer behavior and market research. Marketing courses focus on integrating theory and practical applications through the use of cases and through hands-on field projects.

The broad range of career opportunities available for students pursuing this major include marketing research, product management, advertising, public relations, corporate communications and sales. In addition to varied professional options, jobs in marketing often evolve into positions of considerable responsibility, which provide excellent preparation for upper management opportunities in all types of organizations.

**B.S. Marketing**

{Program Code: 06898} {HEGIS: 0509.0}

**Graduation Requirements**

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

**Orientation**

FYS 01 First Year Seminar 1.00

**Core Curriculum Requirements: 34**

**Credits**

**Humanities**

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

**Social Sciences**

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

**Science and Mathematics**

Mathematics: MTH 16 3.00

Laboratory Science: BIO/CHM/PHY 4.00

**Communication, Visual & Performing Arts**

Oral Communications: SPE 3 3.00

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

**Liberal Arts Elective Requirements: 22**

**Credits**

Introductory Arts & Sciences Electives (1) 13 credits

Advanced Arts & Sciences Electives (2) 9 credits

(1) Any introductory or advanced course offered by Conolly College

(2) Any advanced course (numbered over 100) offered by Conolly College

**Advanced Credit Requirement**

**Minimum of 48 Advanced Credits is Required:** Courses numbered above 100 with the exception of business courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

**Major Requirements**

**Business Core Requirements: 39 credits**

The following thirteen (13 courses) are required:

ACC 110 Accounting for Business Majors 3.00

BUS 101 Introduction to Business in the 21st Century 3.00

BUS 110 Foundations of Business Information Systems 3.00

BUS 228 Business Statistics I 3.00

BUS 229 Business Statistics II 3.00

ENT 200 Entrepreneurship & Innovation 3.00

FIN 201 Financial Markets and Institutions 3.00

FIN 202 Introduction to Corporate Finance 3.00

IBU 221 International Business 3.00

LAW 201 Business, Law, and Society 3.00

MAN 201 Principles of Management 3.00

MAN 231 Managerial Communications 3.00

MKT 201 The Fundamentals of Marketing 3.00

**Marketing Specialization Requirement: 15 Credits**

**Required Marketing Courses: 6 Credits**

MKT 325 Consumer Behavior 3.00

MKT 331 Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing 3.00

**Advanced Marketing Courses: 9 Credits**

Any three (3) advanced MKT courses excluding MKT 201, MKT 325, MKT 331

**Advanced Business Electives: 6 Credits**

Choose two (2) advanced business courses numbered over 300

**Capstone Experience: 3 Credits**

BUS 401 Business Policy 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 60

Minimum Advanced Credit Requirement: 48 (see above for details)

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

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## Business Courses

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### Accounting Courses

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#### ACC 110 Accounting for Business Majors

This course is a survey of financial and managerial accounting for majors other than accounting. The course includes an overview of accounting responsibilities of the manager, including budgeting and decision-making. In addition, the course covers accounting procedures, preparation and the interpretation of financial statements and the need and procedures for internal controls.

*Pre-requisite: BUS 101; Co-requisite: BUS 110*

*Credits: 3*

*Every Fall*

#### ACC 111 Principles of Accounting I

An introduction to the fundamental principles and theory of accounting applied to business organizations. Topics covered during the semester include the balance sheet, income statement, and the principles required to understand financial accounting information. Consideration is given to the recording process, income determination, and the effect of accounting concepts on financial statements.

*Credits: 3*

*Every Fall*

#### ACC 112 Principles of Accounting II

Building on Accounting 111, this course covers additional topics in financial statement development and the effect of cost relationships on management planning and supervising. Case analysis is utilized to provide a solid foundation in the principles of accounting.

*The pre-requisite of ACC 111 is required.*

*Credits: 3*

*Every Spring*

#### ACC 221 Intermediate Accounting I

An in-depth study of concepts of financial accounting and income determination; analysis of current accounting theory.

*The pre-requisites of ACC 111 and 112 are required.*

*Credits: 3*

*Every Fall*

#### ACC 222 Intermediate Accounting II

The course is a continuation of Accounting 221 and includes topics such as stockholder equity, retained earnings, earnings per share, stock options, revenue recognition, accounting changes and error analysis, statement of cash flows and full disclosure in financial reporting.

*The pre-requisite of ACC 221 is required.*

*Credits: 3*

*Every Spring*

#### ACC 329 Accounting Information Systems

A study of the principles of computerized

accounting, databases, and the way information flows through accounting systems. This course develops an understanding of accounting information, information technology, operational support and internal control.

*The pre-requisites of ACC 111 and 112 are required.*

*Credits: 3*

*Every Spring*

#### ACC 331 Management Accounting

A study of the principles of cost accounting in relation to managerial usage. Job order cost systems are developed, and direct costing, relevant costing, profit planning and budgeting are considered. Students will learn to relate these topics to real world businesses.

*The pre-requisite of ACC 222 is required or permission from the Chairperson of the Department.*

*Credits: 3*

*Every Spring*

#### ACC 338 Advanced Accounting

A study of consolidated financial statements, international accounting, partnerships, governmental accounting, bankruptcy, and other advanced topics.

*The pre-requisite of ACC 222 is required.*

*Credits: 3*

*Every Fall*

#### ACC 395 Honors Study

Eligibility to take this class: Student must have upper junior or senior status, 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject, the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*On Demand*

#### ACC 396 Honors Study

Eligibility to take this class: Student must have upper junior or senior status, 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject, the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*On Demand*

#### ACC 442 Auditing

This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. The course covers a review of standards and procedures currently used by independent public accountants in examining financial statements and their applications in report preparation. The ethical concepts and requirements of the profession are reviewed together with an overview of the legal responsibilities of audit professionals.

*The pre-requisite of ACC 222 is required.*

*Credits: 3*

*Every Spring*

#### ACC 445 Federal Income Tax

This course is an introduction to basic federal tax. The application of federal requirements to individual tax returns is considered. The study of tax law will cover topics concerning income recognition, exclusions, property transactions, including capital gains and losses, and tax computations.

*The pre-requisite of ACC 222 is required.*

*Credits: 3*

*Every Fall*

#### ACC 454 Contemporary Topics in Accounting

A study of ethics, regulation, emerging issues and other topics relevant to contemporary accounting.

*The pre-requisite of ACC 112 is required.*

*Credits: 3*

*Every Spring*

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## Business Courses

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#### BUS 101 Introduction to Business in the 21st Century

This is an introductory course that provides a broad and comprehensive view of today's businesses in a dynamic, technology-driven global economy. This course provides a survey of the field of business and consists of specific topics including: starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American businesses.

*Credits: 3*

*Every Fall and Spring*

#### BUS 210 Economics for Business

Business economics looks at production, distribution, and consumption of goods and services in the context of the starting, running, and exiting businesses. The key concepts of economics such as supply and demand, money supply, trade, and the theory of price and relates them to the operation of businesses are explored. The course introduces students to the monetary system, the impact of taxes and government regulations, inflation, and unemployment, all from the perspective of business.

Credits: 3  
Every Fall

### **BUS 211 Applied Business Statistics**

A survey of the fundamental statistical methods as applied to the analysis of business conditions and projections. Topics covered include: graphic and tabular representations, measure of central tendency and dispersion, probability, binomial and normal distributions, sampling distributions and hypothesis testing, simple regression and correlation analysis, and index numbers. Students apply tools to business cases.

*Pre requisites: Math 16, Finite Math or Higher.*

Credits: 3

Every Spring

### **BUS 212 Career Development and Planning**

A hands-on course where students develop a career roadmap to prepare them for successful transition into the job market upon graduation. Students complete a career assessment, research and present labor market data about business careers, analyze careers from the human resource management perspective, explore business trends, and develop a toolbox of resources to assist in their job search.

*A pre requisite of BUS 101 is required.*

Credits: 2

Every Fall

### **BUS 228 Business Statistics I**

A study of the foundations in statistical methods as they apply to the analysis of business conditions and projections. Topics covered include: graphic and tabular representations, measure of central tendency and dispersion, probability, binomial and normal distributions, sampling distributions and hypothesis testing, simple regression and correlation analysis, and index numbers.

*The pre-requisite of MTH 16 or MTH 30 or MTH 40 is required.*

Credits: 3

Every Fall

### **BUS 229 Business Statistics II**

This course prepares students to apply statistics and probability concepts to business decisions. Students learn important criterion for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis including parametric and nonparametric tests of hypothesis and regression analysis.

*The pre-requisite of BUS 228 is required.*

Credits: 3

Every Spring

### **BUS 390 Business Practicum**

This practicum may take the form of an internship, a project done in collaboration with a community partner, a campus-based project, or another structure approved by the department. By working in a professional office or for a client, students

compare their knowledge of business with the on-the-job realities and practice the specifics of business interaction and behavior.

*Pre requisites: BUS 212, MAN 201, LAW 201 (or LAW 212), MAN 231 and MKT 201*

Credits: 3

Every Fall

### **BUS 401 Business Capstone Experience**

Students integrate and apply the functional knowledge and management skills that they have been developing throughout their program to a real-world business problem. Working in multi-disciplinary teams, students perform a comprehensive analysis of the business problem or opportunity and develop a coherent, viable, and defensible strategy.

*Pre requisite: Senior Standing (completion of minimum 90 credits)*

Credits: 3

Every Spring

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## Finance Courses

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### **FIN 201 Financial Markets and Institutions**

This course is designed to familiarize students with the U.S. financial system - its financial institutions, financial markets, and financial instruments and its relationship to the aggregate economy with which the manager must interact when making financial or investment decisions on behalf of companies, nonprofit institutions, government agencies or individuals.

*ACC 111, MTH 16 or MTH 30 OR BUS 101, BUS 110, MTH 16, or MTH 30.*

Credits: 3

Every Fall and Spring

### **FIN 202 Introduction to Corporate Finance**

This course is designed to familiarize students with the theory of value and financial decision making in the firm relating to financial analysis and planning, working capital management, investing in fixed assets, and the long-term financing of assets - concepts that apply to any type of company or nonprofit institution.

*The pre-requisite of FIN 201 is required.*

Credits: 3

Every Spring

### **FIN 315 Analysis of Financial Statements**

Balance sheets and income reports are analyzed individually and comparatively for their value to owners, managers, investors and creditors.

Determination of standard ratios and variations in earnings. Each student prepares an analysis of actual reports issued to the public.

*The pre-requisite of ACC 110 or 111 is required; and the pre-requisite of FIN 202 is also required.*

Credits: 3

Every Fall

### **FIN 325 Financial Strategies in an Uncertain Economy**

This course examines the problems of making major financial decisions in a dynamic, uncertain environment. External variables from financial markets, real goods markets, labor markets, and international markets, as well as fiscal policy implementation and monetary policy implementation are identified. The problems of monitoring and forecasting those variables are considered. Decision making is practiced.

*Pre-requisites: FIN 202 and BUS 228 or BUS 211*

Credits: 3

Every Spring

### **FIN 393 Independent Study**

For students in the last semester of their senior year who require one to three credits to meet minimum requirements for graduation. Students must complete an Application for Independent Study to be approved by the Department Chair and the Dean. Students are assigned to a faculty member who supervises the Independent Study course or project.

Credits: 3

On Demand

### **FIN 396 Honors Study**

Eligibility to take this class: Student must have upper junior or senior status, 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject, the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

Credits: 3

On Demand

### **FIN 397 Internship Study**

This course is designed for Sophomore-Senior students in good academic standing who have taken the introductory course and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project.

*Pre-requisites: FIN 201, FIN 202 and two advanced Finance courses.*

Credits: 1 to 3

On Demand

### **FIN 403 Security Analysis**

Qualitative and quantitative techniques used in evaluating securities, as well as practical tests of investment theories. Emphasis is placed on the special problems encountered in analyzing industrial, railroad, public utility, bank and insurance company issues, stressing economic as well as financial considerations.

*Pre-requisites: FIN 202 and BUS 228 or BUS 211*

Credits: 3

Every Spring

#### **FIN 404 Portfolio Management**

This course considers the most efficient methods of meeting the investment objectives of investors, both for individuals and for institutions. Portfolio patterns are analyzed and appraised in terms of those objectives, economic changes, interest rate movements, tax and legal considerations.

*Pre requisites: FIN 201, 202 and BUS 211 or 229*

*Credits: 3*

*Every Fall*

#### **FIN 405 Corporate Financial Policies**

A study of the cost of liquidity of an individual corporate enterprise. Problems are centered around capital budgeting, structure of capital, cost of capital, and mergers, acquisitions and corporate reorganization.

*Pre-requisites: FIN 202 and BUS 211 or BUS 228 or MTH 100*

*Credits: 3*

*Every Spring*

#### **FIN 409 International Finance**

Analysis of the balance of payments and the International Monetary System. Includes the role of reserves in international payments, the adequacy of international liquidity, a study of the proposed international monetary arrangements, and the role of the World Bank, International Monetary Fund and other facilitating agencies.

*The pre-requisite of FIN 202 is required.*

*Credits: 3*

*On Occasion*

#### **FIN 410 International Banking**

A survey of the organization, structure, function and regulation of the international activities of U.S. banks. An examination is made of the role and impact of the international financial and money market activities, along with a comparison of foreign banking structure and organization with that of U.S. banks. The international lending decision process and the use made of the international banking facilities by multinational firms are also analyzed.

*The pre-requisites of FIN 201 and FIN 202 are required.*

*Credits: 3*

*On Occasion*

#### **FIN 450 Seminar: Current Topics in Finance**

Advanced financial topics. Required for all finance majors.

*The pre-requisite of FIN 325 is required.*

*Credits: 3*

*Every Spring*

## **Entrepreneurship Courses**

#### **ENT 200 Entrepreneurship and Innovation**

This course has been designed to stimulate interest in entrepreneurship in general and in particular,

instruct students about business startups and disruptive technologies. Class instruction will include readings, case studies, field trips, and/or guest speakers. Examination of the literature of entrepreneurial behavior while focusing on several high visibility industries/businesses as well as local entrepreneurs will be covered.

*Credits: 3*

*Every Fall and Spring*

#### **ENT 301 Developing a New Venture Value Proposition**

This course will focus on key marketing strategies relevant for new ventures. Students will: (1) apply marketing concepts to entrepreneurial company challenges; and (2) understand the special challenges and opportunities involved in developing marketing strategies. Students will develop a comprehensive entrepreneurial marketing plan over the semester, selecting either their own business idea or an actual company's project, and choosing to work in teams or individually.

*The pre-requisite of ENT 200 is required.*

*Credits: 3*

*Every Fall*

#### **ENT 302 Developing a New Business Model**

This course will focus on financing new ventures and existing businesses. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how funding should be structured. The course aims to prepare students for these decisions, both as entrepreneurs and venture capitalists.

*The pre-requisite of ENT 200 is required.*

*Credits: 3*

*Every Spring*

#### **ENT 303 Entrepreneurship Seminar**

This course is for students who have already developed a business plan/marketing plan. Students will: (1) review business plans independently and/or as part of a case analysis, (2) review their own business plan and plans of their classmates, (3) have their plan reviewed by members of the business community and then rework the plan based upon their feedback, and (4) finalize their plans for presentation to a panel of "experts".

*The pre-requisites of ENT 301 and ENT 302 are required.*

*Credits: 3*

*Every Spring*

#### **ENT 304 New Venture Planning**

This is the capstone course for entrepreneurship majors. In this course, students will assimilate what they have learned in their previous entrepreneurship courses to produce a professional, actionable plan for a new business venture.

*The pre-requisites of ENT 200, 301 and 302 are required or permission of the Instructor.*

*Credits: 3*

*Every Spring*

#### **ENT 399 Entrepreneurship & Innovation Summer Program**

Students in this course will be given the opportunity to participate in a three-week intensive and experiential entrepreneurship endeavor. Participating students will work in teams and receive high-level mentorship to develop and launch a business over the course of the program.

*A pre-requisite of ENT 200 is required.*

*Credits: 3*

*On Demand*

#### **FM 211 Introduction to the Fashion Industry**

This is a beginning course in the study of fashion merchandising within the free enterprise system. The course is designed to blend both concepts and applications from the field of fashion. Topics include the evolution of fashion, the consumer's interaction with the market, production and acquisition of raw materials, an introduction to the textile industry, an overview of fashion accessories, and the buying and selling functions within the field of fashion merchandising.

*Credits: 3*

*On Demand*

#### **FM 340 Textile Analysis**

This course is designed for students whose career direction will require knowledge of textiles as part of the professional prerequisites of industry. The major changes and development in the world of textiles will be covered with an emphasis of textiles as a major international industry. Terminology, organization, and structure of this multi-faceted industry will be highlighted. Working fabric specimens (fabric swatches) will be used in conjunction with the assignments to enhance the combined textbook/hands-on format.

*Pre-requisites of MKT 201 is required.*

*Credits: 3*

*On Demand*

#### **FM 346 Fashion Marketing**

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

*Credits: 3*

*On Demand*

#### **FM 401 Fashion Forecasting**

This course is a comprehensive study of trend forecasting, demographics and social issues that affect fashion and related industries. Students explore and apply various forecast research methods in preparation for developing, planning, purchasing, or merchandising apparel lines and collections. Using the case study method, trend research is evaluated through the use of scholarly texts, articles, databases, and relevant websites to identify opportunities for growth and profitability



in a fashion business.

*Pre-requisites of MKT 201 is required.*

*Credits: 3*

*On Demand*

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## International Business Course

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### **IBU 221 International Business**

This course presents a broad overview of the fundamentals of international business and trade, and familiarizes the student with the basic terminology, key concepts and issues unique to the subject. The student studies the global economy including international trade, investments, and the business environments. The management of multi-national firms is studied in the context of the international financial systems, global market research, and comparative advantage.

*The pre-requisite of BUS 101 is required.*

*Credits: 3*

*Every Fall*

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## Law Courses

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### **LAW 201 Business, Law, and Society**

This course explores the legal and social contexts within which businesses operate and the interaction between business entities and the American legal system. Students examine various areas of law that are inherently associated with operating a business enterprise, workplace issues, regardless of career path, and transactions that are commonplace in their daily lives. Topics include, but are not limited to, laws pertaining to contracts, sales, torts, antitrust, securities regulations, employment discrimination, as well as ethics, and the legal aspect of different business entities forms.

*Pre-requisite: BUS 101; Co-requisite: BUS 110*

*Credits: 3*

*Every Fall*

### **LAW 211 Introduction to Law and Legal Reasoning**

An introduction to law and the legal system, the case method of study, and legal reasoning. Topics covered are intentional torts, negligence, contracts, agency, employment law and the Uniform Commercial Code, particularly the law of sales and commercial paper.

*Credits: 3*

*Every Fall*

### **LAW 212 The Legal Environment of Business**

Personal and real property law. The study of partnerships, limited liability companies, corporations, bailments and other forms of business organization, including an introduction to securities law. Also covered are insurance, suretyship, bankruptcy, estates and trusts, and an accountant's professional responsibility.

*Pre-requisite of LAW 211 is required.*

*Credits: 3*

*Every Spring*

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## Management Courses

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### **MAN 201 Principles of Management**

This course presents the process of managing as a rational and orderly activity leading to optimal results. Salient topics given special emphasis are environmental opportunities and constraints, entrepreneurship, planning and control, formal organization structure, the multidimensionality of organizations, individual and interpersonal behavior, and executive decision making.

*The pre-requisite of BUS 101 is required.*

*Credits: 3*

*Every Spring*

### **MAN 202 Project Management**

Students learn a methodology for planning and executing any kind of activity that has a finite lifespan and involves the application of knowledge, skills, tools and techniques in the pursuit of the project's goals. Topics covered include but are not limited to identifying a scope of work; establishing a timeline, schedule, and budget; managing the human, financial, and quality aspects of the project; managing risks; and establishing controls. This course fulfills the educational requirement of 35 hours of project management education for certification as a Project Management Professional (PMP) by the Project Management Institute.

*The pre-requisite of MAN 201 is required.*

*Credits: 3*

*On Occasion*

### **MAN 210 Selling and Negotiating**

The course outlines the basic elements within the communication skill set including writing a successful pitch, developing a business presentation, and negotiating a successful deal. A basic premise of the course is that great ideas are of little value if you cannot persuade someone else of their worth and get their support.

*The pre-requisite of MAN 201 is required.*

*Credits: 3*

*Every Fall*

### **MAN 231 Managerial Communications**

A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on communication both within the organization as well as outside it. This course develops the student's ability to read critically, to evaluate information, to present evidence to support conclusions, and to make recommendations in an effective written business style. This is a Writing-Across-the-Curriculum (WAC) Course.

*Prerequisites: SPE 3 or 3X or HSP 21, HEG 21 and HEG 22*

*Credits: 3*

*Every Spring*

### **MAN 320 Business, Government, and Society**

What is the purpose of business? To whom and what are businesses obligated, and what are the nature of these obligations? This course helps students develop an understanding of the complex relationships between corporations, governments, and civil society and ask students to think critically about the role of business, especially as it impacts workers, customers, suppliers, communities and their members, and the environment. Students explore the complicated issues that managers and firms today face and the ethical dilemmas these issues present.

*Pre-requisites: BUS 101, LAW 201 or LAW 212*

*Credits: 3*

*Every Spring*

### **MAN 350 Service Management**

The course introduces students to the principal considerations of managing a service sector enterprise. Relevant topics include understanding the service process, the importance of customer contact and relationships with service organizations, productivity and quality as they relate to service enterprises. The provision of service is viewed as a series of integrated functions within the context of the enterprise.

*Pre-requisite of MAN 201 is required.*

*Credits: 3*

*On Occasion*

### **MAN 351 Managerial Planning and Control**

A comprehensive study of how economic principles are applied to managerial planning, decision making and formulation of business policies. Concepts discussed are economic productivity and financial profitability, examining comparative advantages and finding profit-result areas, demand analysis, cost concepts and cost behavior, pricing objectives, and business strategies.

*The pre-requisite of MAN 201 is required.*

*Credits: 3*

*On Occasion*

### **MAN 352 Organizational Behavior**

An analysis of human behavior in the administration of organizations. Topics include organizational theories, individual and group behavior, attitudes, beliefs, motivations, communications and status hierarchies.

*Pre-requisite of MAN 201 is required.*

*Credits: 3*

*On Occasion*

### **MAN 353 Operations Management**

A systems approach to the principles of operation economics in product and service industries. Topics include job and facilities design, method analysis, scheduling techniques, automation, and work measurement and simplification

*Pre-requisite of MAN 201 is required.*

*Credits: 3*

*Every Fall*

### **MAN 354 Decision Making**

The course is designed to develop the analytical and

conceptual abilities of the decision-making process. Problem analysis, clarification of relevant facts, conflicting objectives and search for alternatives are studied. Emphasis is on the behavioral approach in decision making.

*Pre-requisite of MAN 201 is required.*

*Credits: 3*

*On Occasion*

### **MAN 357 Seminar in Management Problems**

A synthesis of management theory as applied to evaluating current business and socioeconomic problems. Analysis and discussion of case studies and contemporary management problems is conducted.

*The pre-requisite of MAN 201 is required.*

*Credits: 3*

*On Occasion*

### **MAN 395 Honors Study**

Eligibility to take this class: Student must have upper junior or senior status, 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject, the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*On Demand*

### **MAN 396 Honors Study**

Eligibility to take this class: Student must have upper junior or senior status, 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject, the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*On Demand*

### **MAN 397 Internship Study**

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

*The pre-requisites of MAN 201 and two advanced Management courses are required.*

*Credits: 1 to 3*

*On Demand*

## **Marketing Courses**

### **MKT 201 The Fundamentals of Marketing**

A detailed and critical analysis of the nature and purpose of marketing designed to give the student an overall view of the field. This course emphasizes the importance of integration and coordination of marketing activities so that practice and procedure can be geared to understanding effective operations. Consideration is given to such areas as the consumer and the market, product planning and development, distribution structure, pricing, marketing research, advertising and sales promotion, and the marketing of industrial goods and services. A fundamental approach to the area of model construction in marketing is also examined.

*The pre-requisite of BUS 101.*

*Credits: 3*

*Every Spring*

### **MKT 325 Consumer Behavior**

The aspects underlying consumer decisions and experiences in relation to effective marketing management. This course includes an examination of the social sciences on which behavior is based, drawing on the fields of psychology, sociology, and cultural anthropology. Topics include learning, motivation, consumer attitudes, ethical issues, cross-cultural consumer behavior, and technological aspects influencing consumer behavior.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*Every Fall*

### **MKT 331 Marketing Research: Its Planning Techniques and Evaluation by Management in the Solution of Marketing**

Marketing research viewed as a systematic problem-solving activity concerned with the compilation, analysis and interpretation of marketplace trends. Makes available the various techniques that are generally derived from the physical and social sciences.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*Every Spring*

### **MKT 333 Advertising and Marketing Communications**

This course offers a comprehensive understanding of promotional tools using traditional and nontraditional marketing channels for designing communication strategies that are consistent with an organization's goals. Emphasis is placed on Integrated Marketing Communications (IMC) in order to provide synergy and consistency between different promotional tools for maximum effectiveness. Students learn how to plan, implement, control, evaluate, and adjust the IMC process in order to achieve marketing objectives.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

### **MKT 334 Advertising Management**

This course focuses on the management of an advertising campaign and its development process. It examines the analysis of the target audience, the definition of objectives, the creation of advertising platforms, the determination of budget, the development of a media plan, the creation of an advertising message, the execution of the campaign, and the evaluation of advertising effectiveness. The course is intended to provide students with real-world experience in the development of advertising campaigns for actual organizations.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

### **MKT 335 Digital Marketing**

The objective of this course is to give students an overview of utilizing the Internet as a marketing tool and to provide a practical framework for effective Internet marketing. Course topics include understanding the impact of the Internet on business, developing Internet marketing strategies, and describing the consumer online exchange process and its outcomes.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

### **MKT 337 Advanced Market Research**

The application of marketing research to problem areas such as sales management, market potential, advertising pre-testing and post-testing, and new product introduction and distribution. The use of marketing research as a tool in specialized areas such as sales forecasting, media evaluation, consumer motivation, and buyer behavior is explored. Mathematical programming and case studies are used.

*The pre-requisite of MKT 201 and 331 are required.*

*Credits: 3*

*On Occasion*

### **MKT 338 International Marketing**

The rise of the global corporation is now an irreversible trend that poses many unique challenges not only to multinational American corporations but also to other worldwide corporations. The course deals with diversified socioeconomic and political environments in different parts of the world and considers basic marketing principles and tools as they relate to the international framework. International demand analysis, channels of distribution, technical and legal features of international exchange, pricing and credit arrangements, and advertising and promotion are considered.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 341 Sales Management**

Analysis of sales strategy and adaptive selling methods. Topics include finding and reaching prospective buyers, developing effective sales presentations, handling objections, closing sales, and developing the personal attributes necessary for pursuing a career in sales.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 342 Social Media Marketing**

The objective of the course is to give students an overview of utilizing social media as a strategic marketing tool and integrating it with offline efforts in order to boost the organization's performance.

Course topics include SMM (Social Media Marketing) goals and strategies, rules of engagement, SMM platforms, content marketing, SMM monitoring, and SMM planning.

*Pre-requisites of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 343 Healthcare Marketing**

Focuses on the application of marketing principles and concepts to the healthcare industry, specifically with regard to hospitals and pharmaceutical and insurance firms. Topics include market segmentation, marketing mix, patient behavior, and strategic marketing planning.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 344 Sports Marketing**

The course examines the specific application of marketing principles and processes to sports products and to non-sports products through an affiliation with a sport. How sports organizations define their businesses as entertainment providers that use the latest marketing techniques to understand consumers and provide sports products that satisfy their needs is discussed. Also explored is the role of major corporations in sponsorships, team and event promotions, and advertising in mass media such as national TV networks, cable TV, and the Internet.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 346 Fashion Marketing**

An overview of the fashion industry in the U.S. and other foreign countries. Areas of study include history, terminology, theories of fashion, and fashion development from concept design to consumer end use. American and European designers, apparel manufacturers, retailers, and fashion marketing practices will be discussed.

*Pre-requisites of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 350 Brand Management**

This course introduces branding and brand management. The topics include how to develop a brand strategy, with customer based brand positioning, utilizing brand resonance and value chain; how to design and implement brand marketing programs, with brand elements, and by integrating marketing communications; how to measure and interpret brand performance based on sources and outcomes of brand equity, capturing customer mind-set and market performance, and; how to grow and sustain brand equity, with new products and brand extensions.

*Pre-requisites of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 351 Marketing Strategy**

This course presents the marketing strategy concept as a management tool for optimizing profitability and long-term goals under uncertainty. It focuses on the marketer's deployment of resources to achieve stated goals in a competitive environment by following a unified, comprehensive, and integrated plan. Topics include environmental scanning, marketing opportunity and performance analysis, competitive forces analysis, brand positioning and management, optimal pricing, and distribution.

*Pre-requisite of MKT 201 is required.*

*Credits: 3*

*On Occasion*

**MKT 396 Honors Study**

Eligibility to take this class: Student must have upper junior or senior status, 12 credits in one of the majors of the School of Business, Public Administration and Information Sciences, a cumulative quality-point ratio of 3.0 and a 3.25 ratio in the major subject, the permission of the Chair of the Department and the Dean. Students must complete an Application for Honors Study outlining the research project or independent work to be undertaken and the name of the supervising faculty member. A total of six credits of Honors Study is the maximum allowed.

*Credits: 3*

*On Demand*

**MKT 397 Internship Study**

For Sophomore-Senior student in good academic standing who has taken the introductory course in the discipline and at least 6 additional credits of advanced coursework in the discipline. Student's internship must be approved by the department. Students are assigned to a faculty member who supervises the Internship Study course or project. Students may be required to write a research paper or complete a project in addition to all other course requirements.

*The pre-requisites of MKT 201 and two advanced Marketing courses are required.*

*Credits: 1 to 3*

*On Demand*

## B.S. Artificial Intelligence

The Bachelor of Science degree program in Artificial Intelligence is one of the first degrees of its kind in the country. Students of this program will build the foundational knowledge necessary to design computational systems that exhibit “human-like intelligence” such as the ability to interpret sensory input, learn from experience, understand human language, and support intelligent decision-making. Graduates will have the skill-set necessary to meet industry demand for workers able to contribute to research and development in Artificial Intelligence across all industry sectors. The program begins with introductory courses in programming, computer science, mathematics, and statistics that provide a firm technical foundation. The curriculum then introduces core artificial intelligence concepts and techniques including state-space search, game-playing, machine learning, neural networks, and deep learning with applications to various domains (e.g. computer vision, natural language processing and understanding).

The program is supported by a cutting-edge learning and design center which will provide students and faculty with state-of-the-art technologies, tools, and systems to support learning and research. This center will provide students with the opportunity to develop research projects and prototypes with the same big data and artificial intelligence platforms used in cutting-edge industry applications.

### Artificial Intelligence, B.S. Requirements

#### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

#### Core Curriculum Requirements (30 Credits):

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

Power and Politics: POL 11 3.00

##### Social Sciences

History (HIS 2 required) 3.00

Economics (ECO 2 required) 3.00

Psychology (PSY 3 required) 3.00

##### Science and Mathematics

See Required Math and Science courses below

#### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Art, Dance, Journalism, Music, Theatre, Media Arts (ART 61 required) 3.00

#### Required Math and Science Courses (30 credits)

BIO 26 DNA and Human Life 4.00

MTH 40 Calculus I 4.00

MTH 100 Introductory Statistics 3.00

MTH 101 Calculus II 4.00

MTH 102 Calculus III 4.00

MTH 122 Linear Algebra 3.00

PHY 31 General Physics 4.00

PHY 32 General Physics II 4.00

#### Artificial Intelligence, B.S. Requirements All of the following are required (59 Credits):

AI 102 Object Oriented Programming I 4.00

AI 117 Object Oriented Programming II 4.00

AI 130 Algorithms and Data Structures 3.00

AI 132 Discrete Structures 3.00

AI 148 Database Systems 3.00

AI 162 Introduction to Artificial Intelligence 3.00

AI 163 Data Mining and Business Intelligence 3.00

AI 164 Software Engineering 3.00

AI 230 Introduction to Algorithms 3.00

AI 232 Theory of Computation 3.00

AI 233 Natural Language Processing 3.00

AI 234 Artificial Intelligence Language Understanding 3.00

AI 248 Introduction to Big Data Computing 3.00

AI 250 Machine Learning 3.00

AI 255 Cloud Computing Concepts 3.00

AI 260 Deep Learning 3.00

AI 265 Introduction of Modern Cryptography 3.00

AI 300 Artificial Intelligence Capstone Project 3.00

## Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Advanced Credit Requirement: 45

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## B.S. Computer Science

The B.S. in Computer Science degree focuses on the concepts and techniques used in the design and the development of advanced software systems, network designs, and systems administration. Students in this program explore the conceptual foundations of computer science – its fundamental algorithms, programming languages, operating systems, and software engineering techniques. In addition, they can choose from innovative electives, including artificial intelligence, database systems, graphical user interfaces, game development, e-commerce and computer networks, and system and network administration among others. As with the introductory sequence, these advanced courses stress hands-on learning. The B.S. in Computer Science prepares students for careers as system analysts, computer programmers, database administrators, network administrators, software developers, and many other technology-oriented careers.

Computer science majors are required to obtain at least a C grade in Computer Science 101 and Computer Science 102. A computer science major who receives below a C in Computer Science 101 may not advance to Computer Science 102 unless the student repeats the course and obtains a grade of C or better. A computer science major who receives below a C in Computer Science 102 may not continue in the major unless the student repeats the course and obtains a grade of C or better. A 2.5-grade point average in all computer science courses is required to graduate from this program.

### B.S. Computer Science

{Program Code: 82160} {HEGIS: 0701.0}

#### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

#### Core Curriculum Requirements: 34 Credits

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

**Social Sciences**

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

Anthropology, Economics Political Science, Psychology, Sociology	3.00
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**Science and Mathematics**

Mathematics: MTH 16	3.00
Laboratory Science: BIO/CHM/PHY	4.00

**Communication, Visual & Performing Arts**

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

**Liberal Arts Elective Requirements: 22 Credits**

Introductory Arts & Sciences Electives (1)	19 credits
Advanced Arts & Sciences Electives (2)	3 credits

(1) Any introductory or advanced course offered by Conolly College  
 (2) Any advanced course (numbered over 100) offered by Conolly College

**Advanced Credit Requirement**

**Minimum of 48 Advanced Credits is**

**Required:** Courses numbered above 100 with the exception of School of Business, Public Administration and Information Science courses numbered 101, 110, 111, 200, and 201 are considered advanced courses and must be taken to meet the advanced credit requirement.

**Major Requirements**

**Computer Science Courses: 35 Credits**

CS 101	Fundamentals of Computer Science and Information Sciences	3.00
CS 102	Programming I	4.00
CS 117	Programming II	4.00
CS 118	Computer Architecture	3.00
CS 130	Algorithms and Data Structures I	3.00
CS 132	Discrete Structures in Computer Science	3.00
CS 148	Database Management	4.00
CS 150	Operating Systems	4.00
CS 154	Networking	4.00
CS 164	Software Engineering	3.00

**Business Courses: 6 Credits**

MAN 231	Managerial Communications	3.00
BUS 228	Business Statistics I	3.00

**Advanced Computer Science Electives: 13 Credits**

Any computer science course numbered over 102.

**Business or Computer Science Electives: 9 Credits**

Any introductory or advanced course offered by the School of Business, Public Administration and Information Sciences.

**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Major Credits: 60  
 Minimum Advanced Credit Requirement: 45  
 Minimum Major GPA: 2.5  
 Minimum Overall GPA: 2.0

**Data Analytics, B.S. Requirements**

**Graduation Requirements**

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

**Orientation**

FYS 01	First Year Seminar	1.00
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**Core Curriculum Requirements (30 Credits):**

**Humanities**

English Composition - ENG 16 or 16 X	3.00
English Literature: ENG 61, 62, 63 or 64	3.00
Philosophy: PHI 60	3.00
Foreign Language	3.00
Power and Politics: POL 11	3.00

**Social Sciences**

History (HIS 2 required)	3.00
Economics (ECO 2 required)	3.00
Psychology (PSY 3 required)	3.00

**Science and Mathematics**

See Required Math and Science courses below

**Communication, Visual & Performing Arts**

Oral Communications: SPE 3	3.00
Art, Dance, Journalism, Music, Theatre, Media Arts (ART 61 required)	3.00

**Required Math and Science Courses (26 credits):**

BIO 26	DNA and Human Life	4.00
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MTH 30	Pre-Calculus Mathematics	4.00
MTH 40	Calculus I	4.00
MTH 100	Introductory Statistics(*)	3.00
MTH 122	Linear Algebra	3.00
PHY 31	General Physics	4.00
PHY 32	General Physics II	4.00

\*BUS 211 - Applied Business Statistics may be used in lieu of MTH 100

**Liberal Arts Elective (3 credits)**

Introductory Arts & Sciences Electives (\*\*)  
 3 credits

**Data Analytics, B.S. Requirements**

**All of the following are required (48 Credits):**

DA 103	Programming in Python	3.00
DA 118	Introduction to Data Analytics	3.00
DA 120	Data Analytics	3.00
DA 123	Multivariate Statistics	3.00
DA 131	Data Structures and Algorithms	3.00
DA 140	Data Visualization	3.00
DA 148	Database Systems	3.00
DA 153	Data Analytics Ethics	3.00
DA 155	Introduction to FinTech	3.00
DA 166	Computational Genomics	3.00
AI 162	Introduction to Artificial Intelligence	3.00
AI 163	Data Mining and Business Intelligence	3.00
AI 250	Machine Learning	3.00
AI 260	Deep Learning	3.00
AI 265	Introduction of Modern Cryptography	3.00
DA 160	Capstone Project	3.00

**Data Analytics Electives: 12 Credits**

Any combination of four (4) elective courses from the following areas:

- Artificial Intelligence
- Computer Science
- Business
- Health

**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Advanced Credit Requirement: 45  
 Minimum Major GPA: 2.0  
 Minimum Overall GPA: 2.0

## Artificial Intelligence Courses

### AI 102 Object Oriented Programming I

This course introduces the fundamental concepts of programming from an object-oriented perspective.

Topics are drawn from classes and objects, abstraction, encapsulation, data types, calling methods and passing parameters, decisions, loops, strings, arrays and collections, documentation, testing and debugging, design issues, and inheritance. The course emphasizes modern software engineering and design. Three hours lecture, one hour laboratory.

*Credits: 4*

*Every Fall and Spring*

### AI 117 Object Oriented Programming II

This course covers the most advanced features of the C++ programming language that are essential to the creation of complex structures and their applications in designing and developing programs using software engineering concepts: structures, objects and classes, function and operator overloading, collections, strings, recursion, file and string streams, pointers and dynamic data structures, inheritance and dynamic polymorphism, templates, exception handling, Standard Template Library (STL), and advanced C++ topics.

Three credits; one-hour laboratory.

*A pre requisite of AI 102 is required.*

*Credits: 4*

*Every Fall and Spring*

### AI 130 Algorithms and Data Structures

A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory.

*A pre requisite of AI 117 is required.*

*Credits: 3*

*Every Fall*

### AI 132 Discrete Structures

A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.

*A co requisite of AI 130 is required.*

*Credits: 3*

*Every Fall*

### AI 148 Database Systems

The course is designed to impart the concepts and the practical aspects of database management systems and to provide an understanding of how data resources can be designed and arranged to support information systems in organizations.

Topics covered include: database system functions, Entity-Relationship (E-R) modeling, and relational database model, basic normalization techniques, data integrity, and SQL query language.

Three credits; one-hour laboratory.

*Credits: 3*

*Every Spring*

### AI 162 Introduction to Artificial Intelligence

The course covers the basic principles of artificial intelligence. You will learn some basic AI techniques, the problems for which they are applicable, and their limitations. The course content is organized roughly around what are often considered to be three central pillars of AI: Search, Logic, and Learning. Topics covered include basic search, heuristic search, game search, constraint satisfaction, knowledge representation, logic and inference, probabilistic modeling, and machine learning algorithms. Three credits; one hour laboratory.

*A pre requisite of AI 117 or CS 117 is required.*

*Credits: 3*

*Every Spring*

### AI 163 Data Mining and Business Intelligence

The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems and machine learning. Introduction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

*A pre requisite of AI 130 and AI 162 is required.*

*Credits: 3*

*Every Fall*

### AI 164 Software Engineering

A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory

*A pre requisite of AI 130 is required.*

*Credits: 3*

*Every Spring*

### AI 230 Introduction to Algorithms

This course motivates algorithmic thinking and focuses on the design of algorithms and the rigorous analysis of their efficiency. Topics include

the basic definitions of algorithmic complexity (worst case, average case); basic tools such as dynamic programming, sorting, searching, and selection; advanced data structures and their applications; graph algorithms and searching techniques such as minimum spanning trees, depth first search, shortest paths, design of randomized algorithms and competitive analysis. Three credits; one-hour laboratory.

*Pre requisites: AI 130 and 132 or CS 130 and CS 132*

*Credits: 3*

*Every Fall*

### AI 232 Theory of Computation

The course investigates two fundamental questions about computing: 1) computability: can a problem be solved using a given abstract machine? And 2) complexity: how much time and space are required to solve the problem? The course explores these questions by developing abstract models of computation and reasoning about what they can do and cannot do efficiently. The abstract models include finite automata, regular languages, context-free grammars, and Turing machines. Additional topics covered include solvable and unsolvable problems, complexity classes P and NP, and NP-completeness.

Three credits; one-hour laboratory.

*The pre requisite of AI 230 is required.*

*Credits: 3*

*Every Fall*

### AI 233 Natural Language Processing

This course serves as an introduction to natural language processing (NLP), the goal of which is to enable computers to use human languages as input, output, or both. NLP is at the heart of many of today's most exciting technological achievements, including machine translation, automatic conversational assistants and Internet search. The course presents the variety of ways to represent human languages as computation systems, and how to exploit these representations to write programs that do useful things with text and speech data in the areas of translation, summarization, extracting information, question answering, and conversational agents. The course will connect some central ideas in machine learning (e.g. discrete classification) to linguistics (morphology, syntax, semantics).

Three credits; one-hour laboratory.

*A pre requisite of AI 162 is required.*

*Credits: 3*

*Every Spring*

### AI 234 Artificial Intelligence Language Understanding

The central focus of the course is to enable robust and effective human-computer interaction between humans and machines without supervision. To infer intent and deal with human language ambiguities in text and speech, the course

combines advanced concepts of Natural Language Processing, Neural Networks and Deep learning. Using core NLP technologies, the course takes an experimental approach to develop prototypes of chat and speech enabled intelligent agents that can effectively interact with the public without supervision.

Three credits; one-hour laboratory.

*A pre requisite of AI 233 is required.*

*Credits: 3*

*Every Fall*

### **AI 248 Introduction to Big Data Computing**

This course provides an in-depth coverage of various topics in big data from data generation, storage, management, to data analytics with focus on the state-of-the-art technologies, tools, architectures and systems that form today's leading edge big data computing solutions in various industries. The course will focus on: the mathematical and statistical models that are used in learning from large scale data processing; the modern systems for cluster computing based on Map-Reduce pattern such as Hadoop MapReduce and Apache Spark; the implementation of big data solutions, including student projects on real cloud-based systems such as Amazon AWS, Google Cloud or Microsoft Azure.

Three credits; one-hour laboratory.

*A pre requisite of AI 163 or CS 163 is required.*

*Credits: 3*

*Every Spring*

### **AI 250 Machine Learning**

Machine learning systems process large volumes of data at high speed to make predictions or decisions without human intervention. Machine learning as a field is now incredibly pervasive, with applications spanning from business intelligence to homeland security, from analyzing biochemical interactions to structural monitoring of aging bridges, from automated manufacturing to autonomous vehicles, etc. This class will familiarize students with a broad cross-section of models and algorithms for machine learning and their applications in various domains. Three credits; one-hour laboratory.

*A pre requisite of AI 162 is required.*

*Credits: 3*

*Every Spring*

### **AI 255 Cloud Computing Concepts**

The course presents a top-down view of cloud computing, from applications and administration to programming and infrastructure. Its main focus is on parallel programming techniques for cloud computing and large scale distributed systems which form the cloud infrastructure. The topics include: overview of cloud computing, cloud systems, parallel processing in the cloud, distributed storage systems, virtualization, security in the cloud, and multicore operating systems. Students will study and apply state-of-the-art solutions for cloud computing developed by Google, Amazon, Microsoft, Yahoo, VMWare, etc. Three credits; one-

hour laboratory.

*A pre requisite of AI 248 is required*

*Credits: 3*

*Every Fall*

### **AI 260 Deep Learning**

This course is an introduction to deep learning where algorithms extract layered high-level representations of data that maximizes performance on a given task. Topics covered include basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to various problem domains (e.g. speech recognition, computer vision, hand writing recognition, etc). Three credits; one-hour laboratory.

*A pre requisite of AI 250 is required.*

*Credits: 3*

*Every Spring*

### **AI 265 Introduction of Modern Cryptography**

Cryptography is the formal study of the notion of security in information systems. The course will offer a thorough introduction to modern cryptography focusing on models and proofs of security for various basic cryptographic primitives and protocols including key exchange protocols, commitment schemes, digital signature algorithms, oblivious transfer protocols and public-key encryption schemes. Applications to various problems in secure computer and information systems will be briefly discussed including secure multiparty computation, digital content distribution, evoting systems, digital payment systems, and cryptocurrencies.

Three credits; one-hour laboratory.

*Credits: 3*

*Every Spring*

### **AI 300 Artificial Intelligence Capstone Project**

The capstone project course is an integrative and experiential opportunity for students to apply the knowledge and skills that they have gained across the program curriculum. Students who select applied projects participate in the identification of an artificial intelligence problem or challenge, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the results. Students who select a theory-based project conduct original research (e.g. develop a new algorithm or new heuristics) and evaluate its strengths and limitations. Three credits; one-hour laboratory.

*A co requisite of AI 260 is required.*

*Credits: 3*

*Every Spring*

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## **Computer Science Courses**

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### **BUS 110 Foundations of Business Information Systems**

This course focuses on the key components of information systems—people, software, hardware,

data, and communication technologies—and how these components can be integrated and managed to create competitive advantage. The course helps students develop practical competencies in the use of various computer systems and software and provides a theoretical and practical introduction to systems and development concepts, technology acquisition, and various types of application software which are essential to be competitive.

*Credits: 3*

*Every Fall and Spring*

### **BUS 330 Business Analytics**

This course introduces students to the fundamental concepts of data analytics that are most relevant to businesses today. Topics covered include, but are not limited to, data management, data mining, visualization, descriptive analytics, predictive analytics, optimization, and simulation. Students analyze real-world business data using various business analytics techniques. Three lecture hours, one-hour lab.

*Pre requisites: CS 103 or CS 102 and BUS 211*

*Credits: 4*

*Every Spring*

### **CS 101 Fundamentals of Computer Science and Information Sciences**

Course topics include computer organization, information processing, algorithms, and programming. Operating Systems, Databases, and Computer Networks, along with current views on the theory and practice of Software Engineering, and the basics of Artificial Intelligence are also explored. Three lecture hours, one hour lab.

*Credits: 3*

*Every Fall and Spring*

### **CS 102 Object Oriented Programming I**

This course introduces the fundamental concepts of programming from an object-oriented perspective. Topics are drawn from classes and objects, abstraction, encapsulation, data types, calling methods and passing parameters, decisions, loops, strings, arrays and collections, documentation, testing and debugging, design issues, and inheritance. The course emphasizes modern software engineering and design. Three hours lecture, one hour laboratory. (4 Credits)

*The pre-requisite of CS 101 is required.*

*Credits: 4*

*Every Fall and Spring*

### **CS 103 Programming I for Business**

Problem solving, algorithmic design, and implementation using the Python programming language are presented. Topics include fundamental data types and associated array types, I/O processing, conditional and loop constructs, use and implementation of functions. Non-primitive data structures are introduced. A brief overview of object-oriented programming (OOP) concepts is given. Throughout the course, good programming styles and sound program construction are emphasized. Three lecture hours,

one-hour lab. Not open to computer science or technology management majors.

*The pre-requisite of CS 101 is required.*

*Credits: 4*

*Every Fall*

### **CS 117 Object Oriented Programming II**

This course covers the most advanced features of the C++ programming language that are essential to the creation of complex structures and their applications in designing and developing programs using software engineering concepts: structures, objects and classes, function and operator overloading, collections, strings, recursion, file and string streams, pointers and dynamic data structures, inheritance and dynamic polymorphism, templates, exception handling, Standard Template Library (STL), and advanced C++ topics. Three hours lecture, one hour laboratory. (4 Credits)

*The pre-requisite of CS 102 is required.*

*Credits: 4*

*Every Fall and Spring*

### **CS 118 Computer Architecture**

The course provides a comprehensive study of computer architecture and organization. Boolean algebra is introduced to teach digital devices. The operational units and their interconnections that realize the architectural specification of a computer are studied and their overall performance is analyzed. The design and implementation of a simple processor is an integral part of the course. Programming at different levels is also introduced.

*Pre-requisite of CS 102 is required.*

*Credits: 3*

*Every Fall*

### **CS 120 Web Development**

Web page and Common Gateway interface (CGI) application development. Topics include HTML, Web browser and server communication using HTTP and HTTPS, browser state tracking, basic web server configuration settings, Client Side Java Scripting, back end database connectivity, and CGI application development using common tools and languages. Students are required to develop and complete several web based applications such as a shopping cart style website. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 102 is required.*

*Credits: 3*

*On Occasion*

### **CS 128 Information Systems Analysis and Design**

A comprehensive introduction to the fundamental concepts of systems analysis and design: industrial perspective of information technology; software process models, human factors, project management; requirements of engineering and analysis; and system modeling techniques, design methodologies, post-implementation analysis, and CASE tools support. Three hours lecture, one hour laboratory.

*The pre-requisite of CS 117 is required.*

*Credits: 3*

*Every Fall*

### **CS 130 Algorithms and Data Structures I**

A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 117 is required.*

*Credits: 3*

*Every Fall*

### **CS 132 Discrete Structures in Computer Science**

A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 130 is required.*

*Credits: 3*

*Every Spring*

### **CS 135 Compiler Theory and Design**

An examination of fundamental compiler organization. Topics include lexical analysis, syntax analysis, abstract syntax trees, symbol table organization, code generation and code optimization. Students are expected to implement a compiler for a given language, using tools such as LEX and YACC. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 130 is required.*

*Credits: 3*

*On Occasion*

### **CS 150 Operating Systems**

An introduction to the fundamental concepts of operating systems: architectural support and operating systems interface; system calls; and process structure, concepts, management, interprocess communication, threads, memory management and virtual memory, file system interface and its implementation. Case studies from UNIX and Windows NT are examined. Three hours lecture, one hour laboratory.

*The pre-requisite of CS 117 is required.*

*Credits: 4*

*Every Spring*

### **CS 156 Internet Programming**

A study of application programming for the Internet. Emphasis is on Java programming and object-oriented programming using the Java language. Java topics include classes, interfaces, polymorphism, threads, database-access, and

applets. Students are required to complete projects that run on a web server. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 117 is required.*

*Credits: 3*

*On Occasion*

### **CS 161 Object-Oriented Programming**

Comprehensive treatment of object-oriented programming design techniques in C++. Specific topics include encapsulation, object classes, inheritance, polymorphism and genericity. Templates and the Standard Template Library (STL) are thoroughly presented and used in program construction. Run-Time Type Identification (RTTI) is also covered. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 130 is required.*

*Credits: 3*

*On Occasion*

### **CS 162 Artificial Intelligence I**

An introduction to the processes by which machines simulate intelligence. Topics include knowledge-representation techniques, including the predicate logic, state space problem formulation, logical reasoning methods, exhaustive and heuristic search strategies, rule-based production systems and examples of expert systems. PROLOG programming explained comprehensively. Each student is required to implement a small rule-based system in PROLOG. Three hours lecture, one hour laboratory.

*The pre-requisite of CS 117 is required.*

*Credits: 3*

*Every Spring*

### **CS 163 Data Mining and Business Intelligence**

The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems and machine learning. Intro-duction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

*Pre-requisites of CS 130 and CS 162 are required.*

*Credits: 3*

*Every Fall*

### **CS 164 Software Engineering**

A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory.

*Pre-requisite of CS 130 is required.*



Credits: 3  
Every Spring

### CS 165 Component-based Software Development and Reusability

The course provides an in-depth introduction to reusability and Component-Based Software Engineering (CBSE). The basic concepts of components, interfaces, contracts, design patterns and frameworks are presented. Topics covered include: current Component specification techniques such as UML and the Object Constraint Language (OCL); Component Models and Technology such as COM, DCOM, .NET; and Component composition and Integration.

*Pre-requisite of CS 128 or CS 164 is required.*

Credits: 3  
On Occasion

### CS 168 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty.

Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.

Credits: 3  
On Occasion

### CS 169 Special Topics in Computer Science

Discussion of topics of current interest in computer science in the area of the instructor's specialty.

Topics include: ASP Dot-Net Programming, E-commerce Developments and Applications, Web Animation, iPhone applications, and other topical developments in the field. One hour laboratory may be included, depending on the topic.

Credits: 3  
On Occasion

### CS 370 Computer Science Internship

An opportunity to extend classroom knowledge and gain direct practical experience in the computer field as an intern with a New York City government agency or with a major corporation in the metropolitan area. Students receive meaningful internship assignments and are directed by professionals in the normal working environment. Each student is required to schedule meetings with a faculty adviser, who provides academic supervision. May be taken twice for up to six credits. Completion of sophomore year and recommendation of the Department Chair are required.

Credits: 3  
On Demand

### CIS 128 Information Systems Analysis and Design

A comprehensive introduction to the fundamental concepts of systems analysis and design: industrial perspective of information technology; software process models, human factors, project management; requirements of engineering and analysis; and system modeling techniques, design

methodologies, post-implementation analysis, and CASE tools support. Three hours lecture, one hour laboratory.

*The pre-requisite of CS 117 is required.*

Credits: 3  
Every Fall

### MIS 300 Strategic Information Technology

This course provides students with insights and knowledge they need to become active participants in the implementation and management of strategic information technology. The course demonstrates how IT relates to competition and even survival of today's corporations. Students learn how to recognize opportunities for companies and in the work environment and apply current technologies in innovative ways.

*The pre-requisites of MAN 353, CS 148 and CS 158 are required.*

Credits: 3  
On Demand

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## Data Analytic Courses

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### DA 103 Programming in Python

Problem solving, algorithmic dDA

Credits: 3  
Every Fall

### DA 118 Introduction to Data Analytics

The course provides students with the opportunity to learn data processing skills needed to execute business and professional functionalities using Microsoft Excel. It also prepares students to master more advanced, data analytics skills in Excel. Emphasis is placed on how to efficiently navigate big datasets and use the keyboard to access commands for finance and other business scenarios. Students will also learn the basis for conceptualizing and designing data analytics projects with the highest level of integrity. Data visualization skills are also introduced and reinforced throughout the course. At the end of the course students are expected to pass the exam and earn the Microsoft Office Specialist certification in Excel.

Credits: 3  
Every Spring

### DA 120 Data Analytics

This course provides a comprehensive introduction to the principles of data science that underlie the data mining algorithms, data-driven decision-making process, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using the two most popular analytic languages of R and Python.

*A pre requisite of DA 118 is required.*

Credits: 3  
Every Spring

### DA 125 Multivariate Statistics

This course is designed to provide students with a working knowledge of the basic concepts underlying the most important multivariate techniques used for analysis of data sets that contain more than one variable, and the techniques are especially valuable when working with correlated variables. The techniques provide a method for information extraction, regression, or classification. This includes applications of data sets using R and Python.

*A pre requisite of Math 100 is required.*

Credits: 3  
Every Fall

### DA 131 Data Structures and Algorithms

A comprehensive study of the design and analysis of efficient data structures in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; strings; stacks; queues and dequeues; priority queues; multi-linked structures; trees and graphs; maps; hash tables; skip lists.

Three hours lecture, one hour laboratory.

*A pre requisite of DA 103 is required.*

Credits: 3  
Every Fall

### DA 140 Data Visualization

This core required course in the Data Analytics program provides a comprehensive introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Students will learn about how to leverage the power of data visualization to communicate business-relevant implications of analyses and the difference between using visualization for analytics vs. data storytelling. Modules cover the visual analytics process from beginning to end—from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights.

Credits: 3  
Every Fall

### DA 153 Data Analytics Ethics

This course surveys the domestic and international development of data and information privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include ethical use of AI, oversight for algorithms, digital profiling, free speech, open government, cybersecurity, data communications.

Junior status.  
Credits: 3

*Every Fall*

**DA 155 Introduction to Fintech**

Fintech (financial technology) plays an essential role in modern finance and business. Fintech knowledge and skills are the state-of-the-art components for data scientists and data analysts. This course introduces Fintech through a hands-on data analytics approach and fosters students' essential fintech data analytics skills. Topics include Fintech data acquisition, visualization, and analysis; High-frequency trading (HFT) data analytics, implied volatility analytics, Blockchain in Fintech, Smart contract, machine learning in Fintech, and other state-of-the-art fintech knowledge and skills.

*Pre requisites: DA 120 or AI 163*

*Credits: 3*

*Every Spring*

**DA 166 Computational Genomics**

The course offers an introduction to basic theories, history of the field, current research areas and clinical applications of genomics including disease diagnosis and risk assessment, genetic counseling, microbiome testing and pharmacogenomics. The impact on personalized medicine and medical products will be highlighted. The course emphasizes the principles underlying the organization of genomes and the methods and approaches of studying them. Methods for understanding concepts such as gene regulation, evolution, complex systems, genetics, and gene: phenotype relationships are covered. Topics explored include sequence alignment, comparative genomics, phylogenetics, sequence analysis, structural genomics, population genetics, and metagenomic analysis. Bioinformatics tools as provided in the BioPython library will be utilized.

*Pre requisites: BIO 26 and DA131*

*Credits: 3*

*Every Spring*

**DA 360 Capstone Project**

This capstone course in the Data Analytics program first trains students on the fundamental concepts needed for the role of a Business Analyst/Business Intelligence Engineer/Data Scientist in companies, and then equips students with the latest available tools to implement these concepts in answering business questions in a data driven way. This course uses hands-on project in the application of data analytics in various areas such as business, health, and other fields of interest.

*Co requisites: AI 260, DA 120, DA 140, DA 155*

*Credits: 3*

*Every Spring*

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## SCHOOL OF EDUCATION

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LIU Brooklyn's School of Education prepares teachers, counselors and school psychologists for the challenges and the rewards of working in urban settings. Through rigorous and stimulating programs of study, students have the opportunity to work in urban schools and in a broad range of educational and/or mental health settings to develop an inquiry stance toward practice, integrate theory and practice, and achieve high standards of practice. Graduates of our programs acquire the experiential knowledge that is essential for serving children, adults, and families in urban communities. All specialties, undergraduate, and graduate, within the Teacher Education Program, are accredited by the Teacher Education Accreditation Council (TEAC); we are now a member of the Association for Advancing Quality in Educator Preparation (AAQEP).

Our programs are designed to ensure that our graduates keep pace with changes and innovations in their chosen fields. The School's **KEEPS Mission**, its urban location, and its nationally recognized faculty make it an exciting place to study!

### **Structures Within the School of Education**

The School of Education is comprised of two departments: Teaching, Learning, and Leadership (TLL) and Counseling and School Psychology (CSP). These departments provide educational opportunities leading to rewarding careers serving urban youth, adults, and families. TLL offers undergraduate and graduate degree programs in multiple teacher certification areas. CSP offers graduate programs in school counseling, mental health counseling, marriage and family therapy, school psychology, and applied behavior analysis. Our professors are experts in these fields, with a range of experience that enables them to bring best practices into the classroom. All programs incorporate fieldwork throughout the curriculum and draw upon long-term relationships with schools and organizations in New York City that offer placements that are well suited to students' needs and interests. Please consult the sections below describing in detail each department and its offerings.

For information, please contact the main office at 718-488-1055 or visit the website at [www.liu.edu/brooklyn/soe](http://www.liu.edu/brooklyn/soe).

## KEEPS: The School of Education's Mission Statement

The KEEPS mission statement of LIU Brooklyn's School of Education addresses one of the most important questions in urban education today: How can urban educators be expertly prepared to meet rising academic standards while recognizing the unique experiences and strengths of urban schools and their children? One of the many strengths of the School of Education is that many of its future and practicing educators are themselves urban dwellers, immigrants, or members of ethnolinguistic and racial minorities. Thus, many of its educators bring to the classroom the experiential knowledge of urban and minority communities, essential to educating the children and families in those communities. The KEEPS mission is designed to help all urban educators meet rising academic standards, while also meeting performance standards that are based on the experiences and life of urban schools and their children.

### KEEPS MISSION IN BRIEF

#### KEEPS: The desired qualities of LIU Brooklyn Educators

To carry on the important mission of the LIU Brooklyn School of Education, we value:

**KNOWLEDGE** and intellectual inquisitiveness about children, schools, and the world.

**ENQUIRY**, or the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry of teaching and professional practice.

**EMPATHY** 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 the inclusion of all in the learning community of schools and the wider community.

**SOCIAL COMMITMENT** and the building of a just and democratic society.

### KEEPS MISSION IN DEPTH

**KNOWLEDGE** and intellectual inquisitiveness about children, schools, and the world.

LIU Brooklyn educators are intellectually rooted in the liberal arts, sciences, and pedagogy. We value knowing about the world, its people, languages, and cultures, its natural and physical aspects, and its texts. We attach special importance to how to use that knowledge to teach others and work with urban children and adolescents in schools.

The curriculum of the School of Education advances this value by deepening the understanding acquired in liberal arts and sciences general education and major courses and contextualizing that knowledge through the world of schools and that of their clients -- children and adolescents, families, as well as teachers and other school professionals. Foundational courses are

interdisciplinary, attempting to deepen the multifaceted knowledge needed in the acts of teaching and learning, as well as spurring the dynamic and simultaneous use of interdisciplinary knowledge required in educating children.

LIU Brooklyn educators are interested in reading closely and writing carefully and extensively, and they understand that in doing so, they are constructing and developing their 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 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 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 can describe them accurately while withholding judgment. We also value description and reflective review of our 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 a community is shaped. We use our collective inquiry to shape a 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** 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 their 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 unique potential. As empathic and caring educators, we are interested in attending to each 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 the inclusion of all in the learning community of schools and the wider community.

LIU Brooklyn educators value the sociocultural and sociolinguistic pluralism of a global world, and especially of New York City's children and communities. We strive to acquire the different experiential knowledge bases that diverse communities have, to find commonalities in the human experience, and to shape a transcultural learning context, a third space, that is inclusive of differences. We attach importance to understanding the sociohistorical and sociocultural contexts of diverse groups, most especially of African-American, Caribbean-American, Latino, and recent immigrant communities that are prominent in Brooklyn schools, and we use this knowledge in teaching. We also value

ethnographic processes of observation and participation that enable us to gain an understanding of the complex and dynamic pluralism of communities.

The curriculum of the School of Education advances this value by recognizing ethnic, racial, gender, language, and ability differences, and by framing issues of child development, language and literacies, and teaching and learning within sociocultural and sociohistorical contexts. All courses in the School of Education's curriculum pay particular attention to the education of learners with disabilities and those who are bilingual, bidialectal, or learning English. While developing knowledge of specific skills and approaches needed to educate different groups of learners, for different purposes, and in different contexts, we also develop strategies for the 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, to build a more just world.

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## School of Education Resources

### **Family University (FUN) After School Program**

The Family University (FUN) After School Program for the children of LIU Brooklyn students provides a setting for teacher education students to see creative arts and community-building activities in action. It is used as a fieldwork site for students in education, social work, music, and art programs. The children's presence in the building alongside the teacher education students serves as a reminder that theory and practice can and must be integrated to maximize learning.

### **Academic Support**

The School of Education offers academic support to help students prepare for teacher certification exams and writing tutoring.

### **Teacher Resource Center**

The Teacher Resource Center (TRC) provides

the resources and workshops to help new and experienced teachers feel more successful in their classrooms. Materials are available for instructors as well.

### **Center for Urban Educators (CUE)**

CUE's mission is the development of culturally relevant and effective practices for the work of teaching, learning, and mental health and well-being in schools and communities in the urban context. The vision of teaching and practice guiding the Center's work supports teachers and mental health practitioners as socially responsible people who are intellectually engaged and act as advocates of children, families, and communities.

CUE's core values are beliefs in human capacity and worth in the importance of educating, and practicing for health and democracy. The Center puts diverse perspectives alongside each other intending to get beyond convention and create new possibilities for teaching and serving children, families, and communities. To create these opportunities, CUE supports the use of observation, description, and story as ways of generating understanding out of lived experiences. CUE incorporates descriptive inquiry to enact its values.

In its efforts to further its mission, CUE has developed a multi-faceted community of future teachers, university professors, and teachers and administrators in public schools. CUE works with New York City public schools, forms collaborations with educators both within and beyond LIU Brooklyn, and supports publications and the annual CUE conference.

## DEPARTMENT OF TEACHING, LEARNING AND LEADERSHIP

The Department of Teaching, Learning, and Leadership offers several majors at the undergraduate level, all leading to NYS teaching certification. All majors emphasize hands-on learning in a multicultural context. Classes are small, fostering an atmosphere of inquiry and reflection. Fieldwork and student teaching placements are in partner schools especially selected for excellence and diversity. With our emphasis on practice, students are out in the schools – observing, learning, and doing – from the very beginning.

The following majors are offered:

- B.S., Childhood Education (grades 1-6)
- B.S., Inclusive Early Childhood Education (birth-grade 2)

An optional extension in Bilingual Education is available for majors in Childhood Education and Inclusive Early Childhood Education.

Students in the Childhood Education or Inclusive Early Childhood Education programs must have a concentration or second major in one of the accepted liberal arts and sciences areas. Childhood Education or Inclusive Early Childhood Education must be their first major.

### B.S. Childhood Education

The 120-credit B.S. in Childhood Education (Grades 1-6) leads to the degree of Bachelor of Science and eligibility for initial NYS certification in childhood education, grades 1-6. It prepares students to teach in elementary school classrooms.

The major in Childhood Education consists of 40 credits in teaching and learning. Optional extensions are available for students interested in teaching in middle schools (6 credits) or in bilingual classrooms (7 credits).

In addition, all Childhood Education students must select a 30-credit concentration or a second major in a liberal arts and sciences area from among the following:

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Foreign Languages and Literature
- Psychology
- Social Sciences

Students should consult with a Teaching and Learning advisor regarding requirements for the concentration. If choosing a double major, students must select Childhood Education as their first major. The requirements for the second major can be found in the relevant department's section of the bulletin.

The Childhood Education program is divided into a pre-professional stage and a professional stage. All students are welcome to take six credits of pre-professional courses. Students must meet the requirements for progression into the professional stage, completion of fieldwork hours, admission to student teaching and graduation that are described in the previous section, Core Program in Teacher Education. Students graduating from the program are eligible for NYS certification once they have passed all required portions of the New York State Teacher Certification Exam (NYSTCE). The School of Education certification officer assists students in applying for certification when all requirements are met.

### B.S., Childhood Urban Education (1-6)

{Program Code: 22846} {HEGIS:0802.0}

#### Graduation Requirements

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

#### Orientation

FYS 01 First-Year Seminar 1.00

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

##### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

Anthropology, Economics, History, 3.00

Political Science, Psychology, or

Sociology 3.00

Anthropology, Economics, Political 3.00

##### Science and Mathematics

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

Laboratory Science: BIO 1 or 3 4.00

##### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

Art, Dance, Journalism, Music, Theatre, 3.00

Media Arts

*\*All Education majors are required by NYS to have a minimum of 6 credits in the following areas: History and/or Social Science, Laboratory Science, Mathematics, Foreign Language other than English, and English Literature and/or*

#### Writing Composition.

### Areas of Specialization for B.S. in Childhood Urban Education

Students must complete 30 credits in one of the following areas:

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Psychology
- Social Science

See your Department of TLL Department advisor for information on choosing courses that meet the concentration requirements.

### Major Requirements

All of the following courses are required.

TAL	201	Teaching: Imagine the Possibilities	3.00
TAL	301	Observing and Describing Children	3.00
TAL	350	The Developing Child	4.00
TAL	351	Language and Literacy I	3.00
TAL	352	Sociology and Education	3.00
TAL	353	Creating Inclusive Classroom Communities	3.00
TAL	401	Language and Literacy II	3.00
TAL	402	Teaching and Learning Social Studies in Elementary Schools	3.00
TAL	403	Teaching and Learning Mathematics/ Technology in Elementary Schools	3.00
TAL	404	Teaching and Learning Science/ Technology in Elementary Schools	3.00
TAL	450	Student Teaching in Childhood Education	3.00
TAL	451	Student Teaching Seminar in Childhood Education	3.00

### Optional Extension in Bilingual Education (9 credits)

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency.

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

### Optional Extension in Middle Childhood (5-9) (6 credits)

An optional Middle Childhood Extension to the Childhood Certification is available.

**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Specialization Credits: 30  
 Minimum Education Major Credits: 37  
 Minimum Major GPA: 3.0  
 Minimum Overall GPA: 2.75

**B.S. Inclusive Early Childhood Education (Birth-Grade 2) (dual initial certification)**

The Bachelor of Science in Inclusive Early Childhood Education Leads to dual certification in early childhood education and early childhood special education, birth to grade 2. This program prepares students to teach in diverse early childhood education and care settings. An optional bilingual extension prepares students to teach in bilingual classrooms.

**B.S., Inclusive Early Childhood Education (IECE | Dual Certification in Early Childhood Education and Early Childhood Special Education) (Birth-Grade 2)**

{Program Code: 38371} {HEGIS: 0808.0}

**Graduation Requirements**

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

**Orientation**

FYS 01 First-Year Seminar 1.00

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

**Humanities**

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

**Social Sciences**

History 3.00

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

Anthropology, Economics, Political Science, Psychology, Sociology 3.00

**Science and Mathematics**

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

Laboratory Science: BIO 1 or 3 4.00

**Communication, Visual & Performing Arts**

Oral Communications: SPE 3 3.00

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

*\*All Education majors are required by NYS to have a minimum of 6 credits in the following areas: History and/or Social Science, Laboratory Science, Mathematics, Foreign Language other than English, and English Literature and/or Writing Composition.*

**Areas of Specialization for B.S. in Inclusive Early Childhood Education Students must complete 30 credits in one of the following areas:**

- Biology
- Chemistry
- Mathematics
- English
- History
- Humanities
- Psychology
- Social Science

See your Department of TLL advisor for information on choosing courses that meet the concentration requirements.

**Major Requirements**

All of the following courses are required.

TAL 201 Teaching: Imagine the Possibilities 3.00

TAL 349 The Developing Young Child 3.00

TAL 360 Foundations of Inclusive Education: Early Childhood 3.00

TAL 361 Child Guidance and Partnerships 3.00

TAL 362 Integrated Inquiry I: Curriculum, Instruction and Assessment 3.00

TAL 363 Play in IECE 3.00

TAL 433 Language and Literacy in the Early Childhood Years 3.00

TAL 434 The Arts and Social Studies in IECE 3.00

TAL 435 Integrated Inquiry II: Curriculum, Instruction and Assessment 3.00

TAL 436 Language and Literacy in IECE 3.00

TAL 437 Mathematics in IECE 3.00

TAL 438 Science in IECE 3.00

TAL 455 Student Teaching and Seminar in IECE 6.00

**Optional Extension in Bilingual Education (9 credits)**

An optional Bilingual Extension is available for those who can demonstrate bilingual proficiency.

Students seeking the Bilingual Education extension must also pass the Bilingual Education Assessment (BEA) of the NYSTCE in the target language.

**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Specialization Credits: 30  
 Minimum Education Major Credits: 42  
 Minimum Major GPA: 3.0  
 Minimum Overall GPA: 2.75

## Teaching, Learning and Leadership Courses

### TAL 101 Ecological Citizenship

Ecological Citizenship examines the social issues of global citizenship education, especially as it applies to ecological issues like climate change. Students will trace the origins of modern environmental issues and movements to the present challenges of the Anthropocene. Learning outcomes focus on pedagogical possibilities of an ecological citizenship, particularly as it relates to equity and social justice in K-16 humanities and social studies.

*Must be in the Smart Scholars Early College Student Group*

*Credits: 3*

*Not Set*

### TAL 201 Teaching: Imagine the Possibilities

An introduction for the preprofessional student to the possibilities and processes of professional life in diverse inclusive urban schools through initial exploration of school contexts, learning processes, roles of teachers, and the self as a prospective teacher. Guided school visits, reflective writings, and seminal readings enable students to examine the field of education from historical, sociological and philosophical perspectives. Selected Teaching and Learning faculty discuss such current trends as multiculturalism and the inclusion of students with disabilities. For all students considering teaching as a career choice. Fifteen hours of structured fieldwork required.

*Credits: 3*

*Every Fall and Spring*

### TAL 250 Developmental Psychology

An introductory study of the physical, cognitive, social, language, emotional, and moral development of children, adolescents, and adults from birth through the lifespan. The relationship between learning and development and the factors that may hinder or enhance these processes are explored. Throughout the course, attention is given to the ways in which race, culture, ethnicity, language, class, gender, sexual orientation, and disability play a role in the teaching and learning process.

*Credits: 3*

*Annually*

### TAL 301 Observing and Describing Children

An introduction to a holistic method of observing and reflecting on children. Throughout the semester, students observe a child in home, school and community settings; this descriptive review process has as its philosophical foundation the premise that children construct knowledge and make meaning of their world. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required.

*The pre-requisite of TAL 201 is required.*

*Credits: 3*

*Every Fall and Spring*

### TAL 302 Observing and Describing Middle Childhood and Adolescent Learners

An exploration of the world of the middle childhood/adolescent learner using naturalistic inquiry methods such as participant observation and interviews in a variety of settings, including school, home and community. This descriptive review process has as its philosophical foundation the premise that all learners construct knowledge and make meaning within a sociocultural context. Students learn a descriptive vocabulary and the skills necessary to write a full and balanced portrayal of a learner that becomes fundamental to their teaching practice. Thirty hours of structured fieldwork are required.

*The pre-requisite of TAL 201 is required.*

*Credits: 3*

*Annually*

### TAL 349 The Developing Young Child

This course is an examination of the development and growth of young children in infancy through age eight using developmental, non-developmental, historical, and cultural perspectives and approaches. Students will consider different theories of early development and their implications for understanding children. Attention will be given to physical, cognitive, socio-emotional and language/literacy domains of development, and their relation to learning and socialization. Students will also examine the role of race, culture, class, language, dis/ability, and gender identities and expression in the process of learning and development. The lives of children with typical and atypical development will be explored through observations and readings.

*The pre-requisites of TAL 201 is required with a minimum GPA of 2.50 is required.*

*Credits: 3*

*Annually*

### TAL 350 The Developing Child

An introductory examination of the process of change from birth through pre-adolescence in children from diverse backgrounds with a range of abilities. Theories of development and learning and ways in which they inform educational practices will be studied. Throughout the course, attention will be given to ways in which culture, race, class, ethnicity, gender; sexual orientation, language, and disability play a role in development and in the teaching and learning process. The course will also explore the lives of children who have disabilities from historical, legislative, educational, and autobiographical perspectives. The classification process in schools including how students are identified to have disabilities will be addressed. Students will have fieldwork experiences with children and will engage in different types of course assignments to develop discipline-specific writing skills. Writing-intensive course for the major.

Fifteen hours of structured fieldwork required.

*The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.*

*Credits: 4*

*Annually*

### TAL 351 Language and Literacy I

A focus on emergent literacy, emphasizing the teaching of reading from a developmental socio-psycholinguistic perspective and highlighting the relationship between language and literacy. Different theories of teaching reading and writing are discussed. Students become familiar with appropriate literature for young children as well as the concept of multiple literacies. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including the needs of children with disabilities, bilingual students and English-language learners. The role of assessment in planning instruction is also addressed. An integrated fieldwork experience includes the home, community and classroom teaching environments.

Fifteen hours of structured fieldwork required.

*The pre-requisite of TAL 301 or TAL 302 is required and a minimum GPA of 2.50 is required.*

*Credits: 3*

*Annually*

### TAL 352 Sociology and Education

A field-based course in which students use the results of sociological research to inform their observation and analysis of schools and society. Emphasis is placed on such variables as parental involvement and home environment, race/ethnicity, and social class as well as school-related variables, including grouping and teaching practices, teacher attributes and expectations, class and school size, and curriculum. Students make an observational study in a classroom setting that addresses a problem of significance. Ten hours of structured fieldwork are required.

*The pre-requisite of TAL 301 or 302 is required and a minimum GPA of 2.50.*

*Credits: 3*

*Annually*

### TAL 353 Creating Inclusive Classroom Communities

A course in which students explore ways to create peaceful democratic classrooms where all children are respected and valued. Emphasis will be on viewing behavior and classroom management contextually, with the aim of fostering social and emotional learning. Students will learn and practice methods of facilitating positive classroom climate, such as peer mediation, conflict resolution, and positive behavioral supports which promote interpersonal communication and social participation. 15 fieldwork hours required.

*The pre-requisite of TAL 350 is required.*

*Credits: 3*

*Annually*

### TAL 360 Foundations of Inclusive Education



**Early Childhood**

Inclusive education is predicated on principles of equity and social justice; all children have the right to be valued members of a learning community. With inclusive early childhood settings as the hallmark of early education and care, students will explore their assumptions about ability/disability and diversity in relation to language, race, culture, class, and gender identities and expression. The history of the field of special education will be studied with particular emphasis on the inclusion movement. The various services and educational structures available for meeting the needs of all infants, toddlers, young children and their families/caregivers will be explored. Identification of students with disabilities and the special education classification/labeling system will be interrogated. Students will investigate the impact of the federally mandated IFSP and IEP on early childhood education. The critical role of families/caregivers in the education and care of young children with disabilities will be addressed alongside the various team approaches to service delivery. The interdisciplinary nature of the field also requires consideration of professional skills such as collaboration, consultation and communication. Professional practices and standards of highly-qualified early childhood and early childhood special education teachers will be surveyed and analyzed.

*The pre-requisites of TAL 201 is required with a minimum GPA of 2.50 is required. Also a Co-requisite of TAL 349 is required.*

*Credits: 3  
Annually*

**TAL 361 Child Guidance and Partnerships**

This course will address positive child guidance and family/school/community partnerships, within inclusive urban education and care for children birth-grade 2. Constructivist approaches and inquiry-based practices will serve as the foundation for learning how to create programming that fosters positive social-emotional and moral development in children. Positive behavior supports will be discussed as a best practice response to challenging behavior. Students will be introduced to appropriate and culturally sensitive guidance approaches that support the creation of caring, interpersonal and inclusive learning communities for children; learn ways to build and maintain rapport and partnerships with families from diverse racial, ethnic, cultural and socio-linguistic backgrounds, and develop collaborative relationships with community based service organizations that work on behalf of young children. Particular attention will be given to families of children with varied dis/abilities and those who speak a language other than English (LOTE).

*The pre-requisites of TAL 360 is required with a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

**TAL 362 Integrated Inquiry I: Curriculum, Instruction and Assessment**

In this course students will explore various models for observing, recording, describing, and interpreting young children's growth and learning. Both qualitative and quantitative assessment strategies will be introduced and used for curriculum planning and program development in inclusive early childhood settings. Connections between assessment and the planning and implementation of inquiry and play-based curricular activities for children from diverse ability/disability, racial, ethnic, cultural, and linguistic backgrounds will be emphasized. Methods for distinguishing language difference from language disorder will be explored. Students will become familiar with methods, such as co-teaching, and materials that support learning in an inclusive early childhood educational setting. Particular attention will be given to embedding IFSP and IEP goals for children with disabilities into the routines and activities of early care and education programs spanning early intervention through kindergarten. Students will have opportunities to develop and implement individualized lesson plans for children framed within the NYS Learning Standards and NAEYC Guidelines for Developmentally Appropriate Practice (DAP).

*The pre-requisites of TAL 360 is required with a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

**TAL 363 Play in Inclusive Early Childhood Education (IECE)**

This course will provide students with opportunities to reflect and build upon the theoretical and developmental theories learned as they relate to play in inclusive early care settings and early childhood classrooms. Students will learn about various play-based curricula, and will use qualitative methods to observe and assess child growth and learning through the study of individual and group play experiences. Particular attention will be given to the integrated nature of socio-dramatic play and scaffolding the subject matter learning of early literacy and math/science. Students will learn to design environments that support meaningful play based experiences for young children with diverse needs and backgrounds.

*The pre-requisites of TAL 360 is required with a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

**TAL 401 Language and Literacy II**

A focus on the developing and fluent reader and the place of reading within the integrated curriculum. Linguistic and cognitive processes underlying comprehension are explored within a balanced literacy program of reading and writing instruction. Students become familiar with a variety

of literature for children. Special attention is given to developing strategies to meet individual learning needs within a collaborative and inclusive model, including issues of bilingualism and biliteracy. The role of assessment in planning instruction is also addressed, along with approaches to remediation of literacy difficulties. An integrated fieldwork experience focuses on small-group and classroom instruction. Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 350 and 351 or TAL 302, ALCX 702-705 are required and a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

**TAL 402 Teaching and Learning Social Studies in Elementary Schools**

An introduction to a theme-based, inquiry-directed, literature-rich, multicultural approach to teaching and learning social studies. New York State social studies standards are reviewed, with a focus on learning goals, essential questions, portfolio assessment, and preparation for democratic citizenship. Emphasis is placed on building broadly inclusive classroom communities. Strategies to meet individual learning needs within an inclusive model are discussed. The fieldwork component integrates course work and classroom practice. Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

**TAL 403 Teaching and Learning Mathematics/Technology in Elementary Schools**

An inquiry-based approach to learning mathematics and technology as a tool for teaching. Emphasis is placed on raising questions, planning and developing solutions for open-ended mathematical problems, and formative assessment of learning. While reviewing basic mathematical concepts such as variables, functions and measurements, students practice the inquiry approach in fieldwork experience. Particular attention is paid to developing strategies to meet individual learning needs within a collaborative and inclusive model while addressing NYS/Common Core Learning Standards. Approaches to addressing difficulties in math will be explored. Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

**TAL 404 Teaching and Learning Science/Technology in Elementary Schools**

An inquiry-based approach to teaching science and technology. Emphasis is placed on raising questions, planning and developing solutions for

open-ended mathematical problems, and formative assessment of learning. While reviewing basic science concepts and skills, students practice the inquiry approach in fieldwork experience.

Particular attention is paid to developing strategies to meet individual learning needs within an inclusive model while addressing NYS/Common Core Learning Standards. Fifteen hours of structured fieldwork required.

*The pre-requisites of TAL 350, TAL 351 and ALCX 702 - 705 are required and a minimum GPA of 2.50 is required.*

*Credits: 3*

*Annually*

#### **TAL 413 Teaching and Learning Mathematics/Technology in Middle and Secondary Schools**

An integrated inquiry-based approach to the teaching of mathematics and technology at the middle and secondary school levels. Basic mathematics concepts, such as properties of numbers, algebraic expressions, solving linear equations, and geometry are reviewed. Attention is paid to teaching to meet New York State learning standards while developing strategies to meet students' diverse needs. Students explore ways to bring enriching multiple representations of content and multicultural materials to their classroom instruction. Emphasis is placed on raising questions, planning, and developing solutions for open-ended problems, reviewing secondary curricula in the students' subject field of specialization, and formative assessment of learning. Fifteen hours of structured fieldwork required.

*The co-requisites of TAL 406, 460 and 461 are required.*

*The pre-requisites of TAL 400 and 421 are required.*

*Credits: 3*

*On Demand*

#### **TAL 421 Language & Literacy III: The Adolescent Learner**

A course that addresses the teaching of literacy at the middle childhood and adolescent levels from a developmental perspective, building upon the foundations of literacy established in early childhood and childhood. Emphasis will be on the development of fluent mature reading, including strategies for teaching vocabulary, critical thinking, reading in the content areas, and study skills.

Various approaches to the teaching of writing will be presented, and students will become familiar with a diverse range of multicultural literature for middle-school children and adolescents. Practices related to assessment and the organization of instruction will be introduced. Strategies for adaptation of instruction for children of diverse abilities and language backgrounds will also be addressed. Fifteen hours of structured fieldwork required.

*Credits: 3*

*On Demand*

#### **TAL 433 Language and Literacy in the Early Years**

This course will provide students with a foundational understanding of the complex process of language and literacy development in children birth through age five. Students will learn about the developmental stages of oral and written language and also consider multiple modes of communication which can be supported with assistive technology. The diversity of children's language and literacy development, including facilitating and maintaining first language (L1) and first dialect (D1) will be explored as well as strategies to support early literacy development in school and in the home. Students will be exposed to current theories and research related to early language and literacy development as well as strategies for planning language and literacy environments and experiences that are socially, culturally, and developmentally appropriate.

*The pre-requisites of TAL 362 is required with a minimum GPA of 2.50 is required.*

*Credits: 3*

*Annually*

#### **TAL 434 The Arts and Social Studies in Inclusive Early Childhood Education (IECE)**

This interdisciplinary course will introduce students to the theoretical and practical concepts related to teaching creativity and the arts alongside teaching social studies. The arts can serve as a vehicle for teaching about the social studies themes of character and community development, and civic engagement in urban early childhood settings birth-grade 2. Students will develop an appreciation for the arts and their place in diverse urban inclusive early childhood education and care settings, and explore a variety of media, methods, and materials used in creative activities such as art making, music, and movement. Emphasis will be placed on differentiating teaching and guidance strategies in art making for young children, and the integrated nature of the arts and inquiry based social studies curriculum in inclusive early childhood and care settings. Current themes in social studies and the arts, as set forth by the National Art Education Association and the National Council for Social Studies (NCSS), will be explored.

*The pre-requisites of TAL 362 is required with a minimum GPA of 2.50 is required.*

*Credits: 3*

*Annually*

#### **TAL 435 Integrated Inquiry II: Curriculum, Instruction and Assessment**

In this course students will explore various models for observing, recording, describing, and interpreting young children's growth and learning. Both qualitative and quantitative assessment strategies will be introduced and used for curriculum planning and program development in inclusive early childhood settings. Connections between assessment and the planning and implementation of inquiry and play-based

curricular activities for children from diverse ability/disability, racial, ethnic, cultural, and linguistic backgrounds will be emphasized. Methods for distinguishing language difference from language disorder will be explored. Students will become familiar with methods, such as co-teaching and cooperative learning, and materials that support learning in an inclusive early childhood educational setting. Particular attention will be given to embedding IEP goals of children with disabilities into the routines, activities, and lessons in early childhood classrooms with particular attention to kindergarten, first, and second grade. Students will have opportunities to develop and implement individualized lesson plans for children that are framed within the NYS Learning Standards and NAEYC Guidelines for Developmentally Appropriate Practice (DAP).

*Credits: 3*

*Annually*

#### **TAL 436 Language and Literacy in Inclusive Early Childhood Education (IECE)**

The course will focus on the importance of language development as a precursor to literacy in children from ages five to eight, including children who grow up in bilingual environments and those who use alternative modes of communication. It will address the significance of providing a language-rich environment at home and in formal educational settings that offers children opportunities to engage in meaningful acts of communication and social interaction as they construct their own ideas and theories about the principles of language. Students will learn strategies for strengthening the first language (L1) and first dialect (D1) in young children who speak a LOTE. The importance of children's participation in literacy events with other children and adults will be emphasized. The role of play, sensory manipulation, music, movement, storytelling, children's literature and the arts in the development of language and literacy will be explored. Current themes in language and literacy development as set forth by national associations such as the International Reading Association (IRA) will also be addressed.

*The pre-requisites of TAL 433 is required with a minimum GPA of 2.50 is required.*

*Credits: 3*

*Annually*

#### **TAL 437 Mathematics in Inclusive Early Childhood Education (IECE)**

This course is designed to examine key principles for the effective teaching of mathematics in inclusive preschool-grade 2 classrooms. Students will learn about the foundational ideas of mathematical thinking and study inquiry-based approaches that can be used to engage young children in mathematical investigations. These approaches will focus on creating appropriate math learning environments that are non-discriminatory, inclusive, and supportive of cultural, linguistic, and

gender diversity. Students will learn to lead and scaffold math investigations that draw on the child's inherent curiosities and adhere to the core teaching principles set forth by the National Council of Teachers of Mathematics.

*The pre-requisites of TAL 435 is required with a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

#### **TAL 438 Science in Inclusive Early Childhood Education (IECE)**

This course is designed to examine key principles for the effective teaching of science in inclusive preschool-grade 2 classrooms. Students will learn about the foundational ideas of the sciences and scientific thinking and will study inquiry-based approaches that can be used to engage young children in science investigations. These approaches will focus on creating appropriate science learning environments that are non-discriminatory, inclusive, and supportive of cultural, linguistic, and gender diversity. Students will learn to lead and scaffold science investigations that draw on the child's inherent curiosities and adhere to the core teaching principles set forth by the National Science Teachers Association (NSTA).

*The pre-requisites of TAL 435 is required with a minimum GPA of 2.50 is required.*

*Credits: 3  
Annually*

#### **TAL 442 Teaching Methods in the Secondary Classroom**

Students will actively learn about the practice of teaching and co-teaching on the secondary level. Topics to be explored will include lesson and unit planning, multicultural curriculum and teaching, student-centered teaching strategies, project-based classroom instruction, methods of assessment, and classroom management. Students will develop and implement unit plans to meet NYS/Common Core Standards for adolescents of varying abilities and language backgrounds. Students will explore ways to develop and differentiate lessons and assessments based on students' learning needs and/or Individualized Educational Programs (IEPs). Fifteen hours of structured fieldwork required.

*Pre requisite(s): TAL 411 or TAL 412 or TAL 413 or TAL 414*

*Credits: 3  
Annually*

#### **TAL 450 Student Teaching in Childhood Education**

A student teaching semester that prepares reflective teachers to create effective classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their

experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 1 through 3 or grades 4 through 6 throughout the semester. In addition, they are required to student teach for a minimum of 20 full days at the other level (either 1-3 or 4-6).

*The co-requisite of TAL 451 is required and permission of the Department.*

*Credits: 3  
Every Fall and Spring*

#### **TAL 451 Student Teaching Seminar in Childhood Education**

A seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation; affect the lives of children and their own lives as teachers. Major strands underlying the childhood education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

*The co-requisite of TAL 450 is required.*

*Credits: 3  
Every Fall and Spring*

#### **TAL 455 Student Teaching and Seminar in Inclusive Early Childhood Education (IECE)**

A student teaching semester that prepares reflective teachers to create inclusive early care programs, classrooms and schools for all urban early childhood students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school/program, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating site. Programs, schools and classrooms are chosen with special attention to diversity; placement in an integrated co-teaching teaching classroom (ICT) with students with disabilities is required. Eighty days of student teaching will occur, satisfying NYSED certification requirements for early childhood education and early childhood special education. Students will complete the edTPA^ portfolio at their student teaching site. The university supervisor will conduct a weekly seminar with student teachers where they will critically examine their work with young children.

*Senior status required.*

*Credits: 6  
Annually*

#### **TAL 460 Student Teaching in Adolescence Education**

A student teaching semester that prepares reflective teachers to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation, and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to diversity. Student teaching is full time, five days a week for 15 weeks. Students have one main placement in grades 7 through 9 or grades 10 through 12 throughout the semester. In addition, they will be required to student teach for a minimum of 20 full days at the other level. Program approval required.

*The co-requisite of TAL 461 is required.*

*Credits: 3  
Every Fall and Spring*

#### **TAL 461 Student Teaching Seminar in Adolescence Education**

A student seminar that gives student teachers an opportunity to look closely and critically at their work in classrooms. Through reflective conversations, readings and writing assignments about their teaching practice, students learn how to create meaningful relationships with children and the classroom community through engaging curriculum. They explore how issues of diversity, including class, disability, ethnicity, gender, language, race and sexual orientation, affect the lives of children and their own lives as teachers. Major strands underlying the adolescent education program are revisited and integrated with new material that will deepen students understanding of how to meet the educational needs of all students.

*The co-requisite of TAL 460 is required.*

*Credits: 3  
Every Fall and Spring*

#### **TAL 465 Student Teaching in Art Education**

A student teaching semester that prepares reflective art teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Schools and classrooms are chosen with special attention to art creativity and diversity. Student

teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting.

Program approval required.

*The co-requisite of TAL 466 is required.*

*Credits: 6*

*Every Fall and Spring*

### **TAL 466 Student Teaching Seminar in Art Education**

A student teaching seminar that gives students an opportunity to look closely and critically at their work in classrooms. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community and to use the arts in education. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the creation and meaning of art.

*The co-requisite of TAL 465 is required.*

*Credits: 2*

*Every Fall and Spring*

### **TAL 471 Teaching Physical Education Pre-K-Grade 6**

A study of the basic principles, content, organization and curriculum in physical education for pre-k to 6th grade. Students learn to impart the knowledge and skills necessary for participation in a range of activities appropriate for pre-school and elementary school children and for the establishment and maintenance of personal fitness and health. Addresses a range of activities in multicultural contexts, including games that children in urban areas typically play. Students will become familiar with resources and opportunities for physical activity in the community as well as professional organizations in physical education. Particular attention will be paid to the inclusion of diverse student groups, with emphasis on gender and learners with disabilities. Includes methods and teaching strategies, instructional technology, assessment techniques, and program evaluation with a focus on equity issues. 20 hours of fieldwork in physical education classes in elementary schools are required.

*The pre-requisite or co-requisite is TAL 350 is required.*

*Credits: 2*

*On Demand*

### **TAL 476 Teaching Physical Education Grades 7-12**

A study of the basic principles, content, organization and curriculum in physical education for grades 7-12. Students learn to impart the knowledge and skills necessary for participation in a range of activities appropriate for adolescents and for the establishment and maintenance of personal fitness and health. Includes the organization and

administration of physical education and athletics, including facilities, equipment, legal safeguards, and intramurals and extramurals. Students will also become familiar with resources and opportunities for physical activity for adolescents in the community. Particular attention will be paid to the inclusion of diverse student groups, with emphasis on gender and learners with disabilities. Includes methods and teaching strategies, instructional technology, assessment techniques, and program evaluation with a focus on equity issues. 20 hours of fieldwork in physical education classes in middle or secondary schools are required.

*The pre-requisite or co-requisite of TAL 350 is required.*

*Credits: 2*

*On Demand*

### **TAL 490 Student Teaching in Physical Education**

A student teaching semester that prepares reflective physical education teachers who work to create excellent classrooms and schools for all urban students. Students participate in every aspect of practice, including planning, implementation and assessment of curriculum and instruction. They immerse themselves in the life of a school, recording and thinking about the purposes, complexities and consequences of what they do as teachers in order to learn from their experiences. Students are supervised by a University faculty member and a cooperating teacher in the participating school. Student teaching is full time, five days a week for 15 weeks. Students have two placements: half of their time is spent in a pre-kindergarten through grade 6 setting, the other half in a grade 7 through 12 setting. Program approval required.

*The pre-requisite or co-requisite of TAL 471 and 476 is required. The corequisite of TAL 491 is required.*

*Credits: 6*

*Every Fall and Spring*

### **TAL 491 Student Teaching Seminar in Physical Education**

A student teaching seminar that gives students an opportunity to look closely and critically at their work in physical education settings. Through reflective conversations and reading and writing assignments about their teaching practice, they come to understand how to create meaningful relationships with children in the classroom community. Students explore the impact of diversity, including race, culture, ethnicity, language, class, gender, sexual orientation and disability within the school culture and the physical education classroom.

*The co-requisite of TAL 490 is required.*

*Credits: 2*

*Every Fall and Spring*

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## SCHOOL OF HEALTH PROFESSIONS

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The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a diverse student body. With strong ties to the community and to many health care facilities that support educational efforts as well as to research, our programs address clinical health care, community-based health, rehabilitation, and social issues. The school prepares students for careers in the areas of respiratory care; diagnostic medical sonography; physician assistant studies; occupational therapy; health and exercise science; exercise physiology; physical therapy; speech-language pathology; social work and public health. The rich health professions education environment of the LIU Brooklyn campus allows our programs to introduce students to interprofessional education and practice.

Our programs span the undergraduate, graduate, and doctoral levels, and lead to careers in growing professions that offer a wealth of career opportunities. Graduates of our programs are in high demand in the current health care job market, and this level of demand will continue for many years to come.

The School of Health Professions faculty members are renowned experts in their fields and have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are engaged in clinical practice and research, which greatly contributes to the learning experience of their students and their professional growth.

The School of Health Professions integrates liberal arts education with advanced sciences and health-oriented curricula. On the undergraduate level, it offers Bachelor of Science degrees in health science, respiratory care, diagnostic medical sonography, social work and exercise science and wellness. It also offers a combined BS/MS dual degree in occupational therapy and an accelerated, shared-credit BS Health Science and Master of Public Health track.

All undergraduate students are expected to complete 60 credits of liberal arts and sciences courses in addition to their specializations and professional studies. Proficiency and core courses for undergraduate programs are offered through Richard L. Conolly College.

## Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates (i.e., hospitals and clinics) now require the completion of criminal background checks and/or drug testing for employees, volunteers, and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. If a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/certification/registration agencies (e.g., state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact the pertinent state licensing boards to inquire whether a criminal record, including driving offenses, would preclude the individual from eligibility to obtain a license/certification.

## DIVISION OF HEALTH AND EXERCISE SCIENCE

The Division of Health and Exercise Science offers a variety of undergraduate and graduate programs for students who wish to embark on or advance their careers in the health professions. Our division offers Bachelor of Science (BS) degree programs in Health Science and Exercise and Wellness Science, and a shared credit Bachelor of Science Health Science and Master of Public Health (BS and MPH) program in Public Health. All degree programs offer classroom, laboratory, and experiential learning. Each program requires participation in internships that may lead to future employment opportunities.

Our programs are complemented by excellent opportunities for hands-on experiences and applied research and community-based service that is responsive to the health and exercise needs of the diverse populations of New York City and the surrounding Tri-State area. Students enjoy the benefits of our relationships with the Steinberg Wellness Center and NCAA Division-I athletic teams. In addition, our off-campus ties include

Pfizer Corporate Fitness, Brooklyn Nets, Velocity Sports Performance, La Palaestra Center for Preventive Medicine, and other clinical affiliations that specialize in athletic training, fitness, rehabilitation, and sports performance.

## B.S. Health Science

The 120-credit B.S. in Health Science offers a strong foundation of coursework and practicum experience in the sciences, health and wellness. The program is designed for students seeking entry-level positions in the health field, as well as those interested in advancing their educational and career opportunities in the health professions such as nursing, public health, physical therapy, athletic training, occupational therapy, physician assistant, medicine, health administration, exercise science, nutrition and epidemiology. The B.S. in Health Science will prepare students for graduate study in a number of areas related to the health professions.

### Admission Requirements

To qualify for acceptance into the B.S. in Health Science program:

- Entering freshmen must have a high school grade-point average of at least 80 and a combined SAT score of at least 1000
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

### Program Requirements

Continued enrollment in this program is contingent upon:

- Maintaining at least a 2.0 overall grade point average
- Maintaining a minimum health science grade point average of 2.0
- Earning a grade of C or better in each health science course
- Fulfilling all field experience clearance requirements prior to the beginning of each field experience course

## B.S. Health Science

{Program Code: 89168} (HEGIS: {1201.0})

### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

#### Humanities

English Composition - ENG 16 or 16X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

#### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

#### Science and Mathematics

Mathematics: MTH 15 or 16 or 30 (3-4 credits) 3.00 - 4.00

Laboratory Science: BIO 1 or 3 4.00

#### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

### Ancillary Course Requirements (15 credits):

#### Must complete all the following Biology courses.

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

#### Choose one of the following Chemistry courses.

CHM 1 Chemistry for Health Science I 4.00

CHM 3 Principles of Chemistry I 4.00

#### Choose one of the following Mathematics courses.

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

### Major Requirements

All courses listed below must be completed (27 credits). Students must earn grades of C and higher in all major courses.

HS 300 Introduction to Health Professions 3.00

HS 325 Current Issues in Urban Health 3.00

HS 340 Nutrition and Wellness 3.00

HS 355 Diversity and Health Disparities 3.00

HS 410 Healthcare Organizations and Delivery 3.00

HS 430 Research in the Health Professions 3.00

HS 460 Ethical and Legal Aspects of Health Care 3.00

HS 471 Health Program Planning 3.00

HS 490 Practicum 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Major Credits: 27  
 Minimum Credits of Courses > 100 Level: 45  
 Ancillary Course Requirements: See Above  
 Minimum Health Science Major GPA: 2.0  
 Minimum Overall GPA: 2.0

**B.S. Exercise Science and Wellness**

The 120 credit B.S. in Exercise and Wellness Science is designed to meet the growing need for health and fitness professionals versed in the science of exercise, physical activity, and sports performance. Our four-year program focuses on such areas as exercise physiology, motor learning, conditioning for sport, nutrition, biomechanics, sport management, and fitness programming for healthy and unhealthy populations, as well as those with disabilities. Our program is recognized by the National Strength and Conditioning Association (NSCA).

**Admission Requirements**

To qualify for acceptance into the B.S. in Sports Sciences program:

- Entering freshman must have a high school grade-point average of at least 80 and a combined SAT score of at least 1000
- Transfer students must have an overall grade-point average of at least 2.0
- Submit a general application for admission through My LIU

**B.S. Exercise Science and Wellness**

{Program Code 85143} {HEGIS: 1299.3}

**Graduation Requirements**

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

**Orientation**

FYS 01 First Year Seminar 1.00

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

**Humanities**

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

**Social Sciences**

History 3.00

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

Anthropology, Economics Political Science, Psychology, or Sociology 3.00

**Science and Mathematics**

Mathematics: MTH 15 or 16 (3-4 credits) 3.00 -

Laboratory Science: CHM 1 4.00

**Communication, Visual & Performing Arts**

Oral Communications: SPE 3 3.00

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

**Ancillary Course Requirements:**

**Must complete all the following courses:**

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

**Major Requirements**

**All Courses Listed Below Must Be Completed:**

SPS 21 Sport, Functional Training and Performance I 2.00

SPS 22 Sport, Functional Training and Performance II 2.00

SPS 103 Exercise Prescription I 3.00

SPS 120 Anatomy of Exercise 3.00

SPS 121 Introduction to Fitness and Exercise Science 2.00

SPS 140 CPR and First Aid for the Health Care Provider 2.00

SPS 146 Principles and Philosophy of Coaching I 3.00

SPS 148 Nutritional Aspects of Fitness and Sport 3.00

SPS 150 Motor Learning and Development 3.00

SPS 151 Functional Kinesiology 3.00

SPS 152 Exercise Physiology I 3.00

SPS 154 Adapted Physical Education I 3.00

SPS 156 Evaluation in Health and Fitness 3.00

SPS 195 Culmination in Sports Sciences 3.00

SPS 264 Field Experience 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 120  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Major Credits: 41  
 Minimum Credits of Courses > 100 Level: 45  
 Ancillary Course Requirements: See Above  
 Minimum Sports Science Major GPA: 2.0  
 Minimum Overall GPA: 2.0

**ACCELERATED SHARED CREDIT PROGRAM**

**B.S. Health Science and M.P.H. Public Health**

This 129-credit accelerated shared credit program allows students to complete both the undergraduate degree of Bachelor of Science in Health Science and the graduate degree of Master of Public Health (MPH) coursework in five years, rather than the typical six years. Students apply to the MPH program in their third (junior) year. Students in the 3 + 2 BS and MPH program receive each degrees upon completing requirements.

**Application Requirements for the MPH phase: 3 + 2 B.S. HS and MPH Acceptance Criteria**

**1) Guaranteed Acceptance**

ALL of the following criteria must be met for acceptance:

- Meet with a health science advisor
- Apply in the junior year
- Complete at least 24 liberal arts and science credits at LIU
- Complete all required health science core courses (as shown on the 3+2 course sequence sheet under Year 3) are taken at LIU
- Achieve within the same trial of a Graduate Record Examination Revised (GRE) Test, a composite score of 308 or higher and 150 or above in verbal reasoning, 150 or above in quantitative reasoning, and 4.0 or above in analytical writing
- Achieve an overall undergraduate GPA of 2.8 or higher and a health science major GPA of 3.0
- Submit two references completed by individuals who can comment on your academic background, your volunteer and/or community service experience, and your potential as a public health professional
- Submit current resume including paid/volunteer work/community service

**2) Competitive Acceptance**

- Students in the 3+2 track who do not meet all of the requirements for acceptance may apply to the MPH program as a "Competitive Acceptance" applicant for review as a "non-guaranteed acceptance" candidate/applicant.

**B.S. Health Science and M.P.H.****Public Health***{Program Code 89168 and 33024}**{HEGIS: 1201 and 1214}***Graduation Requirements**

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

**Orientation**

FYS 01	First Year Seminar	1.00
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**Core Curriculum Requirements****(34-35 credits)****Humanities**

English Composition - ENG 16	3.00
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English Literature: ENG 61, 62, 63 or 64	3.00
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Philosophy: PHI 60	3.00
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Foreign Language	3.00
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**Social Sciences**

History	3.00
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Anthropology, Economics, History,	3.00
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Political Science, Psychology, or	
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Sociology	
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Anthropology, Economics Political	3.00
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Science, Psychology, Sociology	
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**Science and Mathematics**

Mathematics: MTH 15 or 16 (3-4 credits)	3.00
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-	4.00
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Laboratory Science: BIO 1 or 3	4.00
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**Communication, Visual & Performing Arts**

Oral Communications: SPE 3	3.00
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Art, Dance, Journalism, Music, Theatre,	3.00
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Media Arts	
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**Ancillary Course Requirements:****Must complete one of following (4 credits):**

BIO 2	General Biology	4.00
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BIO 4	Life: Its Origin, Maintenance and Future	4.00
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CHM 1	Chemistry for Health Science I	4.00
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CHM 3	General Chemistry I	4.00
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**Must complete all the following Biology courses (8 credits):**

BIO 137	Anatomy and Physiology I	4.00
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BIO 138	Anatomy and Physiology II	4.00
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**Choose one of the following Mathematics courses (3 credits):**

MTH 100	Introductory Statistics	3.00
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PSY 150	Statistics in Psychology	3.00
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**Complete 10 additional liberal arts and science credits to reach the 60 credits needed for the bachelor of science degree**

**Major Requirements****Must Complete All Undergraduate Courses****Below:**

HS 300	Introduction to Health Professions	3.00
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HS 325	Current Issues in Urban Health	3.00
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HS 340	Nutrition and Wellness	3.00
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HS 355	Diversity and Health Disparities	3.00
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HS 410	Healthcare Organizations and Delivery	3.00
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HS 430	Research in the Health Professions	3.00
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HS 460	Ethical and Legal Aspects of Health care	3.00
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HS 471	Health Program Planning	3.00
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HS 490	Practicum	3.00
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The following are the course requirements for the Master of Public Health plan. A minimum of 42 graduate credits are required (see below).

**Must Complete All Graduate Courses Below:**

MPH 600	Foundations of Public Health	3.00
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MPH 610	Principles of Epidemiology	3.00
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MPH 615	Principles of Biostatistics	3.00
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MPH 620	Social and Behavioral Sciences in Public Health	3.00
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MPH 625	Environmental Health	3.00
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MPH 735	Research Methods and Applications	3.00
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MPH 740	Program Planning, Implementation and Evaluation	3.00
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MPH 745	Health Promotion and Education	3.00
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MPH 750	Public Health Policy and Advocacy	3.00
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MPH 755	Health Communications Issues and Strategies	3.00
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MPH 798	Public Health Capstone Seminar: Promoting Health Equity	3.00
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MPH 799	Public Health Field Practicum	3.00
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**Elective Graduate Courses in the Master of Public Health Plan**

Of the following graduate elective courses, only two are required:

MPH 500	Public Health Application of Informatics	3.00
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MPH 509	Physical Activity in Public Health	3.00
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MPH 510	Public Health Preparedness	3.00
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MPH 515	Public Health Implications of HIV/AIDS	3.00
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MPH 520	Public Health Nutrition	3.00
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MPH 525	Social Marketing Strategies for Improving Public Health	3.00
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MPH 530	Global Public Health Challenges	3.00
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MPH 535	Infectious Diseases and Public Health Practice	3.00
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MPH 540	Current Issues in Public Health I	3.00
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MPH 545	Current Issues in Public Health II	3.00
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MPH 575	Developing Strong Public Health Proposals	3.00
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**Credit and GPA Requirements**

Minimum Total Credits: 129

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits Undergraduate: 27

Minimum Major Credits Graduate: 42

Minimum Credits of Courses . 100 Level: 48

Ancillary Course Requirements: See Above

Minimum Major GPA: 3.0

Minimum Overall GPA: 2.8



## Health Science Courses

### HS 130 Yoga Practicum

Practicum is a one credit course with a prerequisite of Yoga 101, Yoga & Lifestyle, Yoga in Action, and Yoga Therapy. Students work one on one with a professor to develop teaching tools for their chosen field or major.

*Pre-requisites: HS/ESW 112, HS/ESW 123, HS/ESW 124, HS/ESW 129*

*Credits: 1*

*Cross-Listings: ESW 130, HS 130*

*On Demand*

### HS 141 Emergency Medical Technician (EMT) Certification Preparation

Upon successful completion of this course students are eligible to take the New York State and the National Registry of Emergency Medical Technicians examinations to become an EMT. Both certifications allow EMTs to work in New York as well as other states. This course covers basic principles of Anatomy, Cardiology, Pathophysiology, Pharmacology and Neurology as it applies to emergency care. Theoretical knowledge and clinical skills will be utilized in the required clinical rotations prior to the end of the course 3 credits.

*Pre-Requisite of SPS 140*

*Credits: 3*

*Cross-Listings: ESW 141, HS 141*

*All Sessions*

### HS 300 Introduction to Health Professions

This course will provide an introduction to various professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local levels. Various health careers will be reviewed to gain an understanding of their associated roles and responsibilities along with an overview of the professional behavior, related values, interests, and ethics expected for a health professional. Students will explore health career options based on an understanding of the professional tasks, skills, tools and technology, abilities, work activities, work context/environment, and educational, training, and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills.

*Credits: 3*

*Every Fall, Spring and Summer*

### HS 305 Communications in Health Care

Students taking Communications in Health Care will examine the processes and complexities of health communication with an applied health professional focus. The goals of this course are to provide an understanding of the theories related to effectively communicating health information as well as learning the skills needed to initiate and

maintain interpersonal and interprofessional relationships with patients, families, and other providers. In addition to learning to effectively discuss healthcare related topics, students will also develop their administrative skills through individual and group activities.

*Credits: 3*

*On Occasion*

### HS 309 Medical Terminology

The study of medical terminology introduces students to the language of medicine. This course provides students with the foundation of medication terminology used in health care professions. Students will examine the etymology of word roots, prefixes and suffixes and provides meanings for medical terms in the context of the structure, function and diseases of the human body. Using a systems-based approach, students will learn to define and articulate medical terms and abbreviations.

*Credits: 3*

*All Sessions*

### HS 320 Environmental Health Issues

This course explores the relationship of people to their environment - how it affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. This course will give students a basic understanding of how environmental factors impact the health of people and the community, and of the efforts made to prevent or minimize the effects of negative impacts. Emphasis is on providing a general understanding of how environmental factors are involved in the transmission of communicable diseases and on some of the health hazards resulting from exposure to chemical and physical materials in our environment.

*Credits: 3*

*Every Fall*

### HS 325 Current Issues in Urban Health

This course will introduce students to the impact of city life on health and health care in the United States. This course will provide a detailed look at the advantages and disadvantages of urbanization on both physical and mental health and the root causes of racial and ethnic disparities in health. A thorough investigation will trace the interaction between specific aspects (e.g., housing, transportation, food outlets, crime) of the urban environment and their impact on health, discuss quality measurement, evaluate strategies for designing healthy communities, and develop recommendations for systems and policy change.

*Credits: 3*

*Every Fall, Spring and Summer*

### HS 326 Human Diseases I

This course will focus on the pathophysiology of human diseases that commonly affect the major human body systems. The diseases that will be covered in this course will be reviewed and studied

in greater detail. Topics include etiology of diseases, epidemiology, diagnosis, and treatment. This course will also include the basic physiology of the human body systems and how the immune system plays a role in targeting diseases. This course will provide a strong foundation in the physiology of human diseases for those students who are pursuing a career in the clinical health professions.

*Credits: 3*

*Every Fall and Spring*

### HS 327 Human Diseases II

This course will focus on the pathophysiology of human diseases that commonly affect the major human body systems. The diseases that will be covered in this course will be reviewed and studied in greater detail. Topics include etiology, epidemiology, diagnosis, and treatment of diseases. This course will also include the basic physiology of the human body systems and how the immune system plays a role in targeting diseases. This course will provide a strong foundation in the physiology of human diseases for those students who are pursuing a career in the clinical health professions. This course is a continuation of Human Diseases 1 and will cover the second half of the body systems that were not covered in Human Diseases 1.

*Credits: 3*

*Every Fall and Spring*

### HS 331 Adapted Aquatics for Children with Autism

This course is designed to enable children with Autism to experience water, fun, safety and success. Students will assist children with autism, under faculty supervision, in a one-to-one teaching ration using a developmental skill progression model from acclimation to water, to movement exploration in water, to floating and pre-beginner swim skills. Through lecture, laboratory and hands-on experience, students will also learn about autism and how to adapt aquatic activities to meet each child's needs. The application of principles of safety in the aquatic environment is always emphasized.

*Credits: 3*

*Every Fall*

### HS 332 Health Advocacy and Wellness for People with Intellectual Disabilities

This course introduces principles of health advocacy and wellness into an adult day habilitation environment at LIU for adults with intellectual disabilities. Through lectures, simulations, laboratory, and hands-on experiences, students learn about intellectual disabilities and how to organize, adapt and present wellness activities such as healthy eating, stress reduction, basic first aid, relaxation, exercise, and socialization to meet each individual's needs. Students will support participants with intellectual disabilities in the wellness classes and develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety and how to assist

people in becoming more independent.

*Credits: 3*

*Every Fall, Spring and Summer*

### **HS 339 Health and Wellness**

This course provides a holistic approach of what it really means to be healthy today. It explores the positive mind and body relationship to achieve a healthy and active lifestyle. Topics include managing stress, wellness principles, nutrition guidelines, aging and disease prevention, spiritual perspectives and physical activity and exercise protocols.

*Credits: 2*

*Cross-Listings: ESW 339, HS 339*

*Every Fall and Spring*

### **HS 340 Nutrition and Wellness**

This course introduces students to basic concepts of nutrition. Students will learn about the structure and roles of both macronutrients (protein, carbohydrates, and fat) and micronutrients (vitamins and minerals), and the important roles they serve. Through the course, students will develop an understanding of the role of nutrition in optimizing health, and maximizing human performance and longevity.

The essential outcomes include the acquisition of knowledge and development of skills and tools necessary for making educated and positive nutrition decisions, for health, wellness and performance.

Topics covered include: nutrient characteristics, requirements, roles, and food sources, energy balance, weight control, dietary guidelines, and diet planning, nutrition requirements for exercise, and the social and economic factors that affect food production and consumption.

*The pre-requisites of BIO 3, and CHM 3 or CHM 1 are required.*

*Credits: 3*

*Every Fall, Spring and Summer*

### **HS 343 Community Nutrition & Food Culture**

This course introduces students to the cultural aspects of food in our society and explores various community nutrition programs available to individuals in the US. Students will explore the role of food in different cultures and develop an understanding of the importance of culturally appropriate and relevant nutrition education.

Topics covered include foods of different cultures and in cultural holidays/celebrations, cultural relevance of nutrition and health education, community nutrition programs in the US, US food Assistance programs, developing nutrition and wellness education materials. Outcomes of the course include the acquisition of knowledge and development of skills necessary for developing and implementing culturally relevant nutrition education materials and an understanding of food and community nutrition programs available in the US.

*A pre requisite of HS 340 is required.*

*Credits: 3*

*On Occasion*

### **HS 341 Life Cycle Nutrition**

This course explores the relationship between nutrition and growth, development, and normal functioning of individuals through each stage of life from infancy to senior adults. It covers the physiological, biochemical, sociological, and developmental factors that affect nutrient requirements, deficiencies, and recommendations at various stages of the life cycle. In order to address nutritional needs, the course also provides specific community nutrition methods for planning, developing, and implementing healthy eating interventions. Special topics include heart disease, diabetes, pregnancy, and lactation, food habits of children, and those associated with aging.

*Credits: 3*

*Every Spring*

### **HS 350 Health Behavior Change**

This course seeks to heighten understanding of the social and behavioral factors that contribute to health decisions and behaviors, with an ultimate goal of learning how to utilize these factors in improving public health efforts. Students will learn to apply the science of health behavior change in their own lives and the lives of people in the community, home, school, or work setting. The course is appropriate for students interested in health care and public health, as well as individuals who are interested in learning to apply the science of behavior change to improve their personal wellbeing.

*Credits: 3*

*Every Fall*

### **HS 355 Diversity and Health Disparities**

This course will explore the disparities in health status, life expectancy and healthcare in the United States. Important factors such as diversity, culture, socio-economic status, gender, geography, and access will be analyzed. Students will learn a systematic approach to the process of achieving culture competence and skills necessary to deliver health programs and services with a diverse population.

*Credits: 3*

*Every Fall, Spring and Summer*

### **HS 361 Health Coaching Certification Preparation**

This course is designed to provide theoretical knowledge and practical skills in preparation for the well-recognized American Council of Exercise (ACE) national certification exam in Health Coaching. Topics include effective coach-to-client communication techniques, understanding behavioral, nutritional, and physiological sciences (particularly as they relate to the client with obesity), health screening and assessment, guidelines for designing and implementing safe and effective exercise, wellness, and health programs. In addition, students will learn about the legal

professional responsibilities and roles of the health coach. This course requires additional fees

*Credits: 3*

*Cross-Listings: ESW 361, HS 361*

*Every Fall*

### **HS 375 Basic Skills in Health and Exercise Psychology**

Basic Skills in Health and Exercise Psychology will teach students the necessary interviewing skills and strategies to build healthy, supportive, and therapeutic working relationships with the athlete(s) and/or exerciser(s). In addition, using evidenced-based counseling, health, and exercise psychological principles, theories, and techniques, students will develop the foundational skills needed to communicate within health and/or exercise settings. This course will be taught in a blended environment which will include online activities and in-class workshops that will require students to apply and practice course material in both traditional and online classroom environments. 3 credits

### **HS 393 Exercise Training for Individuals With Parkinson's Disease**

Through lecture and clinical study students will learn to design exercise training programs for individuals with Parkinson's disease in a group setting by implementing cardiovascular and resistance training to improve and maintain physical function and quality of life. Students will become familiar with the role of community-based support groups and how to build a relationship as health professionals with support group members. Students will observe functional assessments of individuals with Parkinson's performed by faculty and staff of the program and will learn about ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide basic information about the causes, presentation, progression, and treatment of Parkinson's disease with special emphasis on the role of exercise as a non-medical treatment. The role of government funding and advocacy will also be considered for conditions like Parkinson's disease that require significant long-term financial, health, and socio-emotional support.

*Credits: 3*

*Cross-Listings: ESW 193, HS 393*

*Every Fall and Spring*

### **HS 400 Introduction to Health Care Management**

This course is designed to provide students with the knowledge, skills, and competencies needed to obtain entry-level positions in various areas of health care delivery settings, including hospitals, medical group practices, government agencies, home health care agencies, long term care facilities, private and group practice settings, insurance institutions, and various clinical and non-clinical settings. Students will explore important issues in health care such as cost management, ethics, marketing, strategic planning, information

technology, case management, and human resources.

*Pre-requisite of HS 300, 325, 355 or 410 is required*

*Credits: 3*

*Every Fall and Spring*

#### **HS 410 Healthcare Organizations and Delivery**

This course is designed to help students understand the complexities of the US healthcare delivery system. American health care delivery will be presented in the context of current developments in health reform with references to specific provisions of the Affordable Care Act of 2010. Specific topics will include components of the US Health care systems, health promotion and disease prevention, Medicaid, Medicare, inpatient facilities and services, managed care and integrated organizations, long term care, financing health services for special populations, cost, access, and quality care, health policy, Healthy People 2010 and 2020 as well as the future of health services delivery.

*Credits: 3*

*Every Fall, Spring and Summer*

#### **HS 420 Essentials of Health Care Marketing**

This course provides students with the knowledge of the principles of marketing and their application in healthcare. Students will examine the major environmental changes in healthcare as they relate to key areas of marketing. Topics include influencing health promotion and healthcare through marketing, issues and value to the customer, new health care delivery models, increasing competition and linking theory with actual marketing strategies. Real life examples, case studies, simulations and guest presenters from the field will enhance the presentation of course content.

*The pre-requisite of HS 400 is required.*

*Credits: 3*

*Every Fall and Spring*

#### **HS 430 Research in the Health Professions**

In this course, you will study the basic methods used in health science research and learn how to interpret the findings from this research. You will be introduced to the scientific method, research ethics using human subjects, causation theory, hypothesis formation, measurement theory, quantitative and qualitative research methods, evaluation research and descriptive statistics. This course will be writing intensive and include a variety of class activities to help develop your methodological skills: critiquing research articles, using the World Wide Web, analyzing social data, writing, discussions, and working on a research project. This course fulfills the writing across the curriculum (WAC) graduation requirement. As such, writing assignments are a major component of the course grade.

*The pre-requisite of MTH 100 or PSY 150 is required.*

*Credits: 3*

*Every Fall and Spring*

#### **HS 460 Ethical and Legal Aspects of Healthcare**

This course will focus on the ethical and legal dilemmas facing health professionals and administrators in planning and delivering quality healthcare and prevention services. Basic principles and practices of health ethics and law will be presented and applied through the use of case studies and role play. Topics covered included: patient rights, government regulations, HIPAA requirements and confidentiality, ethics of quality care, incident reporting, protecting health information, precedent-setting court cases, financing healthcare and prevention services, tort reform and culture of compassion and truth telling. Students will develop critical thinking skills needed for the ethical decisions they will confront in the health care environment.

*Credits: 3*

*Every Fall and Spring*

#### **HS 464 Healthcare and Human Resource Management**

This course will provide an introduction to Human Resource Management (HRM). Students will be exposed to an overview of human resource policies, applications and competencies used within the healthcare field. Students will gain an understanding of the role of Human Resources, aspects of healthcare management, and discover strategies used by organizations, and mandated procedures that impact employees within the workplace. Various topics will be reviewed, such as: HR related-legislation, creating a functional job analysis, labor policies, unionization, types of careers in health care, recruitment and retention, benefits, training and development, performance evaluation and employee relations. Students will recognize key concepts and characteristics of human resource management as an important part within today's workforce. Students will explore real methodologies within the human resources field and approaches that are used to build stronger employee performance, communication, skills, and job enrichment; while examining trends, the labor movement, culture of work environments, and legal requirements.

*The pre-requisite of HS 400 is required.*

*Credits: 3*

*Every Spring*

#### **HS 471 Health Program Planning**

Health promotion initiatives are planned, developed, and implemented to prevent illness, diseases, and injuries. Comprehensive, evidence-based, and cost-effective health promotion initiatives, including strategies, policies, and programs, are designed to increase the longevity and quality of life in Americans, while reducing health care costs on individuals, families, their employers, and the government. In this course, students receive an overview of the planning, development, and implementation of health promotion programs. This course will also be writing intensive and include a variety of class

activities to help develop your writing and analytic skills.

*The pre-requisite of HS 430 is required.*

*Credits: 3*

*Every Fall and Spring*

#### **HS 465 Quality Improvement in Healthcare**

This course provides students with the tools and techniques/strategies to improve healthcare quality and patient outcomes. Topic areas include: role of the patient; patient satisfaction; measuring quality improvement (QI) of patient care; process tools in QI; process control; assessing risk and harm in patient care; approaches to improvement; statistical applications; cost reduction; and performance improvement systems. The challenges of implementing quality improvement are addressed using case studies, as well as examples in a variety of healthcare organizations.

*The pre-requisite of HS 400 is required.*

*Credits: 3*

*Every Fall and Spring*

#### **HS 472 History, Philosophy and Psychological Aspects of Disability**

This course focuses on topics related to the history, philosophy and psychological aspects of disability. We will explore such areas as: institutions and the Willowbrook Court Decree, models of disability, concept of normalization, experiences and perspectives of people with disability, person-centered planning, the inclusion movement, politics of reasonable accommodation, Americans and Disabilities Act, self-empowerment, communication and collaborate planning and other factors facing people with disability, as well as the fields of professional practice.

*Credits: 3*

*Every Spring*

#### **HS 474 Autism Spectrum Disorders and Other Developmental Disabilities**

This course is designed to provide an overview of Autism Spectrum Disorders and Intellectual Disabilities, characteristics, causation, screening techniques, diagnosis and treatments of autism from a medical and neurological perspective. Issues such as classification, diagnostic instruments, communication assessments and skill development will be addressed. The student will gain understanding of the cognitive and social functioning of the person with ASD with a particular emphasis on style of learning, theory of mind, role of executive functioning, over selectivity, joint attention, generalization difficulties and health issues. Normal human growth and development in comparison to atypical development stages will be addressed in the cognitive, motor, and language developmental areas. Students who complete this course will have an understanding of ASD and Intellectual Disabilities and the role of the family during diagnosis and treatment.

*Credits: 3*

Every Fall

### **HS 477 Applied Behavior Analysis and Program Design**

This course will provide students with the understanding of Applied Behavior Analysis both in theory and practice. Students will learn the principles of ABA such as positive reinforcement, fixed schedules of reinforcement, task analysis, prompt fading, functional behavioral analysis, positive behavior support, self reinforcement, modeling, discrete trial, picture activity schedules, picture rehearsal and token economies while applying these principles in the wellness, leisure, habilitation and residential programs.

The unique needs and characteristics of each individual with a developmental disability will be explored from infancy into adulthood to develop instructional strategies and behavior management programs. Various program models will be investigated throughout the individual's life cycle in various settings.

*Credits: 3*

*Every Fall*

### **HS 478 Case Management Services**

This course will examine concepts and principles of case management practice with special populations. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability and empowerment, while identifying and collaborating with resources and agencies. Emphasis is placed on care coordination, type of delivery agency, negotiation in brokering for health care services by utilizing the application of case management models. Students will understand health care priorities on the national and local level.

*Credits: 3*

*Cross-Listings: HS 478, SWK 134*

*Every Fall*

### **HS 479 Case Management: Practice with Populations at Risk**

This course provides students the opportunity to hear case managers present actual cases based on "case of the week model." Students will develop hands on experience through presentations from experts in the varied fields in which case management is practiced. Students will build on their case management knowledge by applying theories to real work case management situations. *The pre-requisite of HS 478 or SWK 134 is required*

*Credits: 3*

*Every Spring*

### **HS 480 Stress Management**

An analysis of the sources and consequences of stress and stress reaction in a variety of daily living settings; examination of a variety of instruments used to measure stress levels. Exploration of personal lifestyle with regards to present stress levels and coping abilities; Practical application of intervention techniques designed to enhance

adjustment to the demands of stress. This course will be helpful to all students for their personal and professional lives.

*Credits: 3*

*Every Fall and Spring*

### **HS 490 Practicum**

The student, in consultation with the instructor will complete a minimum of 120 hours of fieldwork at a medical, social service or public health agency/organization. This is a culmination course designed to integrate theory and application acquired throughout the Health Science Curriculum. The student is required to attend scheduled course sessions on campus and satisfactorily complete all assignments as outlined in course syllabus.

*The student must be active in the Health Science or Public Health major, have taken HS 471 and must be a Senior in order to register for this course.*

*Credits: 3*

*Every Fall and Spring*

### **HS 497-499 Independent Study**

Students taking the Independent Study are expected to research an aspect of Health Science under the supervision of a faculty advisor. Included in this research can be a practicum/internship experience of a minimum of 30 hours. Alternatively, a student is able to produce a study of an approved topic, including a thorough literature review and assessment of the topic. With both options, a final summary project, pre-approved by the faculty advisor, will be presented at the end of the experience.

*Credits: 1*

*On Occasion*

### **PE 2 Introduction to Golf**

An introduction to the fundamentals of golf, including stance, grip and swing, as well as to course play, selection of equipment, safety, and golf terminology. Two hours.

*Credits: 1*

*On Occasion*

### **PE 13A Step Aerobics**

Aerobic conditioning for all levels using steps and music to develop and improve cardiovascular fitness. Students learn how to work safely and effectively while they learn the basics of nutrition, strength, flexibility and balance for overall better physical fitness and well-being. Personal journals are kept. Three hours. (Same as PE 13A.)

Prerequisite: Doctor's permission. May be taken twice for credit.

*Credits: 3*

*Cross-Listings: DNC 13A, PE 13A*

*Alternate Years*

### **PE 21 Sport, Functional Training and Performance I**

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and

flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times.

This course has an additional fee.

*Credits: 1*

*Cross-Listings: ESW 21, PE 21*

*Every Fall*

### **PE 22 Sport, Functional Training and Performance II**

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

*The pre-requisite of ESW 21 is required or permission of the Division.*

*Credits: 1*

*Cross-Listings: ESW 22, PE 22*

*Every Spring*

### **PE 58 Introduction to Modern Dance 1**

A studio survey course that offers the tools with which to participate in and appreciate dance, music in relation to dance, and the dance heritage that provides the essential materials for this course. Students come to appreciate the body as an instrument capable of many forms of expression while they build strength, flexibility and control through the kinesthetic understanding of a basic movement vocabulary. Introduction to modern dance. Three hours.

(Same as PE 58.)

May be taken twice for credit.

*Credits: 3*

*Cross-Listings: DNC 1, PE 58, TFT 150*

*Every Fall and Spring*

### **PE 140 CPR and First Aid for the Health Care Provider**

An opportunity for students, upon successful understanding of the theory and practice, to earn certification cards in CPR and Standard First Aid.

### **PE 146 Principles and Philosophy of Coaching I**

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

*Pre-requisite of SPS 21 or SPS 22 is required.*

*Credits: 3*

*Cross-Listings: ESW 146, PE 146*

*Every Spring*

### **PE 150 Motor Learning and Development**

This course provides students with a framework for understanding motor learning and development and how they interact and effect each other. By understanding the factors that influence the development of motor skills across the life span, students will become better prepared to teach

movement skills effectively at any chronological age and at any skill level.

*The pre-requisite of ESW 21 is required.*

*Credits: 3*

*Cross-Listings: ESW 150, PE 150*

*Every Spring*

### **PE 151 Functional Kinesiology**

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations.

*BIO 137 must be taken as a Pre- or Co-Requisite*

*Credits: 3*

*Cross-Listings: ESW 351, PE 151*

*Every Fall and Spring*

### **PE 152 Exercise Physiology I**

This course will consider the physiologic effects of exercise on the human body, covering topics such as bioenergetics, energy transfer and thermogenics. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

*The pre-requisite of BIO 137 or CHE 1 is required.*

*Credits: 3*

*Cross-Listings: ESW 352, PE 152*

*Every Fall*

### **PE 154 Adapted Physical Education I**

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education.

*Credits: 3*

*Cross-Listings: ESW 354, PE 154*

*Every Fall*

### **PE 156 Evaluation in Health and Fitness**

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health and fitness. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

*Credits: 3*

*Cross-Listings: ESW 356, PE 156*

*Every Fall and Spring*

## **Exercise Science & Wellness**

### **Courses**

#### **ESW 21 Sport, Functional Training and Performance I**

Students receive instruction and experience in functional training of athletes and non-athletes for strength, balance, stability, agility, power and flexibility using a systematic progressive approach. Student learns basic exercises. Additional time is required other than the standard meeting times. This course has an additional fee.

*Credits: 1*

*Cross-Listings: ESW 21, PE 21*

*Every Fall*

#### **ESW 22 Sport, Functional Training and Performance II**

Students receive instruction and experience in functional training of athletes for balance, agility, power and flexibility. Using a systematic progressive approach, student progresses to more advanced and challenging exercises. Additional time is required other than the standard meeting times.

*The pre-requisite of ESW 21 is required or permission of the Division.*

*Credits: 1*

*Cross-Listings: ESW 22, PE 22*

*Every Spring*

#### **ESW 26 Beginner Swimming**

This class requires no previous water experience and is geared toward dealing with beginning development of strokes including self-help and survival skills. Students will learn how to travel through the water with a basic paddle stroke. Front crawl, back crawl, elementary backstroke, and basic safety skills are covered. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

*Credits: 1*

*Every Fall and Spring*

#### **ESW 52 Intermediate Swimming**

Refine front/back crawl and backstroke. Further develop breaststroke and sidestroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

*Credits: 1*

*Every Fall and Spring*

#### **ESW 80 Beginning Fitness and Exercise for Living**

This course will investigate the effects of physical activity on the human body, the training modalities used to enhance physical, mental and cognitive lifestyles.

*Credits: 1*

*Every Fall*

#### **ESW 82 Aerobic Fitness and Endurance Exercise**

An exploration of the physiology of aerobic fitness through lectures as well as hands-on activities.

Topics include standards used for measurement of intensity, prescription of exercise, and aerobic fitness and performance in work and sports.

Current trends in aerobic exercise and fat metabolism are reviewed.

*Credits: 2*

*Every Spring*

#### **ESW 98 Beginning Weight Training**

The theory and application of basic weight training techniques with an emphasis on personal programs. Students will be required to explain and demonstrate specific exercises. This course has an additional fee.

*Credits: 1*

*Cross-Listings: ESW 98, PE 98*

*Every Fall and Spring*

#### **ESW 102 Adapted Aquatics for People with Multiple Sclerosis**

This course introduces principles of exercise in an aquatic environment and approaches to adapt aquatic exercise for people with multiple sclerosis (MS). Through lecture, simulations, laboratory and hands-on experience students learn about MS and how to organize and adapt activities to meet each individual's needs. Students will support participants with MS in the aquatic sessions and will develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety in the aquatic environment and how to assist people effectively.

*Credits: 3*

*Every Spring*

#### **ESW 104 Exercise Prescription II**

This course is based on the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription. ACSM's principles are applied to develop appropriate exercise programming for individuals with musculoskeletal, neurological, auto-immune and cardiovascular impairments. Laboratory experiences and case studies are emphasized.

*The pre-requisite of ESW 303 is required.*

*Credits: 3*

*Every Fall*

#### **ESW 105 Lifeguard Training**

This course gives the most current instruction in the American Red Cross lifeguard training techniques, First Aid and CPR skills required to gain eligibility for a lifeguard position. Upon successful completion, a student will earn certifications in both American Red Cross Lifeguard Training and CPR for the Professional Rescuer. Adequate swimming skills are necessary. Prerequisites: On first day, student must: swim 500 yards (20 lengths of the pool); 200 yards front crawl; 100 breaststrokes and 200 of your choice. Swim 20 yards, submerge to a minimum depth of 9 feet, retrieve a 10-pound brick from the bottom, return it to the surface, and bring it back to the

starting point. If students cannot complete this, they will be guided into a more appropriate swim class.

*Credits: 3*

*Every Fall and Spring*

### **ESW 107 Ai Chi Aquatics for People with Developmental Disabilities**

This course offers a unique form of aquatic exercise titled ai chi to promote health, relaxation and fitness for people with developmental disabilities. LIU students will learn to use ai chi breathing techniques, gentle movement progressions and progressive resistance training in water to relax, improve movement flow, body alignment, and strengthen muscles of their clients. Ai chi will be practiced standing in shoulder-depth water in a group class as well as one-to-one instruction provided by LIU student to client with faculty supervision and guidance.

*Credits: 3*

*Every Fall*

### **ESW 112 Yoga 101**

This course will give students an introduction to the foundations of Ashtanga Yoga's Primary Series. The focus will be on practice, with an emphasis on the integration of breathing, posture, and mental concentration.

*Credits: 2*

*Cross-Listings: ESW 112, HS 112*

*Every Fall and Spring*

### **ESW 115 Principles of Resistance Training**

This course will introduce students to the fundamental skills, and principles behind resistance training. Students will learn proper exercise techniques utilizing free weights, machines, bands and other various forms of exercise modalities.

*Credits: 3*

*Every Fall and Spring*

### **ESW 116 Beginning Karate**

Students will learn a series of karate skills and techniques designed to enhance fitness, coordination and health. Students will also gain an understanding of the physiological principles about learning and movement of karate.

*Credits: 1*

*Cross-Listings: ESW 116, PE 116*

*On Occasion*

### **ESW 121 Introduction to Physical Education and Exercise Science**

This course provides an overview of professions in exercise science, physical education, and athletic training including career opportunities, certifications, professional standards critical current issues and professional organizations. Students will also learn about the role and implementation of interprofessional practice within each field of study.

*Credits: 2*

*Every Fall and Spring*

### **ESW 122 Tai Chi**

The course will introduce the students to the practice and philosophy of the Asian Martial Art of Tai Chi considered by many as the perfect exercise. Tai Chi is about efficiency, effectiveness and effortless action. Students will learn basic movements of the tai chi form.

*Credits: 2*

*Every Fall, Spring and Summer*

### **ESW 123 Yoga in Action**

Students will read and discuss several aspects of Yoga's place in the contemporary world, in the context of its historical, philosophical, and sociological implications. The lecture component will be supported and complimented by regular practice in the lab, so that students come away with an understanding of both the theoretical and practical aspects of yoga, as well as the relationship between them.

*Credits: 3*

*Cross-Listings: ESW 123, HS 123*

*Every Fall and Spring*

### **ESW 124 Yoga & Mindful for Living**

This course will explore the physiological and neurological principles of mindfulness, examining their relation to the urban environments and cultural contexts of Brooklyn, New York. Particular emphasis will be placed on how to create conditions in which improved ways of interacting mindfully with ourselves and others can be learned and practiced. Students will learn specific yoga and breathing techniques designed to improve focus, energy and performance. This course will be broadly aimed at students interested in exercise science, health care and education, as well as students who desire to enhance their personal and professional development.

*Credits: 3*

*Cross-Listings: ESW 124, HS 124*

*Every Fall and Spring*

### **ESW 125 Blackbird Aquatics Boot Camp**

The focus of the course is to provide a water fitness program that offers the benefits of a pool, with little to no impact on joints while expanding lung capacity. In addition, the water environment will provide similar benefits of weight and resistance training of a traditional gym. Knowledge and skills will be taught to all levels of participants from beginner to advance. Repetitions and intensity will be based on the participants' level of fitness. Students will participate and learn how a full body exercise program is an excellent vehicle to boost their cardiovascular endurance and strength. Participants will be required to have appropriate swim wear and caps to cover hair. Goggles are suggested but not required. The course will be taught in the shallow end of the pool. Participants do not need to know how to swim, put their heads under water, or go in the deep end of the pool at any time. Advanced aquatic skills will be provided for those students that show the aptitude and desire to swim in the deeper water.

*Credits: 2*

*On Occasion*

### **ESW 129 Yoga Therapy**

Yoga practice has many benefits: calming the mind, balancing the emotions, and healing the body. This course is an introduction to the therapeutic aspects of yoga, both on a personal and practical level. Students will acquire skills for use in health and wellness – how to prevent injuries, and how to assist in the healing process when they do occur. Students will also learn about yoga's context in history, including its relationship to martial arts.

*Pre-requisites: ESW/HS 112*

*Credits: 3*

*Cross-Listings: ESW 129, HS 129*

*Every Spring*

### **ESW 130 Yoga Practicum**

Practicum is a one credit course with a prerequisite of Yoga 101, Yoga & Lifestyle, Yoga in Action, and Yoga Therapy. Students work one on one with a professor to develop teaching tools for their chosen field or major.

*Pre-requisites: HS/ESW 112, HS/ESW 123,*

*HS/ESW 124, HS/ESW 129*

*Credits: 1*

*Cross-Listings: ESW 130, HS 130*

*On Demand*

### **ESW 131 Adapted Aquatics for Children with Autism**

This course is designed to enable children with Autism to experience water, fun, safety and success. Students will assist children with autism, under faculty supervision, in a one-to-one teaching ration using a developmental skill progression model from acclimation to water, to movement exploration in water, to floating and pre-beginner swim skills. Through lecture, laboratory and hands-on experience, students will also learn about autism and how to adapt aquatic activities to meet each child's needs. The application of principles of safety in the aquatic environment is always emphasized.

*Credits: 3*

*Every Fall*

### **ESW 132 Health Advocacy and Wellness for people with Intellectual Disabilities**

This course introduces principles of health advocacy and wellness into an adult day habilitation environment at LIU for adults with intellectual disabilities. Through lecture, simulations, laboratory and hands-on experiences, students learn about intellectual disabilities and how to organize, adapt and present wellness activities such as health eating, stress reduction, basic first aid, relaxation, exercise and socialization to meet each individual's needs. Students will support participants with intellectual disabilities in the wellness classes and develop knowledge and leadership skills in co-leading sessions. Students will learn principles of safety and how to assist people to become more independent.

*Credits: 3*

*Every Fall, Spring and Summer*

### **ESW 135 Exercise and Wellness for Individuals with Multiple Sclerosis**

Through lectures and hands-on experience, students will learn to design and implement exercise and wellness programs for individuals with Multiple Sclerosis. In both individual and group settings, students will conduct flexibility, cardiovascular, and strength training programs to improve physical function and quality of life. In addition, wellness education will focus on developing healthy lifestyles in areas of nutrition, stress management, relaxation, etc. Students will learn functional assessments of individuals with Multiple Sclerosis performed by the faculty member of the program and will learn ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide students with basic information about the causes, symptoms, progression, and treatment of Multiple Sclerosis with special emphasis on the roles of exercise and wellness. Students will become familiar with the role of community support groups and how to build positive social-emotional relationships with their clients as health care professionals.

*Credits: 3*

*Cross-Listings: ESW 135, HS 335*

*On Demand*

### **ESW 141 Emergency Medical Technician (EMT) Certification Preparation**

Upon successful completion of this course students are eligible to take the New York State and the National Registry of Emergency Medical Technicians examinations to become an EMT. Both certifications allow EMTs to work in New York as well as other states. This course covers basic principles of Anatomy, Cardiology, Pathophysiology, Pharmacology and Neurology as it applies to emergency care. Theoretical knowledge and clinical skills will be utilized in the required clinical rotations prior to the end of the course 3 credits.

*Pre-Requisite of SPS 140*

*Credits: 3*

*Cross-Listings: ESW 141, HS 141*

*All Sessions*

### **ESW 145 Lifestyle Wellness Coaching**

This course is designed to provide students with the tools they will need to practice lifestyle wellness coaching skills that can be utilized in a variety of career settings in the health professions. Through evidence-based coaching processes, students will learn a systematic way to support and motivate clients and/or patients so that they can move toward healthier lifestyles. Students will learn core coaching competencies such as goal setting, effective communication, motivational techniques, behavior modification, and a variety of other effective principles of coaching, in a dynamic setting. Lifestyle wellness coaching, as an action-

centered partnership, will empower clients to successfully achieve their health and wellness goals, and ultimately make changes that will make a positive impact on their quality of life.

### **ESW 146 Principles and Philosophy of Coaching I**

A study of theory and methods of coaching in elementary, secondary schools and collegiate settings. A focus on administrative, organizational and interpersonal skills for potential coaches. The course will also address planning and teaching sports skills and strategies with recommendations concerning the mechanics of coaching.

*Pre-requisite of SPS 21 or SPS 22 is required.*

*Credits: 3*

*Cross-Listings: ESW 146, PE 146*

*Every Spring*

### **ESW 150 Motor Learning and Development**

This course provides students with a framework for understanding motor learning and development and how they interact and effect each other. By understanding the factors that influence the development of motor skills across the life span, students will become better prepared to teach movement skills effectively at any chronological age and at any skill level.

*The pre-requisite of ESW 21 is required.*

*Credits: 3*

*Cross-Listings: ESW 150, PE 150*

*Every Spring*

### **ESW 153 The Science of Player Development and Scouting in the NBA**

Working as a scout for the NBA requires a thorough understanding of the nuances of playing basketball at highest level. Featuring approximately 450 players who participate globally, the odds of making "the league" out of millions of players from around the world are not high. In this class we will address such questions as: What qualities does it take to get to the NBA? What does it take to stay in the NBA after a rookie contract? What does it take to increase value as a player in the NBA? One must be able to identify the common tangible and intangible characteristics that translate from college, D-league, and International competition to the NBA. The course provides an introduction to the guidelines and best practices for talent evaluation. High levels of participation and energy are required of students in this course.

*Course Objectives:*

The curriculum is designed to provide a platform to explore and examine the dynamics of player development and player evaluating. During the course, you will learn how to produce a scouting report. You will understand how to create an 'intel report'. You will do mock rankings of college players. You will analyze NBA rosters and assess why a particular college prospect might be someone a franchise should choose in the upcoming draft. Ultimately, you will have an understanding of the attributes that translate to the NBA as a viable player prospect.

*Credits: 3*

*On Occasion*

### **ESW 157 Fitness Evaluation for Athletic Performance**

This course will provide students with a broad understanding of the evaluation of athletic ability. Through a combination of theory with actual measurement and evaluation, students will learn how to properly assess muscular strength, speed, agility, muscular power, body composition, flexibility and other attributes necessary for athletic competition.

*Credits: 3*

*Every Fall and Spring*

### **ESW 158 Coaching Basketball: Developing Educated and Licensed Basketball Coaches (USA-BB Coaches)**

This course focuses on educating future basketball coaches to become outstanding teachers of the game and supportive mentors to players. Topics covered include practice and game planning, teaching skill development, effective communication, coaching etiquette, player safety and more. The course emphasizes hands-on learning experiences teaching youth and guest speakers from the junior N.Y. Knicks Youth Program. Students will have a unique opportunity to earn a USA-BB coaching license with its many benefits.

*Credits: 3*

*On Occasion*

### **SPS 162 Introduction to Clinical Education in Athletic Training**

This course is designed to introduce the athletic training student to the principles and practice of clinical skills involved in Athletic Training. Students will be assigned to a Preceptor at an approved clinical affiliation. The course is designed to acclimate the first year ATS to the clinical environment. Students will be introduced to injury evaluation process, organization and administration of an Athletic Training Facility, and begin to develop ethical and professional behaviors. Students will be required to complete a minimum of 100 hours at their assigned clinical site and attend all class meetings. Open only to Athletic Training majors.

*The pre-requisite of SPS 142 is required.*

*Credits: 3*

*Every Fall*

### **ESW 175 Basic Skills in Health and Exercise Psychology**

Basic Skills in Health and Exercise Psychology will teach students the necessary interviewing skills and strategies to build healthy, supportive, and therapeutic working relationships with athlete(s) and/or exerciser(s). In addition, using evidenced-based counseling, health, and exercise psychological principles, theories, and techniques, students will develop the foundational skills needed to communicate within health and/or exercise

settings. This course will be taught in a blended environment which will include online activities and in-class workshops that will require students to apply and practice course material in both traditional and online classroom environments. 3 credits

*Credits: 3*

*Every Fall and Spring*

### **ESW 180 Introduction to Sports Psychology**

A review of the application of psychological concepts to the study of sports performance. Students learn how to create a positive environment for performance enhancement by incorporating such factors as motivation, concentration, relaxation, goal setting, athletic injury, recovery and mental imagery.

*The pre-requisite of PSY 3 is required or permission of the Division.*

*Credits: 3*

*Every Spring*

### **SPS 181 A Business Model of a NBA Franchise**

This course will take a look behind the scenes of the Brooklyn Nets and Knicks. Students will review and critique their business models while learning a broad range of competencies including facility construction and management, building and crafting a championship franchise under the new collective bargaining constraints, marketing strategies and branding. Course includes class projects, visits to the NETS and Knicks arenas and corporate offices, lectures and distinguished speakers from professional sports.

*Credits: 3*

*Alternate Spring*

### **ESW 189 Basic Biomechanics and Motion Analysis**

This course will provide students with a fundamental understanding of mechanical principles and how those principles can be utilized to analyze human movement. Analysis of human movement with simple video, as well as 2 and 3-D motion capture and force platform technology will be introduced. The course will apply both qualitative and quantitative analysis of human movement to develop the student's observation and problem solving skills. Analysis of movement/sports skills, graphical presentation of kinematic and kinetic data, and simple projects will be conducted and presented in a laboratory setting. Students must spend an additional weekly hour in the motion capture lab. Information will be presented and evaluated in the classroom and laboratory.

*The pre-requisites of ESW 351 and PHY 20 are required.*

*Credits: 3*

*Every Spring*

### **ESW 190 Neuroscience and Wellness**

This course will provide students with a basic understanding of the nervous system anatomy, its structure, and its function in health and exercise. Each part of the nervous system, including the

brain, the spinal cord and the peripheral nerves is presented through lectures and labs emphasizing both anatomy and physiology. This course has an additional fee.

*Pre-requisite of BIO 131 is required.*

*Credits: 3*

*Cross-Listings: ESW 190, PE 190*

*On Occasion*

### **SPS 192 Covering High-Profile Athletes: Challenges and Pitfalls**

The triumphs and tragedies, the agonies and ecstasies of sports have been recorded in many autobiographies, memoirs, and biographies. But how trustworthy are the stories? What is the function of legends and myths in sports history? The course explores these questions with special emphasis on American culture and the rise of larger-than-life heroes such as Ty Cobb, Babe Ruth, Jack Dempsey, Jim Thorpe, Jackie Robinson, Muhammad Ali, Larry Bird, and Michael Jordan.

*Credits: 3*

*Cross-Listings: JOU 192, SPS 192*

*Every Fall*

### **ESW 193 Exercise Training for Individuals With Parkinson's Disease**

Through lecture and clinical study students will learn to design exercise training programs for individuals with Parkinson's disease in a group setting by implementing cardiovascular and resistance training to improve and maintain physical function and quality of life. Students will become familiar with the role of community-based support groups and how to build a relationship as health professionals with support group members. Students will observe functional assessments of individuals with Parkinson's performed by faculty and staff of the program and will learn about ethical and safety standards during evaluation and exercise. The lecture portion of the class will provide basic information about the causes, presentation, progression, and treatment of Parkinson's disease with special emphasis on the role of exercise as a non-medical treatment. The role of government funding and advocacy will also be considered for conditions like Parkinson's disease that require significant long-term financial, health, and socio-emotional support.

*Credits: 3*

*Cross-Listings: ESW 193, HS 393*

*Every Fall and Spring*

### **ESW 194 Senior Project**

A culmination experience for students in Sports Sciences. With the approval of faculty, a student identifies and conducts an intensive review of a topic within his or her area of concentration. The student must submit a written project and orally defend the work at the end of the course.

*Credits: 3*

*Every Fall, Spring and Summer*

### **ESW 195 Culmination in Sports Sciences**

This course will provide students with an

opportunity to apply the knowledge, theory, techniques and skills they learned throughout their academic career as a sports science student in the Division of Athletic Training, Health and Exercise Science. Students will perform a functional and dynamic movement assessment and identify goals and objective. Students will be required to design an appropriate program for their client and develop a professional plan for the future. Students will be evaluated as to their expertise in areas of fitness health including, but not limited to, intake, assessment, program design, reassessment, analysis of results and presentation of results.

*Pre-requisites of ESW 303 and either ESW 320 or 351 are required.*

*Credits: 3*

*Every Fall and Spring*

### **ESW 204 The Globalization of Sports: Origins and Prospects**

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

### **ESW 206 Customer Relations in Sport Management**

Exceeding expectations rather than simply satisfying them is the cornerstone of the Disney approach to customer service. This course provides guidelines and best practices for providing excellent customer service for all levels of employees. Students will practice and learn the skills needed to attract, engage, and retain customers. Through practical application and exercises, students will learn the essential skills necessary to provide gold standard customer service and customer satisfaction.

*Credits: 3*

*Every Fall*

### **ESW 240 CPR and First Aid for the Health Care Provider**

This course will deal with protocols related to the recognition, evaluation, and initial treatment of injury and illness in the sport, physical activity, or other healthcare settings. Emphasis will be placed on the interactions of the student with a variety of populations regarding injury recognition and care. Students will receive instruction in CPR for the Health Care Provider (infant, child and adult), trained in the use of an automatic external defibrillator (AED) and basic first aid care as related to a variety of settings. Students will have the opportunity to earn certification at an additional cost. This course is appropriate for students in Sports Sciences, Health Sciences, and other Health Profession or Nursing Programs.

*Credits: 2*

*Cross-Listings: ESW 240, PE 140*

*Every Fall and Spring*

### **ESW 263 Community Service**



Opportunity for students to be involved in an applied working environment that may be related to their career interest. Working with an assigned faculty member, students must present a detailed outline of proposed practicum including learning objectives, activities and outcomes. Can be used as an internship type placement with an off-campus organization and/or at LIU under the auspices of a Division of Athletic Training, Health and Exercise Science faculty member. Students will begin to develop ethical and professional behaviors. This course requires additional hours other than the standard meeting times listed in the schedule of classes.

*Credits: 3*

*Every Fall, Spring and Summer*

### **ESW 303 Exercise Prescription I**

This course is designed to teach students how to prescribe exercise for healthy individuals based on information gathered in the fitness evaluation, client health history and lifestyle questionnaire. Areas addressed will include flexibility, strength, cardio-respiratory endurance and body composition. Laboratory experiences and case studies are used to study problems and develop exercise solutions.

*Credits: 3*

*Every Fall and Spring*

### **ESW 320 Anatomy of Exercise**

This course will investigate the mechanics of movement and the means by which movement can be analyzed and improved. This course explores basic exercise vocabulary structured to include a comprehensive look at muscle origin, insertion, actions and nerve innervations. This course will include lecture and practical experiences.

3 credits. Offered every semester.

*BIO 137 must be taken as a Pre- or Co-Requisite*

*Credits: 3*

*Every Fall and Spring*

### **ESW 339 Health and Wellness**

This course provides a holistic approach of what it really means to be healthy today. It explores the positive mind and body relationship to achieve a healthy and active lifestyle. Topics include managing stress, wellness principles, nutrition guidelines, aging and disease prevention, spiritual perspectives and physical activity and exercise protocols.

*Credits: 2*

*Cross-Listings: ESW 339, HS 339*

*Every Fall and Spring*

### **ESW 348 Nutritional Aspects of Fitness and Sport**

A study of the basic nutritional principles related to fitness and sport. Topics covered include the role of nutrients in physical performance, special concerns during exercise in the heat, and special dietary considerations related to endurance and non-endurance sports.

*The pre-requisite of co-requisite of EWS 352 and ESW 356 are required or permission of the*

*Division.*

*Credits: 3*

*Cross-Listings: ESW 348, PE 148*

*Every Spring*

### **ESW 351 Functional Kinesiology**

The class explores the science of human motion from a neuromuscular perspective. Emphasis will be on the application of knowledge relative to the movements, vocabulary and training principles in health sciences. Areas of course emphasis will include: Functional anatomical review of the musculoskeletal system, review of muscle morphology and an examination of movement patterns and configurations.

*BIO 137 must be taken as a Pre- or Co-Requisite*

*Credits: 3*

*Cross-Listings: ESW 351, PE 151*

*Every Fall and Spring*

### **ESW 352 Exercise Physiology I**

This course will consider the physiologic effects of exercise on the human body, covering topics such as bioenergetics, energy transfer and thermogenesis. The effect of activating on several physiologic support systems (i.e. pulmonary, circulatory, neuromuscular, and hormonal) will be discussed in detail. This course is designated as the writing intensive course for Sports Sciences majors and fulfills the University's requirement for Writing Across the Curriculum.

*The pre-requisite of BIO 137 or CHE 1 is required.*

*Credits: 3*

*Cross-Listings: ESW 352, PE 152*

*Every Fall*

### **ESW 354 Adapted Physical Education I**

This course provides students with an understanding of the physical, psychosocial and medical characteristics of people with various disabilities. Based on assessment, students learn to adapt exercise, physical activity and sports programs to the unique abilities, needs and preferences of each individual. In addition, students learn to analyze case studies and write individualized education plans (IEPs) in Adapted Physical Education.

*Credits: 3*

*Cross-Listings: ESW 354, PE 154*

*Every Fall*

### **ESW 355 Group Exercise Leadership**

This course is designed to provide students with an overview of the foundational knowledge, instruction techniques and leadership skills needed to teach individual and group-led exercise classes.

Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential. This course will also help prepare students to sit for the ACE Group Fitness/Exercise Instructors Certification. 2 credits

*Credits: 2*

*Every Fall and Spring*

### **ESW 356 Evaluation in Health and Fitness**

This course combines measurement and evaluation, theory coupled with laboratory experiences in the physical assessment of health and fitness. The objective of this course is to provide the student with a broad understanding of pre-participation screening, risk stratification and assessment of strength, muscular endurance, muscular power, body composition, and flexibility.

*Credits: 3*

*Cross-Listings: ESW 356, PE 156*

*Every Fall and Spring*

### **ESW 361 Health Coaching Certification**

#### **Preparation**

This course is designed to provide theoretical knowledge and practical skills in preparation for the well-recognized American Council of Exercise (ACE) national certification exam in Health Coaching. Topics include effective coach-to-client communication techniques, understanding behavioral, nutritional, and physiological sciences (particularly as they relate to the client with obesity), health screening and assessment, guidelines for designing and implementing safe and effective exercise, wellness, and health programs. In addition, students will learn about the legal professional responsibilities and roles of the health coach. This course requires additional fees

*Credits: 3*

*Cross-Listings: ESW 361, HS 361*

*Every Fall*

### **ESW 410 Personal Training Methods and**

#### **Certification Preparation**

Personal training methods and certification preparation will be designed to provide students with the essential knowledge and skills to become a successful personal trainer. Topics will include exercise physiology and biomechanics, fitness assessment, program design, nutritional assessment, proper weight management and professional development. This three-credit course will prepare students to sit for the National Academy of Sports Medicine Personal Trainer Certification (NASM-CPT) exam. This credential is considered the gold standard in personal training and will make our students extremely marketable upon graduation.

*Credits: 3*

*On Occasion*

### **ESW 464 Field Experience**

This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their field of study. Each student will work closely with their site supervisor and faculty adviser to complete assignments. Students will be required to attend all classes and complete a minimum of 90 hours at their field experience site. This course requires additional hours other than the standard meeting times listed in the schedule of classes. This course has an additional fee.

*The pre-requisite of ESW 263 is required.*

*Credits: 3*

*Every Fall, Spring and Summer*

**ESW 475 Fitness Marketing, Social Media and Management**

In this course students will learn critical marketing skills such as how to create a website, an Instagram page, a business Facebook page, a business card and other relevant activities. In addition, they will develop customer service, administrative and facility management skills that are essential for health and fitness professionals, personal trainers and health coaches. The course will provide students with a strong business foundation to become future leaders, managers and entrepreneurs in the fitness industry.

*Pre requisite: ESW 356*

*Credits: 3*

*On Occasion*

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**DEPARTMENT OF  
COMMUNICATION  
SCIENCES AND DISORDERS**

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The Department of Communication Sciences and Disorders offers a graduate program in Speech-Language Pathology, as well as pre-professional undergraduate coursework in Communication Sciences and Disorders. The department is committed to advancing the study of human communication sciences and disorders within a culturally and linguistically diverse society. Intellectual growth is promoted through the recognition and expression of multiple theoretical, cultural, and individual perspectives. The Department of Communication Sciences and Disorders fosters respect for diversity and a commitment to serve individuals with communication problems.

## DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM

Diagnostic Medical Sonography (DMS) uses high-frequency sound waves (ultrasound) to produce a dynamic visual image of internal organs, tissues, or blood flow inside the body. It is a mode of non-invasive imaging that is widely used in medical practice. The DMS program is a Bachelor of Science program that builds skills in diagnostic imaging upon a strong liberal arts base. Students spend their first two years in the core courses of liberal arts and sciences with additional requirements in anatomy & physiology, physics, oral communication, statistics, and algebra or higher, which are required for this allied health profession. Students enter the professional phase of their education at the beginning of their third full-time academic year after a minimum of 60 credits. The professional phase starts only in the fall semester and requires a full-time commitment. The program consists of sequenced didactic education, scanning laboratory, and extensive clinical (hands-on) experience. Clinical experience is primarily during the day, but students can be assigned to evening and weekend clinical hours. Before the completion of the program, students are eligible to take the American Registry of Diagnostic Medical Sonography (ARDMS) Sonography Principles and Instrumentation (SPI) examination and credentialing examinations in three different concentrations (abdominal, obstetrics and gynecology, and adult echocardiography [heart]). Graduates are prepared for clinic-based careers in diagnostic medical sonography in multiple specialties.

### B.S., Diagnostic Medical Sonography

{Program Code 35443} {HEGIS: 1225.0}

### Graduation Requirements

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

#### Orientation

FYS 01 First Year Seminar 1.00

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

##### Humanities

English Composition: ENG 16 or 16X 3.00

English Literature: ENG 61 - 64 3.00

Philosophy 3.00

Foreign Language 3.00

##### Social Sciences

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

#### Science and Mathematics

Mathematics: MTH 15 or 16 3.00

- 4.00

Laboratory Science: BIO 137 (see below) 4.00

#### Communication, Visual & Performing Arts

Oral Communications: SPE 3 (see below) 3.00

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

#### Ancillary Course Requirements:

##### Must complete all of the following courses:

Note: BIO 137, MTH 15/16 and SPE 3 may also fulfill University core requirements (see above).

BIO 137 Anatomy & Physiology I 4.00

BIO 138 Anatomy & Physiology II 4.00

MTH 15 or 16 Mathematical Tools and Their Use or Finite Mathematics 3.00

PHY 20 or 31 The Physical Universe or General Physics 4.00

SPE 3 Communication Studies 3.00

##### Must complete ONE of the following courses:

MTH 100 Introductory Statistics 3.00

PSY 150 Statistics in Psychology 3.00

Note: Students must complete all 60 required liberal arts and sciences credits, including university core requirements (as applicable) before starting DMS courses in the professional phase. MTH 15/16, BIO 137, and SPE 3 satisfy university liberal arts and sciences Core Course Requirements.

### Major Requirements

#### Professional Course Requirements

DMS 250 Diagnostic Medical Sonography 2.00

DMS 275 Abdominal Cross-Section Sonography 3.00

DMS 300 Abdominal Sonography I 3.00

DMS 310 Abdominal Sonography II 3.00

DMS 320 Echocardiography I 2.00

DMS 325 Echocardiography II 2.00

DMS 330 Obstetrics and Gynecology I 3.00

DMS 335 Obstetrics and Gynecology II 3.00

DMS 340 Clinical I 4.00

DMS 345 Clinical II 4.00

DMS 350 Sonographic Physics I 3.00

DMS 355 Sonographic Physics II 2.00

DMS 360 Superficial Structures and Neurosonography 2.00

DMS 380 Clinical Seminar 2.00

DMS 400 Abdominal Sonography III 2.00

DMS 420 Echocardiography III 2.00

DMS 425 Echocardiography IV 2.00

DMS 430 Obstetrics and Gynecology III 3.00

DMS 440 Clinical III 5.00

DMS 445 Clinical IV 7.00

DMS 470 Non-Invasive Vascular 2.00

DMS 480 Clinical Applications 3.00

DMS 485 Senior Seminar 2.00

### Credit and GPA Requirements

Minimum Total Credits: 126

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 66 credits

Minimum Credits in Courses > 100 Level: 66

Ancillary Course Requirements: See Above

Minimum Science and Math GPA: 2.75

Minimum Overall GPA: 2.75

## Diagnostic Medical Sonography Courses

### DMS 250 Diagnostic Medical Sonography

This course uses class didactic instruction and laboratory experiences to prepare the student to become part of the healthcare team. Topics include: medical terminology; patient privacy and confidentiality; HIPAA regulations; sterile technique, blood and fluid precautions; body mechanics, transferring of patients; basic patient care, ergonomics: work related musculoskeletal disorders; introduction to ultrasound system operation as well as transducer care. Also included; verbal and nonverbal communication, time management and an overview of clinical requirements.

*Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.*

*Credits: 2  
Every Fall*

### DMS 275 Abdominal Cross-Section Sonography

This course introduces cross-sectional anatomy of the abdominal and retroperitoneal cavities. Emphasis is on normal structures visible on sonography. Structures are described in terms of their location and relationship between adjacent organs and vessels. The students will be able to identify normal sectional abdominal and retroperitoneal anatomy on sonographic images. Students are introduced to scanning protocols. Scanning laboratory sessions reinforce material covered in the sonographic didactic coursework in terms of sonographic terminology and emphasizes proper annotation, scanning techniques and instrumentation (including transducer location, image and scanning planes, image orientation) to optimally image the organs in the abdominal cavity. The importance of the prevention of musculoskeletal injuries (MSI) is stressed.

*Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.*

*Credits: 3  
Every Fall*

### DMS 300 Abdominal Sonography I

This course reinforces basic anatomy of the abdomen and retroperitoneal cavities in conjunction with the corresponding sonographic images and imaging planes. Topics include abdominal vasculature, liver, gallbladder and biliary tree, pancreas, spleen and urinary tract with emphasis on the clinical presentation, laboratory values and sonographic appearance of abdominal pathology along with its progression. Abdominal scanning protocols are included.

*Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-*

*requisites. Please see the Department for a list of required courses.*

*Credits: 3  
Every Fall*

### DMS 310 Abdominal Sonography II

The course introduces the cause and effect of the various disease states of organs, superficial structures and vessels in the abdomen and retroperitoneum. To accomplish this objective, general anatomy will be reviewed, the relational anatomy will be discussed, and the pathologic process of a disease will be traced. Including the clinical manifestation, relevant laboratory data, diagnostic tools used to evaluate the disease and its ultimate culmination. The course familiarizes the students with the sonographic images that are representative of the diseased and non-diseased states of the abdominal organs, with emphasis of superficial structures, muscular-skeletal structures and vasculature.

*The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.*

*Credits: 3  
Every Spring*

### DMS 320 Echocardiography I

The course introduces sonographic terms, reference planes, anatomy, physiology and hemodynamics of the cardiovascular system along with the basics of electrocardiography (EKG) The heart and related structures seen on the M-mode and two-dimensional echocardiograms are presented. Discussion of abnormal/pathologic motion patterns and anatomy is correlated with the sonographic images and the electrical timing of the heart.

*Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.*

*Credits: 2  
Every Fall*

### DMS 325 Echocardiography II

Different methods of evaluation of heart diseases are presented, including EKG, stress testing, cardiac catheterization and abnormal heart sounds. Valvular disease, prosthetic valves, pericardial disease, the disturbance of coronary blood flow and its effect on heart function is taught. In addition, Doppler principles and their use in the evaluation of valvular diseases will also be discussed. The laboratory sessions use hand-on training to reinforce proper ergonomics, cardiac scanning techniques, patient positioning and transducer placement. The use of instrumentation including Doppler and color to optimize images for diagnosis will be stressed.

*The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical*

*Sonography plan.*

*Credits: 3  
Every Spring*

### DMS 330 Obstetrics and Gynecology I

This course introduces sonographic terms, reference planes and the basic anatomy of the female pelvis in both the gravid and non-gravid states. The specific identification, interpretation and documentation of the relevant sonographic images needed to provide correct diagnoses is presented. Gynecological pathophysiology and vascularity of the non-gravid uterus, ovaries, adnexa, bladder and pelvic musculature, along with an introduction to the sonographic appearance of fetal normal and abnormal development. Protocols for performing female pelvic and obstetrical sonographic exams are emphasized.

*Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.*

*Credits: 3  
Every Fall*

### DMS 335 Obstetrics and Gynecology II

This course builds upon the ultrasound anatomy and pathophysiology of the non-gravid and gravid pelvis from Ob/Gyn I with the development of the female genital system and congenital anomalies. The course covers detailed anatomy and dating of the 1st, 2nd and 3rd trimester pregnancies, infertility workups, invasive procedures using ultrasound guidance, development of multiple gestations and complications, extra fetal environment, placenta abnormalities, fetal biometrics, postpartum changes and maternal diseases. Included are gravid and non-gravid transabdominal and transvaginal scanning protocols.

*The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.*

*Credits: 3  
Every Spring*

### DMS 340 Clinical I

The actual clinical training consists of supervised hands-on work with patients, discussion of cases with sonographers and physicians and exposure to a variety of duties necessary to function in a clinical facility engaged in sonography/echocardiography. State of the art equipment from various manufacturers is available for student use providing a broad professional experience. Clinical projects consist of sonographic images demonstrating understanding of image orientation, sonographic anatomy, sonographic examination protocols, patient history and documentation.

*The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.*

Credits: 4

Every Spring

### DMS 345 Clinical II

This course provides students with continued work experience in a hospital, clinical or other patient care setting. Students conduct sonographic examinations under direct and indirect supervision while continuing to improve their communication, professionalism and critical thinking skills.

Submitted projects will demonstrate increasing sonographic skills in terms of images, labeling and proper/optimal machine use.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 4

Every Summer

### DMS 350 Sonographic Physics I

This course reviews mathematical skills necessary for the study of sonographic physics and defines basic concepts. The mathematical review includes unit conversions, scientific notation, the metric system, decimals, binary numbers and algebraic equations. The main focus of the course is on tissue properties and the interaction with sound waves, attenuation, impedance, reflection, refraction, scattering, TCG and gain settings. Transducer function and an introduction to transducer design are also included.

*Student must be active in the Diagnostic Medical Sonography plan and must have completed all pre-requisites. Please see the Department for a list of required courses.*

Credits: 3

Every Fall

### DMS 355 Sonographic Physics II

This is course with an in-depth presentation of ultrasound machine components. Various types of instrumentation, the design and function of ultrasound imaging systems, the importance of sensitivity controls, transducer assembly, sound beams and focusing are thoroughly discussed. Transducer selection, comparison of transducer types and arrays, their advantages and disadvantages, biological effects and the AIUM testing objects are also covered. Students prepare for taking the SPI examination.

*The following pre-requisites of DMS 250, 275, 300, 320, 330 and 350 are all required and the student must be active in the Diagnostic Medical Sonography plan.*

Credits: 2

Every Spring

### DMS 360 Superficial Structures and Neurosonography

The student will be introduced to the normal anatomy and the pathological conditions of the brain including intracranial hemorrhage, anatomical anomalies and infection sonographic structures of the neonatal brain and spine. The student will also be introduced to the care required for imaging the neonate, especially the premature

infant. The student will be introduced to the methods of examination and the indications for use. Students will also be introduced to transrectal sonography, with emphasis on the prostate examination including normal anatomy and pathology. Indications for the use of the exam as well as the exam procedure are described.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 2

Every Fall

### DMS 380 Clinical Seminar

Emphasis is placed on the medical imaging environment, and how it relates to other healthcare professions. The students will examine challenges that shaped the field of diagnostic medical sonography, history of sonography, professionalism, medical ethics, current topics and challenges to prepare them for a career in sonography/echocardiography.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 2

Every Summer

### DMS 400 Abdominal Sonography III

The course provides an intensive overview of superficial organs, abdominal, retroperitoneal sonography integrating cross-sectional imaging, color flow and Doppler studies, clinical findings and sonographic presentation of normal and abnormal states. It focuses on case reviews, incorporating sonographic images with other diagnostic modalities for the final diagnoses.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 2

Every Fall

### DMS 420 Echocardiography III

This course provides an in-depth use of Doppler, and includes alterations in the Doppler patterns in various disease states, and presents normal and abnormal Doppler values for pulsed wave, continuous wave and color Doppler along with spectral tracings. The student will also know the concept of flow disturbances, general principles for flow measurement and computations of pressure.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 2

Every Summer

### DMS 425 Echocardiography IV

This course provides students with a comprehensive description of the etiology and epidemiology of the diseases affecting the heart and related structures. Advanced techniques used to diagnose cardiac diseases, stress echocardiography, transesophageal, intraoperative echocardiography, intervention echocardiology, echo guided procedures, 3D, tissue Doppler imaging and the use of contrast medias will also be included.

*The student must be in the Diagnostic Medical*

*Sonography plan in order to register for this course.*

Credits: 2

Every Fall

### DMS 430 Obstetrics and Gynecology III

This course reinforces fetal growth and normal obstetrical anatomy. Fetal assessment in the second and third trimester with emphasis on fetal structural abnormalities, genetic abnormalities and syndromes is presented. Clinical findings, sonographic presentation, color flow and Doppler studies and the use of 3D and 4D are also covered.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 3

Every Fall

### DMS 440 Clinical III

This internship gives the student the opportunity to communicate effectively and cogently with physicians, sonographers and patients. In a hospital setting, students perform Doppler evaluation of abdominopelvic vessels as well as Doppler studies of the heart. The student should be able to do full color and spectral analysis. The student works with limited supervision at this point and doing outside reading to further their knowledge. Fuller studies are to be completed following the institution's protocol.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 5

Every Fall

### DMS 445 Clinical IV

The clinical experience enables the student to perform sonographic studies on patients and the student must be working independently at this point and doing outside reading to further their knowledge. Full studies are to be completed and documented properly. The student should be concentrating on increasing their speed, accuracy and technical ability. The student is expected to perform Doppler evaluation of abdominopelvic vessels as well as Doppler studies of the heart. The student should be able to do full color and spectral analysis. The student should be familiar with adjunct imaging modalities (i.e. MRI, CT, X-ray, etc.)

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 7

Every Spring

### DMS 470 Non-Invasive Vascular

This course introduces the students to the basic principles underlying the Doppler examination and clinical applications using color and spectral Doppler techniques for venous and arterial circulation of the lower extremity, upper extremity and extracranial circulation of the brain. The student will also distinguish normal and pathological situations by the use of Doppler and color.

*The student must be in the Diagnostic Medical*

Sonography plan in order to register for this course.

Credits: 2

Every Summer

#### **DMS 480 Clinical Applications**

This course reinforces the student's ability to improve their interpretation skills in OB/GYN, Abdominal sonography and Echocardiography by the use of image review and case studies. Students are expected to review and enrich their classroom work by incorporating their communication and critical thinking skills and practical knowledge by means of case studies, participation in Discovery Day and journal article presentations and item writing. Students are also required to go online to review CME articles and take the CME tests.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 3

Every Spring

#### **DMS 485 Senior Seminar**

This course prepares the student for a career in sonography by reinforcing interviewing skills; resume writing; communication skills; technical writing; professionalism; ways to keep current in the dynamic field of sonography; medical and legal issues their role in terms of emergency preparedness, research and mandatory reporting. In addition students will review computerized test taking skills required for their national credentialing examination and how to prevent MSI.

*The student must be in the Diagnostic Medical Sonography plan in order to register for this course.*

Credits: 2

Every Spring

## DEPARTMENT OF OCCUPATIONAL THERAPY

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 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 an 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 60 credits in the liberal arts and sciences for the baccalaureate degree is required.

Occupational therapy is a vital healthcare 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 the 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 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 the 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 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 their eligibility to obtain licensure or certification. A criminal conviction and/or the use of illegal drugs may impede licensure in New York State. Students who have had a prior conviction are advised to contact NBCOT ([www.nbcot.org](http://www.nbcot.org)) for clearance before beginning their academic program. For a fee, NBCOT will review the circumstances which led to a conviction and the individual's record and render a decision concerning whether or not the individual would qualify to work as an occupational therapist.

### Application Policies and Procedures

Both high school graduates and college transfer students may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

#### Application Process for High School Students:

Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply as a pre-occupational therapy candidate. They need to apply using the LIU main application system from our Admissions office:

[www.liu.edu/Brooklyn/Admissions](http://www.liu.edu/Brooklyn/Admissions). Upon acceptance, students need to complete 60 pre-requisites and then apply for the professional phase of the program (please see details below). To maintain status as a pre-occupational therapy candidate and to apply to the professional phase of the program, students must maintain a minimum cumulative grade-point average of **3.0 in liberal arts and sciences courses. Grades below a C - are not acceptable in prerequisite courses.** Please note that LIU pre-occupational therapy students do not automatically enter the

professional phase of the program. All students go through the application and selection process outlined below.

### Application and Selection Process for College Students and Graduates:

The Department of Occupational Therapy accepts transfer students with or without a degree. LIU students can apply directly to the Department of OT at LIU (no OTCAS application is necessary). All students are required to submit 3 recommendation letters, a personal statement, verification of a minimum of 50 hours of observation or volunteer work with a licensed occupational therapist; 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and more than one setting. Admission application and reference letterforms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 224, 718-780-4508*).

Transfer students need to apply via the OTCAS system: [www.otcas.org](http://www.otcas.org). If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete your online application. Our department has direct access to those records.

1. Students are required to provide the following items when submitting their application, or your application cannot be processed.

- 3 letters of recommendation
  - Your application will not be considered complete until all three reference letters are on file with OTCAS by the deadline
  - We REQUEST that letters of recommendation be completed by people who know you well; for example, college professors, academic counselors, and/or employers, and by at least one occupational therapist.
- Personal Statement
  - In your statement explain your career goals, your interest in occupational therapy, past work/volunteer experience that is relevant, and if there is a specialized area of occupational therapy that interests you most. You may also wish to describe your experience with illness and disability, whether the experience is your own or that of a family member or close friend.
- Verification of a minimum of 50 hours of volunteer work with a licensed occupational therapist. 50 hours is the minimum requirement and should be completed by the application deadline. It is recommended that candidates engage in more than the minimum hours and more than one setting. We are requiring that verification of these hours are provided. OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure



verification is submitted for all hours for consideration.

- Curriculum Vitae

**INTERVIEW**

2. Due to the competitive nature of the program, unfortunately, only eligible students will be invited for an interview. The following criteria will be considered to determine eligibility for an interview:

- Meeting application deadline with a verified application
- Cumulative GPA as well as Science GPA
- Volunteer experience and extracurricular activities
- Writing competency (personal statement, curriculum vitae)
- Letters of recommendation

**The Department of Occupational Therapy publishes the application deadline on the website.** All students are accepted to begin the program in the fall semester of each academic year. All prerequisite courses and volunteer work **must** be completed before entering the program in September. We encourage students to meet with faculty in the Department of Occupational Therapy to prepare their applications and to make sure that prerequisites are completed.

**Pre-requisites**

College students wishing to transfer into the professional phase of the program must have a minimum cumulative grade point average of **3.0**. A **3.0** minimum cumulative grade point average is also required in both liberal arts and sciences courses. An **average GPA of 3.0** in the four biology pre-requisite courses is preferred (BIO 3, 4, 137, & 138). Science grades more than 10 years old are not acceptable. Official transcripts from all colleges and universities attended are required.

Below are the prerequisite courses for current LIU students, LIU graduates, and transfer students from other colleges/universities:

**Prerequisite Courses for LIU Students and Transfer Students Without a Degree**

Biology (with lab)	(Bio 1 or 3, 2 or 4)	8 credits
Anatomy & Physiology I	(Bio 137)	4 credits
Anatomy & Physiology II	(Bio 138)	4 credits
Finite Math	(Math 16)	3 credits
Statistics	(Math 100, Psy 150)	3 credits
General Psychology	(Psy 3)	3 credits
Developmental Psychology	(Psy 107)	3 credits
Abnormal Psychology	(Psy 110)	3 credits

English Composition	(Eng 16)	3 credits
English Literature	(Eng 61-64)	3 credits
Intro Sociology or Anthropology	(SOC 3)	3 credits
History	(His 1, 2)	3 credits
Philosophy	(Phil 61, 62)	3 credits
Oral Communication	(Spe 3)	3 credits
Foreign Language		3 credits
ART, DNC, MUS, THE, MA		3 credit
Liberal Arts		5 credits
		<b>*60 credits</b>

\* Each Applicant is required to complete an additional 5 credits of *Liberal Arts or Science* course work and will accept OS 1 for **one** credit and 4 credits from an elective course. Computer Science, Education, and Physical Education courses are **not acceptable** for completion of the Liberal Arts and Science requirement. The total # of prerequisite credits required for graduation is **\* 60 credits**. All prerequisite course work must be completed before initiation of professional phase course work.

**Prerequisite Courses for LIU Graduates and Transfer Students With a Degree (Associate or Bachelor Degree)**

General Biology (with lab)	8 credits
Anatomy & Physiology I	4 credits
Anatomy & Physiology II	4 credits
Algebra	3 credits
Statistics	3 credits
General Psychology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits
English Composition and/or Literature	6 credits
Intro Sociology or Anthropology	3 credits
	<b>*40 credits</b>

\*The total prerequisite credit requirement for entry into the program is **\*60 credits**. Completion of the 20 additional required prerequisite credits of Liberal Arts or Science course work must be

evident on your transcript. Computer Science, Education, and Physical Education courses are not acceptable for completion of the Liberal Arts and Science requirement. All prerequisite course work must be completed before 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 about 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 the 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 community service-learning experiences. The curriculum emphasizes the importance of community service learning, cultural competence, and the relationship of the environment to health and illness. Students must 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 their daily activities and valued occupations.

#### Fieldwork Education

Fieldwork education 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 their professional competence.

The fieldwork education component begins with a 10-week clinical experience in the fall of the second professional year. The following fieldwork experiences gradually become more demanding and varied in nature. The program concludes with fieldwork experience, with a minimum of 28 weeks in the fall/spring/summer semesters in the final graduate year at LIU Brooklyn (at which time students will be responsible for providing all occupational therapy services to their 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 a criminal record is discovered or if a drug test is positive. If 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 entry-level occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number, C/O AOTA, is (301) 652-AOTA and its web address is WWW.ACOTEONLINE.ORG. The program is registered with the New York State Education Department. Graduates will be eligible to sit for the national certification examination by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of that examination, the individual will be an Occupational Therapist Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## DUAL DEGREE PROGRAM

### B.S./M.S. Occupational Therapy

#### B.S. / M.S., Occupational Therapy

{Program Code: 21843} {HEGIS: 1208.0}

#### Graduation Requirements

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

#### Orientation

FYS 01	First Year Seminar	1.00
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#### Core Curriculum Requirements (34-35 credits)

##### Humanities

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

##### Social Sciences

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

##### Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits)	4.00
Laboratory Science: BIO 1 or 3	4.00

##### Communication, Visual & Performing Arts

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

#### Ancillary Requirements:

**Must complete one of following (completes sequence):**

BIO 2	General Biology	4.00
BIO 4	Life: Its Origin, Maintenance and Future	4.00

#### Must complete both courses

PSY 31	Lifespan Developmental Psychology	3.00
PSY 110	Abnormal Psychology	3.00

#### Must complete one of the following courses

MTH 100	Introductory Statistics	3.00
PSY 150	Statistics in Psychology	3.00

**Must complete both courses:**

BIO	137	Anatomy & Physiology I	4.00
BIO	138	Anatomy & Physiology II	4.00

**Liberal Arts & Sciences electives:**

5 credits in LA&S electives are required.

**Occupational Therapy Professional**

**Phase Requirements**

**Occupational Therapy Professional Phase - Year 1 Requirements (45 credits)**

OT	100	Introduction to Occupational Therapy	2.00
OT	106	Therapeutic Skills 1: Interpersonal Skills	2.00
OT	110	Human Development and Occupation 1: Pediatrics	3.00
OT	111	Human Development and Occupation 2: Adolescence/Adults	2.00
OT	112	Human Development and Occupation 3: Geriatrics	2.00
OT	119	Anatomy - Kinesiology	5.00
OT	120	Theory 1: Introduction	2.00
OT	121	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00
OT	129	Kinesiology 2	4.00
OT	140	Neuroscience	5.00
OT	201	Professional Development 1: Occupational Therapy Student Academic Experience	2.00
OT	202	Professional Development 2: Communication Skills	1.00
OT	203	Professional Development 3: Advocacy and Disability Perspectives	1.00
OT	206	Therapeutic Skills 2: Group Process	3.00
OT	220	Theory 2: Learning Theories Applied to Practice	2.00
OT	301	Skills for Living 1: Play and Leisure	3.00
OT	302	Skills for Living 2: Work	3.00

**Occupational Therapy Professional Phase - Year 2 Requirements (49 credits)**

OT	122	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00
OT	200	Fieldwork Level I: Geriatric Practice	1.00
OT	205	Professional Development 5: Health Promotion	1.00
OT	210	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00
OT	215	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00
OT	303	Skills for Living 3: Self Care	3.00
OT	306	Therapeutic Skills 3: Teamwork and Leadership	2.00
OT	320	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00
OT	330	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00
OT	420	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00
OT	430	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00
OT	431	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00
OT	432	Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics	2.00
OT	506	Therapeutic Skills 5: Technology and Assistive Devices	2.00
OT	520	Theory 5: Research	3.00
OT	533	Medical Conditions 3: Pediatrics	3.00
OT	620	Theory 6: Research Proposal	2.00
OT	720	Theory 7: Community Practice & Health Promotion	2.00

**Occupational Therapy Professional Phase -**

**Year 3 Requirements (28-34 credits)**

OT	507	Therapeutic Skills 6: Organization & Administration	3.00
OT	510	Level II: Fieldwork I	5.00
OT	511	Level II: Fieldwork II	5.00
OT	512	Level II: Fieldwork III	4.00
OT	513	Level II: Fieldwork IV (Elective)	2.00-4.00
OT	530	Practice 5: Pediatrics	5.00
OT	535	Fieldwork Level I: Practice 3: Pediatrics	1.00
OT	716	Professional Development 6: OT Student Clinical Experience	1.00
OT	820	Theory 8: Community Practice Research Project	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 182  
 Minimum Liberal Arts and Sciences Credits: 60  
 Minimum Major Credits Undergraduate: 72  
 Minimum Major Credits Graduate: 50  
 Minimum Credits of Courses > 100 Level: 48  
 Ancillary Course Requirements: See Above  
 Minimum Major GPA: 3.0  
 Minimum Overall GPA: 3.0

## Occupational Therapy Courses

### OT 99 Occupational Therapy Service Learning

The Occupational Therapy Service Learning experience is open to occupational therapy students who need to perform community service as part of the OT 110, OT 111 and OT 112 course requirement.

*Must be a student in the BS/MS Occupational Therapy program in order to enroll*

*Credits: 0*

*Every Fall, Spring and Summer*

### OT 100 Introduction to Occupational Therapy

Introduction to the profession of occupational therapy including the history, philosophy, knowledge, skills and attitudes reflective of past, current and future practice. The course content introduces students to the nature of theory and the evolution of the profession related to practice, standards of practice, core values and attitudes, ethical and legal issues, roles and tasks of occupational therapists and certified occupational therapy assistants, the organizational structure of the professional association and accreditation and credentialing bodies and international resources. Trends are examined in health care and models of practice including wellness and health maintenance and health promotion in the context of social, economic, political, demographic and cultural factors that influence the delivery of services are addressed.

*The pre-requisites of PSY 107, 110 and admission to the OT program are required. Co-requisite of OT 106, 110, 140, 201, and 301 are also required.*

*Credits: 2*

*Every Fall*

### OT 106 Therapeutic Skills 1: Interpersonal Skills

This course will introduce the students to professional interpersonal skills and techniques used by Occupational Therapists across treatment settings and age groups. Students will both learn and practice skills including: therapeutic use of self, interviewing/counseling skills, assertive professional communication and therapeutic interaction. Students will begin to appreciate factors relevant to disability perspectives, cultural sensitivity, client-centered care and advocacy. Students will develop in their identity as a "Helping Professional" and will show sensitivity when using new interpersonal skills in the experiential setting.

*Prerequisites: PSY 107 and 110, 1 Sociology or Anthropology course and Admissions to the OT program.*

*The pre-requisites of PSY 107 and 110; one Sociology or Anthropology course; and Admissions to the OT program are required. Co-requisites of OT 100, 110, 140, 201, and 301 are required.*

*Credits: 2*

*Every Fall*

### OT 110 Human Development and Occupation 1:

#### Pediatrics

This course focuses on bio-psycho-social development from infancy through childhood. Concepts and theories of typical human growth and development across the life span will be presented as a context for understanding behavior and occupation. Age related occupations in infancy and childhood will be examined in the context of developmental theories. Current research findings will be integrated in the course to inform occupational therapists about human growth and development in sensory, motor, cognitive and psychosocial domains. Factors influencing growth and development including the family, the social and physical environment, daily life experience, and the unique individual characteristics of the child will be incorporated throughout the course. The role of the occupational therapist in prevention and promotion of health and well being with pediatric populations will be introduced. Through volunteer work in a community service agency, students will have opportunities to develop observation and interaction skills with children in a naturalistic setting. A comprehensive understanding of childhood occupations is achieved through class activities and community service. Community service and course assignments also provide the opportunity for students to link classroom learning to both home and community practice settings.

*The pre-requisites of PSY 107, PSY 110 and admissions to the OT program are required. Co-requisites of OT 106, 100, 140, 201, and 301 are required.*

*Credits: 3*

*Every Fall*

### OT 111 Human Development and Occupation 2: Adolescence/Adults

This course addresses human growth and development for adolescents and adults in the areas of neurosensory, motor, visual, perceptual, cognitive, physical, physiological and psychosocial skills. Principles of health promotion and disability prevention and the influences of culture and diversity are examined as they interface with the age-related needs and risks of this cohort. Students will examine the influence age-related life stages and development on occupations within the framework of performance skills and patterns and contexts. Students will be exposed to current research

protocols and findings related to adolescents/adults development and their relationship to occupations and healthy lifestyle. This course is coupled with a community service learning experience in which students have the opportunity to integrate course content through lectures, seminar discussions, and community service experiences. Students also examine designated cultures and health related issues in depth using a problem based learning (PBL) approach.

*Pre-requisite of OT 110, OT 106, OT 110, OT 140, OT 201, and OT 301 are required.*

*Credits: 2*

*Every Spring*

### OT 112 Human Development and Occupation 3: Geriatrics

Human development and occupation for elders is the core interest of this course. Development in the areas of sensory, motor, perceptual, physical, cognitive, physiological and psychosocial skills is examined. Principles of health promotion, disease prevention and the influences of culture and diversity are examined in depth. Assignments and community service experiences integrated in this course examine the role of age-related occupations on maturity, aging, death and dying, quality of life, and well-being. The course integrates performance skills, patterns and contexts as key factors in understanding changing occupational roles and the process of adaptation in elders.

*The pre-requisite of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 121, OT 129, OT 220, and OT 302 are required.*

*Credits: 2*

*Every Summer*

### OT 119 Anatomy - Kinesiology

This course is an in depth study of the human body structure, functions and abnormal motion, with emphasis on the neuro-musculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions of body structures that affect body functions and occupational performance. The course facilitates students' understanding of neuro-motor substrates of human performance skills required to participate in meaningful occupations. Directed laboratory experiences are comprised of cadaver dissection, study of skeletal materials and anatomical models, surface anatomy, palpation, joint, and muscle function as well computer-assisted learning and video-tape presentation. Students obtain the background knowledge that assists them to understand, analyze and interpret neuro-motor body structures and functions that hinder occupational performance. All students must participate in cadaver dissection lab.

*Pre-requisite of OT 100, OT 106, OT 110, OT 140, OT 201, and OT 301 are required.*

*Credits: 5*

*Every Spring*

### OT 120 Theory 1: Introduction

This course will provide the opportunity for students to learn about the theoretical foundations of the profession. Students will examine how theoretical information largely developed by the disciplines is used to support the development of (a) sets of guidelines for occupational therapy practice and (b) screening and assessment tools. Both non-occupational therapy theories and occupational therapy theories will be explored. Students will also learn how to read, critique, interpret and summarize research (basic and applied) regarding the reliability and validity of theories, and the

effectiveness of guidelines for occupational therapy practice and screening assessment tools. The course has a writing intensive component in which students develop professional writing skills related to documenting evidence for practice. Language structure, format and argument development are emphasized. Students complete progressive assignments that are gradually revised using the professor's feedback, the assistance of writing tutors, and the use of googledocs. Finally students are introduced to clinical reasoning and decision making skills by assessing a client's occupational role dysfunction identify the impact of cultural, socioeconomic and political factors on their disability and determine an appropriate theoretically based OT intervention. Opportunities to practice clinical reasoning, professional writing and decision making skills are provided through case studies, media (e.g., books, film, and video) and scientific literature.

*The pre-requisite of OT 100, OT 106, OT 110, OT 140, and OT 201, and OT 301 are required.*

*Credits: 2*

*Every Spring*

#### **OT 121 Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics**

This course is a study of the medical, neurological, and orthopedic conditions that commonly occur during the life span of adolescents, adults, and the elderly. An understanding of the etiology, pathology, signs and symptoms, treatment, psychosocial issues, and prognosis of common conditions and diseases are promoted. The influence of culture, diversity, environmental context, and the impact of occupation and health promotion are considered.

*The co-requisites of OT 129, 112, OT 121, OT 220 and OT 302 are required. The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, OT 206 are required.*

*Credits: 3*

*Every Summer*

#### **OT 122 Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics**

This course presents an overview of the medical, neurological and psychiatric conditions which commonly occur during the life span of adolescents, adults and the elderly, building upon prior course work in the basic science curriculum and growth and development. Students develop an understanding of medical and psychiatric conditions, the etiology, signs, symptoms and prognosis. Implication for the person's occupational roles and performance are examined. Occupational therapy practice is discussed with focus on the process of screening, assessment, treatment and reassessment. In addition, the influence of culture, ethnicity, health care policies and gender and its impact on occupation and health promotion are examined across the life span.

*The pre-requisites of OT 112, OT 121, OT 129, OT 220, OT 302 are required. The co-requisites of*

*OT 200, OT 303, OT 306, OT 320 and OT 420 are required.*

*Credits: 3*

*Every Fall*

#### **OT 129 Kinesiology 2**

This lecture/lab course provides an introduction to the analysis of the human motion. It includes the study of muscle function and biomechanics of the human body. The course content integrates principles of kinesiology with muscle testing and goniometry. Changes in movement patterns across the life span are included. It provides didactic and practical experience with examination of movement principles. The impact of biomechanics on functional performance is also discussed. Students learn to apply principles of kinesiology, muscle testing and goniometry in clinical cases.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 121, OT 220, and OT 302 are required*

*Credits: 4*

*Every Summer*

#### **OT 140 Neuroscience**

This course provides students with an understanding of the neuroanatomical and neurophysiologic substrates of normal and abnormal human behavior. The study of cortical and subcortical anatomy and physiology includes: cranial and peripheral nerves; the ventricular system; vascular brain anatomy; the neuron and neural activity; neurotransmitters, enzymes, and other neurochemicals; the autonomic nervous system; spinal cord tracts; and proprioceptors (muscle spindles and golgi tendon organs). The neuroanatomical and physiologic functions of special senses include: the vestibular system, vision, audition, olfaction, gustation, and proprioception. The neurologic substrates of motor control, stress/emotions/motivation, learning and memory, the aging of the brain, and neuroplasticity is also reviewed. Students will learn to use their knowledge of neuroanatomical and physiologic functions of the central nervous system (CNS) to understand CNS disease, dysfunction, and injury (e.g., spinal cord injury, traumatic brain injury, schizophrenia, coma, Parkinson's, sensory integrative disorders). Students will also use their knowledge of neuroanatomy and physiology to begin to understand the neurologic theories underlying specific occupational therapy practices (e.g., NDT - Neurodevelopmental Treatment, PNF - Proprioceptive Neuromuscular Facilitation, SI - Sensory Integration, and splinting and casting). Lab will provide the opportunities for students to directly examine human brain specimens, practice clinical neurologic exams, and develop clinical problem identification skills through case studies. During lab sessions students are also exposed to real life clients with neurological damages and learn the functional impact of the neurological problems (using the "clinic in the

classroom" approach).

*The pre-requisites of BIO 3, 4, 131 and 132 are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 201, and OT 301 are required.*

*Credits: 5*

*Every Fall*

#### **OT 200 Fieldwork Level I: Geriatric Practice**

This course provides the opportunity for students to directly experience occupational therapy practice with a geriatric population in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar both in person and on-line accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/ community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The pre-requisites of OT 112, 121, 129 OT 220 and OT 302 are required. The co-requisites of OT 122, OT 303, OT 306, OT 320 and 420 are required.*

*Credits: 1*

*Every Fall*

#### **OT 201 Professional Development 1: Occupational Therapy Student Academic Experience**

This course focuses on foundation skills to support professional education and personal development as an occupational therapy student. Course content will include student work with self-management and health promotion, learning styles and learning skills, learning contracts, study skills, test-taking skills, use of support groups and refinement of active listening, and goal setting. Students develop e-portfolios and begin to recognize themselves in their new professional roles. Students develop and expand skills in computer literacy, improve utilization of library and data bases for review of professional literature, and start to develop experience with scientific and professional writing and speaking. Students will participate in writing groups with tutors from the Writing Center to identify areas for skill development in writing and refine written communication skills, critical thinking and problem solving. This course is part of our enrichment program.

*Occupational Therapy majors only. Co-requisites of OT 100, 106, 110, 140 and 301 are required.*

*Credits: 2*

Every Fall

### **OT 202 Professional Development 2: Communication Skills**

Students will continue to refine professional communication skills in the areas of written, graphic, and oral presentation. Students will identify areas for refining professional behavior, ongoing professional development, and continuing competency in academic and community contexts. Students continue to assemble an ePortfolio reflective of their ongoing professional development. They will formulate a professional development goal and continue to identify their focus for personal wellness, study skills and stress management. Students will also review how to present themselves in professional interviews for employment, scholarship applications, fieldwork experiences and to promote the profession through community and legislative advocacy. Students will expand knowledge of resources to research professional and current literature content, broaden understanding of evidence-based practice and literature reviews, further develop skills in using media, and creative arts for professional, patient, consumer, client and community education, practice and advocacy.

*Pre-requisites of OT 100, 106, 110, 201, and 301 are required.*

*Credits: 1*

*Every Spring*

### **OT 203 Professional Development 3: Advocacy and Disability Perspectives**

The course provides principles of advocacy for Occupational Therapy and Advocacy for our clients. Professional issues related to State and National Advocacy groups for OT as well as, current professional topics for advocacy are discussed. Students learn the importance and the nature of participation in professional advocacy. In this course students also examine psychosocial factors, stereotypes, and negative attitudes affecting people with disabilities, their families and caregivers. Methods of instruction include literature review, media resources, narratives, and in-class interviews with people with a range of stigmatizing conditions. Major civil rights legislation and the disability rights movement will be explored and different models of viewing disability will be reviewed. Students will enhance their understanding of the importance of practitioner, consumer and patient advocacy to promote empathy and skills in client-centered practice. Students will increase sensitivity and skills required in the implementation of client-centered practice with people with a wide range of physical, psychological, and socially stigmatizing conditions. *The pre-requisites of OT 100, 106, 110, 140, and 201 are required.*

*Credits: 1*

*Every Spring*

### **OT 205 Professional Development 5: Health**

#### **Promotion**

Consideration of current public health initiatives designed to improve the quality of health, eliminate disparities, and explore occupation-based interventions to address major indicators of poor health, to prevent disorders and to maintain wellness. The course will examine evidence-based practice, intervention programs, evaluation and outcome assessments for wellness, health promotion and quality of life. A range of approaches supporting health promotion and disease prevention in various populations, in institutional, community and home settings will be examined. Students will begin to develop skills in using occupational therapy interventions to enhance the quality of life and well-being. A variety of health-related occupations using traditional, alternative and complementary activities will be demonstrated and practiced. Areas of focus include enhancing coping and adaptation with stress management, time management, pain management, smoking cessation, and withdrawal from substances. Patterns of diet, physical activity, psychological states and attitude, social activities, and the role of spirituality in practice reflecting sociocultural/economic, diversity, cultural and life span factors are examined.

*The pre-requisites of OT 122, 200, 303, 306, 320, and 420 are required. Co-requisites of OT 210, 215, 330, 430, and 431 are required.*

*Credits: 1*

*Every Spring*

#### **OT 206 Therapeutic Skills 2: Group Process**

A group process course for treatment, teamwork, and community interventions. Introduction and application of theories of group dynamics, task, and activity groups, including evaluation of interpersonal style and group roles, therapeutic interaction and leadership skills, collaborative and professional communication skills. Students learn to carry out groups, reflect on their experiences and provide feedback to each other on the group process.

*The pre-requisites of OT 100, 106, OT 110, OT 140, OT 201 and OT 301 are required.*

*Credits: 3*

*Every Spring*

#### **OT 210 Fieldwork Level I: Mental Health**

##### **Practice: Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in mental health with adolescent/adult populations in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural

background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long/short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The pre-requisites of OT 200, OT 303, OT 306, OT 320, OT 420 and OT 122 are required. The co-requisites of OT OT 205, OT 215, OT 330, OT 430 and OT 431 are required.*

*Credits: 1*

*Every Spring*

#### **OT 215 Fieldwork Level I: Physical Disability Practice: Adolescents and Adults**

This course provides the opportunity for students to directly experience occupational therapy practice in adolescents/adults with physical disability in a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The co-requisites of OT 205, OT 210, OT 330, OT 430 and OT 431 are required. The pre-requisites of OT 121, 129, 303 and 420 are required.*

*Credits: 1*

*Every Spring*

#### **OT 220 Theory 2: Learning Theories Applied to Practice**

This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Trans theoretical Model (Prochaska & DiClemente), Theory of Multiple Intelligences (Gardner), Learning Styles Model (Dunn & Dunn), Motor Learning, Behaviorism and Model of Human Occupation

(MOHO). Characteristics of therapists and environments that facilitate positive change are examined. Learning styles and learning contracts that are sensitive to multicultural concerns and literacy levels of patients, clients, and caregivers are explored. The course is also focused on professional writing and the ability of the students to review literature and summarize it in a logical and comprehensive manner.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203 and OT 206 are required. The co-requisites of OT 112, OT 121, OT 129, and OT 302 are required.*

*Credits: 2*

*Every Summer*

### **OT 301 Skills for Living 1: Play and Leisure**

This course has a dual focus: play and leisure across the life span and activity analysis and synthesis. Meaningful occupation, with a specific focus on play and leisure will be examined in a social and cultural contexts and temporal contexts of age, developmental and life cycle stages, and disability status. Content includes the role of play and leisure in health promotion and disability prevention, and the screening and assessment of play and leisure. Students develop skills in task and activity analysis, activity modification and adaptation based on an occupational performance model.

*The pre-requisites of PSY 107 and 110; and SOC 3 are required in order to register for this course. The co-requisites of OT 100, OT 106, OT 110, OT 140, and OT 201 are required.*

*Credits: 3*

*Every Fall*

### **OT 302 Skills for Living 2: Work**

This course focuses on the role of work/productive activities across the life span and in occupational therapy. Content includes vocational and functional capacity evaluation, work related assessment tools, work programs for clients with injury, developmental disabilities, cognitive deficits and mental health concerns. The influence of unique client characteristics, the environment, culture, social, economic and political factors impacting work and work programs will be considered throughout the semester. Students will be introduced to ergonomics, cumulative work injury and work hardening. Skill in activity analysis will be expanded through a job analysis, analysis of work related behaviors and skills, tool analysis, and an ergonomic seating evaluation. Lab activities link theory to clinical application.

*The pre-requisites of OT 111, OT 119, OT 120, OT 202, OT 203, and OT 206 are required. The co-requisites of OT 112, OT 220, OT 129 and 121 are required.*

*Credits: 3*

*Every Summer*

### **OT 303 Skills for Living 3: Self Care**

This course provides students with the opportunity to examine the meaning of self-care activities

throughout the life span and across various cultures. The course content emphasizes clinical reasoning/evidence-based practice research as it relates to the engagement in self-care skills as part of meaningful occupation, health promotion, prevention and wellness. The specific performance components of self-care activities (i.e., sensorimotor, cognitive and psychosocial components) will be analyze. The way in which various performance contexts (i.e., age group, developmental stage, disability status, environmental conditions, and socio-cultural factors) influence self-care activities will be explore. Students will have the opportunity to practice activity analyses of self-care tasks (for specific populations, age groups, socio-cultural environments, etc.). Students will also practice the clinical techniques of grading and adaptation of self-care activities in accordance with an individual's disability status. There will be opportunity to practice grading and adaptation self-care skills, through case studies and problem-based learning activities. Students will have the opportunity to identify a variety of screenings, assessments, and intervention methods for clients who have disabilities, which interferes with self-care activities. The students will have the opportunity to practice documentation skills (goal and note writing) through case studies and problem-based learning.

*The pre-requisites of OT 112, OT 121, OT 129, OT 220 and OT 302 are required. The co-requisites of OT 122, OT 200, OT 306, OT 320, and OT 420 are required. The student must be in the Occupational Therapy major in order to register for this course.*

*Credits: 3*

*Every Fall*

### **OT 306 Therapeutic Skills 3: Teamwork and Leadership**

This course will introduce students to the conceptual, interpersonal and self-knowledge components of teamwork and leadership. Practice in applying theory and skills to teamwork will prepare students for developing competence in interdisciplinary collaboration, client and family centered intervention and health promotion. Roles and contribution of the full range of participants from various practice domains in institutional, professional and community settings will be explored. Students will examine approaches to problem solving, ethical challenges and conflict-handling styles in leadership. Students will be introduced to mentorship models and strategies that support effective supervision. Students will design and implement wellness/health promotion groups for a variety of populations in the community (non-traditional settings). Students will play an active role in developing educational presentations using technology for educational presentations on the reading material pertaining to teamwork and leadership. Work from this course will be used to enrich students' e-portfolios reflecting their continues professional development.

*The pre-requisites of OT 112, 121, 129, 220, 302*

*are required and the student must be in the Occupational Therapy major in order to register for this course. The co-requisites of OT 122, 200, 303, 306, 320, and 420 are required.*

*Credits: 2*

*Every Fall*

### **OT 320 Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice**

This course provides students with the opportunity to study the underlying theories of occupational therapy comprehensive models with an emphasis on adaptation and the environment. The structure and content of theories, models, and frames of reference/sets of guidelines for practice in mental health will be described. The delineation between basic and applied scientific inquiry will also be presented. The role of occupation as described by occupational science, occupational adaptation, the Model of Human Occupation, and client-centered practice is also presented. Each comprehensive model will be examined with respect to its (a) author/source, (b) origin, (c) populations addressed, (d) theoretical foundations, (e) concepts and assumptions, (f) sensitivity to multicultural concerns of patients/clients, (g) principles of assessment, (h) client-therapist relationship, and (i) principles of intervention. These comprehensive models will be explored, analyzed and critiqued for the purpose of determining their adequacy as a basis for practice. Health promotion and wellness models are also presented and analyzed. Current practice issues such as reimbursement for services, the professions domain of concern, and research priorities will be discussed relative to contrasting assumptions about the way in which comprehensive models should be used to guide occupational therapy practice.

*The co-requisites of OT 122, 200, 303, 306, 320, and 420 are required. The pre-requisites of OT 112, 121, 129, 220, 302 are required are required. The student must be in the Occupational Therapy major in order to register for this course.*

*Credits: 4*

*Every Fall*

### **OT 330 Practice 1: Mental Health - Adolescents, Adults and Geriatrics**

This course addresses the sequence of practice in occupational therapy: screening, evaluation, reevaluation, formulation and implementation of intervention and discharge planning in mental health practice with adolescents, adults and geriatrics in traditional and non-traditional settings. The influence of culture and diversity, environment context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Reflections on clinical reasoning are applied to practice via clinical fieldwork and field visits. Students are exposed to health promotion, wellness and quality of life principles and practices.

*The co-requisites of OT 210 is required. The pre-requisites of OT 122 and OT 320 are required.*

The student must be in the Occupational Therapy major in order to register for this course.

Credits: 5  
Every Fall

**OT 420 Theory 4: Physical Disabilities Sets of Guidelines for Practice**

This course provides the opportunity for students to examine the primary theoretical information underlying occupational therapy practice in physical disabilities (i.e., biomechanical, sensory processing, neurodevelopmental, neurobehavioral, and cognitive-perceptual). Each set of guidelines (or frame of reference) is studied with regard to (a) its theoretical base, (b) the predominant screening and evaluation assessments used by therapists, (c) principles of intervention, (d) reassessment and revision of treatment plans, (e) applicability to specific client populations, and (f) studies reporting the degree of efficacy of the practice approach. Students are exposed to the theoretical underpinnings of occupational performance and in health promotion and wellness strategies that promote engagement in meaningful occupation.

The co-requisite of OT 122, OT 200, OT 306, OT 303, and OT 320 is required. The pre-requisites of OT 112, OT 129, OT 220, OT 320 and OT 121 are required.

Credits: 5  
Every Fall

**OT 430 Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics**

This course addresses neurorehabilitation practice with adolescents, adults, and geriatrics within a variety of healthcare and community related settings. Students will learn about the sequence of rehabilitative practice in occupational therapy specific to addressing the needs of clients with neurological impairment, including: screening and evaluation, reevaluation, intervention planning and implementation, and discharge planning. The course also acknowledges the influence of culture, diversity, environmental context, and their impact on occupation and health promotion in clients with neurological damages. Students will be expected to reflect on the clinical reasoning processes required to provide competent and evidence based practice to this client population via class discussions, case based assignments, and clinical fieldwork experiences.

The co-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The pre-requisites of OT 122, 121, OT 200, OT 303, OT 320 and 420 are required.

Credits: 5  
Every Spring

**OT 431 Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics**

This course is designed to provide students with the background and experience in splint fabrication and orthotic management for orthopedic conditions. Furthermore, students will learn

evaluation and intervention principles with adolescents, adults, and geriatrics. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. The class will be divided into two sections; a two-hour lecture followed by a four-hour lab. The lecture component will incorporate biological principles, anatomical, kinesiological concepts, and bio-mechanics relating to orthopedics and splinting. Common diagnoses and indications for selected splints will be reviewed as well as common protocols. In addition, students will be learning about the sequence of practice in occupational: screening and evaluation, reevaluation, formulation of intervention plans and implementation, and discharge planning. The lab portion will focus on splint design and fabrication as well as modality application. Students will be exposed to a variety of splinting equipment, tools, supplies, and low temperature thermoplastics used in clinical settings, and develop basic splinting skills. Furthermore, students will understand and demonstrate electrical safety standards. In addition, students will have the opportunity to apply modalities, such as, thermal, ultrasound, TENS, NMES, light and laser therapy. Finally, students will focus on hand on evaluation and treatment skills for common hand problems.

The co-requisites of OT 205, OT 210, OT 330, OT 215 and 430 are required. The pre-requisites of OT 122, OT 200, OT 303, OT 320 and 420 are required.

Credits: 4  
Every Spring

**OT 432 Practice 4: Medical and Surgical Rehabilitation: Adolescents Adult and Geriatrics**

This course addresses current occupational therapy practice methods for clients having general medical and/or surgical diagnoses- in adolescent, adult, and geriatric populations. Students will learn about the most commonly seen medical/surgical diagnoses treated by occupational therapists, as well as some specialty diagnoses. The sequence of practice for this diagnostic population will be covered-including screening and evaluation, observation of contraindications and safety protocol, formulation of treatment plans, implementation of treatment, family/caregiver education, re-evaluation, and discharge planning. The impact of multicultural sensitivity, cultural diversity, and environmental context as they affect treatment will be explored. Students will be expected to appropriately grade and analyze activities in the process of developing treatment plans for patients having general medical/surgical rehabilitation needs as well as some complex and less common diagnoses.

Students will also enhance their clinical reasoning and decision-making skills as they apply treatment methods via review of fieldwork experiences and case studies. Students are asked to integrate the client's health status, occupational performance and develop treatment plans that take under consideration the client's values & routines and the

context of care.

The pre-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 506, OT 520, OT 533, OT 620, and OT 720 are required.

Credits: 2  
Every Summer

**OT 506 Therapeutic Skills 5: Technology and Assistive Devices**

The course provides a close look (hands on experiences, clinical visits, in-class equipment presentations) at assistive devices, assistive technology, compensatory strategies and environmental adaptations used in the treatment of children, adolescents, adults and elders with a wide range of disabilities to promote functional adaptation and accessibility in the client's environment. Students explore the use of adaptive equipment and the processes of assessment and intervention using adaptive equipment for clients with a variety of disabilities. The role of adaptive equipment in promoting occupational performance and participation is integral to the course.

The pre-requisites of OT 205, OT 210, OT 215, OT 330, OT 430 and 431 are required. The co-requisites of OT 432, OT 520, OT 533, OT 620, and OT 720 are required.

Credits: 2  
Every Summer

**OT 507 Therapeutic Skills 6: Organization and Administration**

Application of the principles of management in the provision of occupational therapy services to individuals and organizations including: planning, marketing, organizing, fiscal management, maintaining staffing, coordination, directing, controlling, and evaluating programs. Students will develop an understanding of a variety of service delivery models and knowledge of the broad spectrum of influences that impact on health care delivery and ethical practice. Completion of a grant application or business plan complete with a literature review that includes evidence-based and best practice, background/need, mission statement, project description/implementation/evaluation, budget, sources of income, foundation support, staffing and job descriptions.

The pre-requisites of OT 432, 506, 520, 533, 620, 720 are required. The co-requisites of OT 510, 530, 535, 716 are required.

Credits: 3  
Every Fall

**OT 510 Level II: Fieldwork I**

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this



fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisites of OT 432, OT 506, OT 520, OT 533, OT 620, and OT 720 are required. The co-requisites of OT 533, 530, 507 and 716 are required.*

*Credits: 5*

*Every Fall*

#### **OT 511 Level II: Fieldwork II**

This course provides 10 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 510 is required.*

*Credits: 5*

*Every Spring*

#### **OT 512 Level II: Fieldwork III**

This course provides 8 to 12 weeks of full-time supervised fieldwork. It provides in-depth initial experience in delivering occupational therapy services to various groups of clients across the life span, persons with a variety of psychosocial and physical performance deficits, in various service delivery models reflective of current and emerging practice and trends in the profession. Through this fieldwork experience, students will integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. A peer supervision process via Blackboard discussions will be incorporated for additional supervision amongst students and from the faculty.

*The pre-requisite of OT 510 is required.*

*Credits: 4*

*Every Summer*

#### **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 Summer*

#### **OT 520 Theory 5: Research**

This course provides the opportunity for students to learn the primary approaches of research design, methods, data collection, and analysis. Students will study (a) quantitative research designs (experimental, quasi-experimental, and non-experimental); (b) qualitative designs (ethnography, phenomenology, grounded theory, etc.); and (c) quantitative and qualitative data collection and analysis methods. Students will develop an applied research question based on the health promotion needs of individuals within a community service setting, and will begin the process of writing a research/grant proposal that will be refined throughout the remainder of the curriculum (in OT 620, 720, and 820). Students may also have the opportunity to implement and evaluate a research project.

*The pre-requisite of OT 205, OT 210, OT 215, 430, 431 and 330 are required. The co-requisites of OT 432, OT 506, OT 533, OT 620 and OT 720 are required.*

*Credits: 3*

*Every Summer*

#### **OT 530 Practice 3: Pediatrics**

A comprehensive review of best practices related to clinical decision making, interdisciplinary collaboration, client-centered practice and supervision is discussed in this course. The focus is primarily in pediatric practice. The role of legislation, policy, and reimbursement are extensively discussed. The students are exposed to pediatric clinical cases from a variety of practice settings. The occupational therapy process of screening, assessment, reassessment, formulation of intervention plans, implementation and discharge is carried out, while addressing the influence of culture, diversity, and environment on occupation and health promotion. Hands-on experiences provide students with challenges in observation, clinical reasoning skills, communication skills, professional writing and documentation skills. Students bring in examples from their clinical experiences with children and their families. Evidence based practices are reinforced through assignments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

*The co-requisites of OT 716, OT 510, OT 535 and 507 are required. The pre-requisite of OT 533, OT 432, OT 506, OT 620, and OT 720 is required.*

*Credits: 5*

*Every Fall*

#### **OT 533 Medical Sciences 3: Clinical Conditions in Pediatrics**

This course presents a study of the medical, neurological, psychiatric, orthopedic and developmental conditions that occur in childhood and adolescence. Students develop an understanding of the etiology, pathology, signs and symptoms, medical treatment, prognosis of common conditions and the influence of the clinical conditions on development, occupational performance and adaptation of the child, and the client's family. The role of the occupational therapist and the occupational therapy assistant in assessment, intervention and ongoing management, health promotion, and prevention relative to the conditions covered in the course, extensively discussed. Students practice through clinical videos their clinical observation and clinical reasoning skills.

*The pre-requisites of OT 110, 111, 430, 431 and 330 are required. The co-requisites of OT 506, 520, 620 and 720 are required.*

*Credits: 3*

*Every Summer*

#### **OT 535 Fieldwork Level I: Practice 3: Pediatrics**

This course provides the opportunity for students to directly experience occupational therapy practice in children/adolescents with a variety of disabilities a clinical or community setting. Through fieldwork experience, students will begin to integrate and apply the theoretical knowledge, and professional behaviors/attitudes and clinical skills learned in the classroom. An integrative clinical reasoning fieldwork seminar accompanies the fieldwork experience to provide students with an opportunity to analyze the professional and clinical practices observed in the clinic/community setting, and integrates this with the clients' cultural background, health status, and valued occupations. Students will complete intensive documentation assignments that will help facilitate their understanding and ability to analyze and synthesize a client's information in an occupational profile/evaluation in order to create long /short-term goals, formulate an evidence based treatment plan, progress note and discharge note.

*The co-requisites of OT 510, OT 530, 507 and 716 are required. The pre-requisites of OT 432, OT 506, OT 520, OT 620, OT 720 and OT 533 are required.*

*Credits: 1*

*Every Fall*

#### **OT 620 Theory 6: Research Proposal Development**

The course exposes the students to the process of research proposal development. Students engage in

mentored research projects with their faculty advisors. They are asked to development research questions and/or hypotheses pertaining to the research problem of interest. They explore plausible theoretical frameworks that provide the conceptual context of their research project. They complete a research proposal that includes methods of assessment, relevant literature and theoretical base, program implementation and evaluation. The course has writing intensive component and requires advance library skills.

*The pre-requisites of OT 205, OT 210, OT 215, OT 430, OT 431 and OT 330 are required. The co-requisites of OT 432, OT 506, OT 720, 533 and 520 are required.*

*Credits: 2*

*Every Summer*

### **OT 716 Professional Development 6: Student Clinical Experience**

This course prepares for the transition from academic to clinical student roles and from student to practitioner. Ethics, supervision, conflict resolution, documentation, evolution of clinical reasoning skills, scientific inquiry, teamwork, and collaboration with certified occupational therapy assistants will be covered. Students will have a better understanding of national and state regulatory bodies and their effects on practice. The course gives students knowledge related to national and state requirements for credentialing and licensing. Tools and information are also given to the students to prepare them for becoming fieldwork educators.

*The pre-requisites of OT 432, OT 506, OT 620, OT 720, 533 and 520 are required. The co-requisites of OT 510, 530, 507, and 535 are required.*

*Credits: 1*

*Every Fall*

### **OT 720 Theory 7: Community Practice Education and Health Promotion**

This course presents the theory and practice of community-based practice, education, health promotion and prevention services for the well population and populations at risk for specific physical, mental, social, or environmental problems. Foundation material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group, settings to access the population, and empirical evidence supporting prevention services. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation. Students will participate in the process of identifying potential grant funding sources and understanding the requirements for grant submission. Occupational therapists and other professionals will present their experience with

consultation, marketing, grant writing, implementation and evaluation.

*The co-requisites of OT 432, OT 506, OT 533, 520 and 620 are required. The pre-requisites of OT 205, OT 210, OT 215, 430, 431 and 330 required.*

*Credits: 2*

*Every Summer*

### **OT 820 Theory 8: Community Practice Research Project**

This course provides students with the opportunity to refine their research proposals (from OT 620) and implement as part fo the Capstone Research Project complete in this course, OT 820. Students will carry out their project under the supervision of their research mentor. Students will continue to refine skills in professional and scientific writing through the production of successive drafts leading to the final scientific peer-reviewed style manuscript, oral presentation. and poster production. Students will expand knowledge of resources to research professional and current literature resources, expand understanding of evidence based practice and literature review, further develop skills in applying principles of theory and practice to formulating and implementing a viable capstone research project. Students will be guided in data coding, analysis, results and intepretation of findings as well as development of discussion that describes the scientific and clinical contributions of their projects. Students are asked to produce a manuscript and present their project in a poster format during OT research day.

*The pre-requisites of OT 507, OT 530, OT 535, OT 716, OT 520, 620 and 720 are required.*

*Credits: 4*

*Every Spring*

## DEPARTMENT OF PHYSICAL THERAPY

The Department of Physical Therapy offers a Doctor of Physical Therapy degree at the graduate level. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

## DIVISION OF PHYSICIAN ASSISTANT STUDIES

The Division of Physician Assistant Studies offers a 28-month, professional-phase curriculum leading to the M.S. in Physician Assistant Studies. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program.

## DEPARTMENT OF PSYCHOLOGY AND COUNSLING

### B.A. Psychology

#### B.A. Psychology

[Program Code: 06946] {HEGIS: 2001.0}

#### Graduation Requirements

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

#### **Orientation**

FYS 01 First Year Seminar 1.00

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

##### *Humanities*

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

##### *Social Sciences*

History 3.00

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

Anthropology, Economics Political Science, Psychology, Sociology 3.00

##### *Science and Mathematics*

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

Laboratory Science: BIO, CHM, PHY 4.00

#### *Communication, Visual & Performing Arts*

Oral Communications: SPE 3 3.00

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

#### **Distribution Requirement**

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

#### **Major Requirements**

The following three (3) courses are required,

PSY 101 Research Design and Analysis I 4.00

PSY 103 Research Design and Data Analysis II 4.00

PSY 149 Writing in Psychology 3.00

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

**A minimum of three (3) upper-level Psychology courses (over 200 level) totaling nine (9) credits are required.**

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

**\*\*Psy 3 is not required.\*\***

#### **Social Science Capstone Requirement**

Choose One of the Following Two Courses:

SSC 223 Capstone Seminar in the Social Sciences 3.00

SSC 224 Capstone Seminar in Social Seminar 3.00

#### **Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major Credits: 33

Minimum Credits in Courses >100 Level: 45

Ancillary Course Requirements: See above

Minimum Major GPA: 2.0

Minimum Overall GPA: 2.0

## Psychology Courses

### PSY 3 Introduction to Psychology

An introduction to the basic concepts and empirical data in the scientific study of human behavior, including a study of the biosocial basis of behavior and personality development, the measurement of individual differences, processes of learning, sensorimotor functions, social interaction, and emotional conflict and adjustment.

*Credits: 3*

*Every Semester*

### PSY 31 Lifespan Developmental Psychology

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

This course is only open to non-Psychology majors.

*Credits: 3*

*Every Fall and Spring*

### PSY 101 Research Design & Analysis I

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

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

*Credits: 4*

*Every Semester*

### PSY 103 Research Design & Analysis II

This course builds from Research Design and Analysis I. This discussion and lab course is a study of research design, statistical concepts and techniques employed by the psychologist, including measures of central tendency, variability, relative position and association; concepts of probability and sampling; and techniques of estimation and hypothesis-testing. Students learn about the various research designs and statistical techniques that psychologists use to address research questions. The lab component provides hands-on experience with conducting data analyses. This course replaces PSY 150 which is only open for non-majors in psychology. This course requires a C or better in Psy 101, MTH 15/16.

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

*Credits: 4*

*Every Semester*

### PSY 107 Child Development

An examination of human development from birth

through the adolescent years. Topics covered include social-emotional development and changes in intellectual functioning. Also considered are special issues such as infant care, schooling and the effects of the community on development. Not open to students who have completed Teaching and Learning 250 or PSY 31.

*Credits: 3*

*Every Semester*

### PSY 108 Adult Development

A lifespan approach to human development and an examination of development from puberty through adulthood to old age. Topics discussed focus on crucial issues throughout that period, such as the establishment of a career, the influence of family and community, retirement, and the impact of conception and death.

*Credits: 3*

*Every Semester*

### PSY 109 Personality

A study of the dynamics of personality adjustment, with an analysis of constitutional and environmental interaction in personal development, with some attention to different theoretical viewpoints.

*Credits: 3*

*Every Semester*

### PSY 110 Abnormal Psychology

A study of how clinical psychologists think about behavior that might be considered "abnormal" or "pathological" in modern life. Concepts related to defining and diagnosing disorders will be discussed, and these concepts will be applied to a variety of specific diagnoses such as mood, anxiety and personality disorders. Individual cases will be discussed that illustrate principles related to causation, diagnosis, treatment, and prevention of a range of disorders.

*Credits: 3*

*Every Semester*

### PSY 113 Social Psychology

A study of human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. The theoretical and methodological bases of applications of behavioral science to social problems are examined.

*Credits: 3*

*Every Semester*

### PSY 127 Cognition

A survey of the history, theories and methods of cognitive psychology. An examination is made of such topics as attention, thinking, problem solving and memory. Applications to computer systems theory are covered.

*Credits: 3*

*Every Fall*

### PSY 215 Group Processes & Intergroup Relations

A review of principles and research findings on psychological processes within and between groups, both small and large, as well as social institutions and culture and their applications to education, community action, and political life.

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

*Credits: 3*

*On Occasion*

### PSY 216 Introduction to Clinical Practice

A survey of the mental health professions; past, present, and future roles of the clinical psychologist; assessment and treatment; and major research issues. Concurrent practicum experience may be required. Designed primarily for psychology majors who plan to do graduate work in one of the mental health professions, particularly clinical psychology.

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

*Credits: 3*

*On Occasion*

### PSY 217 Psychology of Women

An examination of the relevance of gender to the experiences of the individual and the overall functioning of society. Theories that come from all major areas of psychology - physiological, comparative, cognitive, developmental, personality - provide insight into the position of women in culture. The primary objective is to use historical, theoretical and comparative information to understand current gender relations. Same as HUM 117.

*The pre-requisite of PSY 3 or HPS 21 is required.*

### PSY 218 Brain and Behavior

This course will introduce key concepts in the relationship between brain and behavior. The basic structures and functions of the brain will be reviewed as they relate to how we think, feel, and act. Various brain-based systems will be reviewed in terms of their implications for emotional experiences, learning, remembering and forgetting, sleep and attention, and language. Research and clinical methods for evaluating brain structures and functions will be discussed, as well as their implications for various mental disorders.

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

*Credits: 3*

*On Occasion*

### PSY 219 Psychology of Art

An exploration of the psychological aspects of both the creation and interpretation of art, focusing mainly, but not exclusively, on modern and postmodern visual art and its relation to modern life. Topics include basic concepts and problems in the psychology and philosophy of art, the role of modern art in contemporary society, and the relationship of the artistic imagination to other forms of creativity. In addition, opportunities are provided to view, experience and comment on art

exhibits in the New York City area.

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

*Credits: 3*

*On Occasion*

### **PSY 220 Psychology of Perception**

A review of selected theories of perception as well as certain philosophical questions that bear upon such theories and experimental findings. The development of perceptual processes and personality aspects involved in perceptual processes (e.g., cognitive styles) are also covered.

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

*Credits: 3*

*On Occasion*

### **PSY 221 Learning and Memory**

An examination of historical and current theories and research in learning and memory. Behavioral, cognitive and psychoanalytic perspectives are included, and influences of culture, pathology and development on learning and memory are discussed - all leading to an examination of how such information can be used in education, treatment and everyday life.

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

*Credits: 3*

*Alternate Years*

### **PSY 223 Introduction to Behavior Modification**

An introduction to behavior modification, including the learning principles underlying treatment of behavioral disorders. Treatment strategies are considered in the following settings: schools, prisons, hospitals, outpatient clinics. Psychology 221 is recommended before this course.

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

*Credits: 3*

*Alternate Years*

### **PSY 224 Cross-Cultural Issues in Psychology**

An introduction to issues of particular significance to different cultural groups in the United States and elsewhere. Cultural differences related to the psychology of the individual and family, norms, and mental health issues, as well as dominant and minority group membership issues are discussed.

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

*Credits: 3*

*Alternate Years*

### **PSY 225 Contemporary Issues of Psychology**

A review in depth of the philosophic roots as well as the major contemporary schools of thought in psychology, such as behaviorism, psychoanalysis, existentialism, gestalt, and biosocial theory.

Comparisons are made of the various schools, and appraisals of specific contemporary issues, with special attention to the leading proponents of each school, are conducted.

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

*Credits: 3*

*Alternate Years*

### **PSY 226 Psychology and the Law**

An examination of the various ways in which psychology and criminal and civil law interact.

Topics include the insanity defense and competence to stand trial, the legal rights of mentally ill persons (e.g., involuntary hospitalization), predicting potential violence, the death penalty, sex crimes and offenders, eyewitness identification, hypnosis and polygraph testing, jury selection and jury law.

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

*Credits: 3*

*Alternate Years*

### **PSY 249 Writing in Psychology**

Every discipline has specific styles of writing associated with it. These styles reflect conventions that members of the discipline have agreed upon. In psychology, the conventions follow rules for making scientific arguments. This course therefore teaches students the fundamentals of scientific writing, including literature reviews, research reports and research proposals.

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

*Credits: 3*

*Every Semester*

### **PSY 250 Statistics in the Social Sciences**

A study of statistical concepts and techniques employed by the psychologist, including measures of central tendency, variability, relative position and association; concepts of probability and sampling; and techniques of estimation and hypothesis-testing. This course is open to non-majors in Psychology.

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

*Credits: 3*

*Every Semester*

### **PSY 283 Health Psychology**

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

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

*Credits: 3*

*Alternate Years*

### **PSY 289 Biofeedback and Self-Regulation**

Biofeedback is a psychotherapeutic modality which provides individuals with information about certain aspects of their physiological functioning as an aid in treating a variety of conditions including stress, anxiety, ADHD, headache, Reynaud's disease, etc.

This course provides an introduction to biofeedback principles and practice, and fulfills the knowledge domain requirement recommendations set forth by the Biofeedback Certification Institute of America for biofeedback technicians.

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

*Credits: 3*

*On Occasion*

### **PSY 290 Senior Seminar for Psychology Majors**

Extensive readings and discussions of special topics with one or more members of the Psychology Department. Limited to psychology majors with a quality-point ratio of 3.0 or better and no more than 20 students.

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

*Credits: 3*

*On Occasion*

### **PSY 295 Honors Study**

Honors Study is designed to give outstanding students an opportunity to do independent work in their major under the guidance of a member of the faculty. There are no regular class meetings. To be eligible, students must have upper-junior or senior status, a cumulative quality-point ratio of 3.00 and a 3.25 ratio in their major subject, and the permission of the Chair of the Department and the Dean. A total of six credits of Honors Study is the maximum allowed.

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

*Credits: 3*

*On Occasion*

### **PSY 297 Independent Study**

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty.

There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits of Independent Study (from PSY 297 and PSY 298) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.

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

*Credits: 3*

*Cross-Listings: PSY 197, PSY 297*

*Every Semester*

### **PSY 298 Independent Study**

Independent Study is designed to give students an opportunity to do independent work in their major under the guidance of a member of the faculty.

There are no regular class meetings. To be eligible, students must have the permission of the Chair of the Department and the Dean. A total of six credits

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

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## DEPARTMENT OF PUBLIC HEALTH

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The School of Health Professions (SHP) offers a Master's degree in Public Health (MPH) at the graduate level. Please refer to the LIU Brooklyn Graduate Bulletin for full details about the program. In addition, SHP offers several shared credit tracks that may save students time in completing both the MPH and another degree program:

### **Bachelor of Science in Health Science and Master of Public Health (BS/MPH)**

The SHP Public Health Program, in conjunction with the SHP Division of Athletic Training, Health and Exercise Science (ATHES) offers an accelerated, shared credit track that leads to a Bachelor of Science in Health Science and a Master in Public Health (BS/MPH). Note that a separate admission into the MPH portion of this program is required. Please refer to the ATHES section in this bulletin for full details about the program. See the LIU Brooklyn Graduate Bulletin for MPH course descriptions.

### **Doctor of Pharmacy and Master of Public Health (PharmD/MPH)**

The SHP Public Health Program in conjunction with the LIU Pharmacy (the Arnold and Marie Schwartz College of Pharmacy and Health Sciences), offers a shared credit track in which students can earn both the Doctor of Pharmacy (PharmD) and the Master of Public Health (MPH) degrees simultaneously. The PharmD/MPH track provides students with greater knowledge and skills in public health practice. Students receiving the PharmD and MPH degrees will be well-positioned for broader career opportunities in public health pharmacy, public health government, and community agencies, research institutions, or academia. Students can apply to the PharmD/MPH track during the spring of their first professional (P3) year AMSCOPHS with a minimum Professional Grade Point Average (GPA) of 3.00 at the time of application AND the end of the first professional year. Full details about the program are listed in the LIU Bulletin under Arnold and Marie Schwartz College of Pharmacy and Health Sciences.

## DIVISION OF RESPIRATORY CARE

The four-year, 120-credit B.S. in Respiratory Care is designed to provide students with educational and clinical competence, emphasizing comprehension, versatility, and advanced clinical knowledge. The two-year, pre-professional phase of the program consists of preparation in the basic sciences and mathematics, as well as in the humanities and social sciences, providing students with a broad-based liberal arts foundation.

During the professional phase of the program – usually years 3 and 4 – students are engaged in the theoretical, practical, and clinical aspects of adult, pediatric, and neonatal respiratory care. They gain in-depth knowledge of clinical science and its application in health care. Through classroom, laboratory, and diverse clinical practical education, students develop the necessary knowledge, bedside skills, and problem-solving abilities to serve the health needs of patients from premature newborns to the elderly. Thus, students are prepared to address both acute and chronic diseases that affect the cardiopulmonary system as well as trauma, sub-acute disease, and public health issues, ranging from asthma and disaster management to tuberculosis and epidemic or pandemic diseases.

In addition, they learn about mechanical ventilatory support, the therapeutic use of medical gases and administration apparatus, environmental control systems, humidification, aerosols, medication, cardio-pulmonary rehabilitation, advanced cardiopulmonary resuscitation, airway management, pulmonary function testing, and hemodynamic monitoring. They also become well-grounded in disaster management and public health education.

Those who successfully complete the program are eligible to take the national board examinations given by the National Board for Respiratory Care (NBRC). The B.S. in Respiratory Care is accredited by the Committee on Accreditation for Respiratory Care (CoARC) as program 200205 ([www.coarc.com](http://www.coarc.com)). It is registered with the New York State Department of Education.

The field of respiratory care is an ideal choice for individuals interested in healthcare who enjoy working with people and who have an aptitude for working with technology. Our program will provide those individuals with the opportunity to develop long and highly satisfying careers. Respiratory care professionals treat patients who exhibit a range of diverse health issues including asthma, pneumonia, emphysema, cystic fibrosis, lung cancer, sleep disorders as well as those who are having respiratory problems related to trauma, strokes, heart attacks, and premature birth.

Respiratory care professionals work in a broad array of health care settings including hospitals, clinics, sub-acute care facilities, physician's offices, as well as in-home care, research and educational facilities, and sleep labs. Work

schedules are often flexible and starting salaries can range from \$60,000 - \$75,000 annually.

Respiratory therapists can specialize in a number of different areas after they graduate and can choose to advance along with a variety of different career paths such as healthcare management, education, and research.

According to the United States Department of Labor Bureau of Labor Statistics, the job outlook for respiratory therapists is excellent.

### Admission Requirements

Both high school graduates and college transfer students may apply for admission to the Respiratory Care program. The following are required for consideration to become a degree candidate.

- High School students must have a GPA of 3.0 (80%) or higher and over 800 combined on the SAT examinations.
- Transfer students must have a GPA of 2.5 or higher and grades of C+ or higher in all math and science courses.
- Courses in math and science that were taken more than 5 years prior to admission are not acceptable and must be revisited

### Application

- High School and transfer students must begin the application process through the Office of Admissions.
- LIU students with a GPA of 2.5 and math/science grades meeting requirements can apply to the program for admission. If accepted, a change of major would be processed.
- Applications to the professional phase coursework must be completed not later than June 1<sup>st</sup> of the year prior to the start of the professional courses.
- LIU students who require second summer session course(s) for Respiratory Care pre-requisite(s) will be placed on a waiting list until the grades are posted.
- Transfer students must have all prerequisite courses completed by August 15th for admission into the professional Respiratory Care courses each Fall.

### Behavioral and Social Attributes

A candidate for Respiratory Care must have sufficient emotional health to fully use their intellectual ability, exercise good judgment, complete all responsibilities, and 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. They must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values. A candidate must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.

Pre-requisite courses required for both LIU students and transfer students with either an associate's or bachelor's degree:

Course	LIU Nomenclature	Lab Required (Y/N)	Credits
Biology	BIO 1/3 and BIO 2/4	Yes	8
Microbiology	BIO 101	Yes	4
Human Anatomy	BIO 131/137	Yes	4
Human Physiology	BIO 132/138	Yes	4
Chemistry	CHE 1/3	Yes	4
Chemistry or Physics	CHE 2/4 or PHY 20/27/30/31	Yes	4
Algebra	MTH 15	N/A	4

Note: Transfer students must have a minimum total of 7 credits for Anatomy & Physiology I & II

### Academic Standards

Grades below a C+ are not acceptable in prerequisite science (Anatomy & Physiology, Microbiology, Biology, Chemistry, and Physics) and mathematics courses (College Algebra); nor are such grades acceptable in professional phase courses. A grade-point average of 2.5 is required for acceptance into the professional phase of the program. Once admitted to the professional phase, students must maintain at least a C+ in all courses and a grade point average of at least 2.75 each semester. Respiratory care courses must be taken in the required sequence.

### Credentialing Examinations

All students who successfully complete all pre-professional and professional courses and have fulfilled all baccalaureate degree requirements are eligible to take the credentialing exams through the National Board for Respiratory Care (NBRC). Upon passing the credentialing exam the graduate can apply for a license as a respiratory care professional. Note that a state licensing board may deny a license to practice Respiratory Care based upon a criminal background check. (See Criminal Background Checks and Drug Testing section.)

## B.S. Respiratory Care

### B.S. Respiratory Care

{Program Code 06927} {HEGIS: 1299.0}

### Graduation Requirements

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



section of this bulletin:

### Orientation

FYS 01 First Year Seminar 1.00

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

#### Humanities

English Composition - ENG 16 or 16 X 3.00

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

Philosophy: PHI 60 3.00

Foreign Language 3.00

#### Social Sciences

History 3.00

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

Anthropology, Economics Political  
Science, Psychology, Sociology 3.00

#### Science and Mathematics

Mathematics: MTH 15 or 16 (3-4 credits) 3.00  
- 4.00

Laboratory Science: BIO 1 or 3 (see  
below) 4.00

#### Communication, Visual & Performing Arts

Oral Communications: SPE 3 3.00

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

### Ancillary Course Requirements

#### Must Complete All Six (6) Science Courses

##### Below:

NOTE: BIO 1 or 3 satisfies a Laboratory Science  
core requirement. A math and science GPA of 2.75  
is required before starting RC courses in the  
professional phase.

BIO 1 or 3 General Biology or Life: 4.00  
Its Origin, Maintenance  
and Future

BIO 2 or 4 General Biology or Life: 4.00  
Its Origin, Maintenance  
and Future

BIO 101 Microbiology 4.00

BIO 131 or Human Anatomy 4.00  
137 or Anatomy &  
Physiology I

BIO 132 or Human Physiology 3.00  
138 or Anatomy &  
Physiology II 4.00

CHM 1 or Chemistry for Health 4.00  
3/3X Science I or General  
Chemistry I

#### Must Complete One (1) Science Course Below:

CHM 2 or Introduction to Organic 4.00  
4/4X and Biochemistry or  
General Chemistry II

PHY 20 The Physical Universe 4.00

PHY 27 Physics for Pharmacy 4.00

PHY 31 General Physics 4.00

### Major Requirements

#### Respiratory Care Professional

##### Respiratory Care Professional Phase Year 3

RC 101 Cardiopulmonary 3.00  
Physiology I

RC 105 Cardiopulmonary 3.00  
Diagnostic Testing

RC 109 Clinical Experience I 3.00

RC 112 Theory and Practice of 5.00  
Respiratory Care I

RC 200 Cardiopulmonary 3.00  
Pathology

RC 204 Methods of Community 3.00  
Health Education

RC 210 Clinical Experience II 3.00

RC 213 Theory and Practice of 4.00  
Respiratory Care II

RC 214 Cardiorespiratory 3.00  
Pharmacology

##### Respiratory Care Professional Phase Year 4

RC 208 Research Design and 3.00  
Methodology

RC 212 Case Management in 3.00  
Clinical Practice

RC 225 Neonatal and Pediatric 3.00  
Respiratory Care

RC 229 Clinical Experience III 6.00

RC 302 Evidence-Based Practice 3.00  
in Respiratory Care

RC 304 Ethical and Legal Practice 3.00  
in Health Administration

RC 330 Clinical Experience IV 6.00

RC 331 Principles to Practice in 3.00  
Respiratory Care

### Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 60 credits

Minimum Credits in Courses > 100 Level: 45

Pre-Professional Requirements: See Above

Minimum Science and Math GPA: 2.50

Minimum Overall GPA: 2.50

## Respiratory Care Courses

### RC 101 Cardiopulmonary Physiology

A study of the anatomy and physiology of the cardiopulmonary system, specifically, the physiology of the lung, the function and innervation of cardiac muscle, cardiac circulation, cardiac pump, bio-mechanics of breathing, oxygen and carbon dioxide exchange and control of ventilation. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*The pre-requisites of BIO 101, 137, 138; CHM 1 or CHM 3 or CHM 2 or CHM 4; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required.*

*Credits: 3*

*Every Fall*

### RC 105 Cardiopulmonary Diagnostic Testing

This course will cover the techniques of patient assessment and diagnostic evaluation of the cardiopulmonary system. Topics covered include arterial blood gas analysis, pulmonary function testing, electrocardiograph interpretation, and polysomnography. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*A pre requisite of BIO 138 is required.*

*Credits: 3*

*Every Fall*

### RC 109 Clinical Experience I

This course focuses on infection control, HIPAA and other health care regulations, basic patient assessment, patient interviewing and recordkeeping skills needed to prepare the student to enter the clinical setting. Students receive a supervised experience in a metropolitan respiratory care department, where they have the opportunity to apply their newly acquired skills in actual patient-care settings. Three lecture or laboratory hours and clinical experience as assigned. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*The pre-requisites of BIO 101, 137, 138; CHM 1 or CHM 3 or CHM 2 or CHM 4; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required.*

*Credits: 3*

*Every Fall*

### RC 112 Theory and Practice of Respiratory Care I

This course is a study of the theory behind the clinical preparation. Selection and application of respiratory care equipment, modification of interventions, and troubleshooting of devices used are covered in this course. Topics included are medical gases, medical gas therapy, aerosol and

humidity therapy, bronchial hygiene, lung expansion therapy, and non-invasive monitoring.

This course is available to matriculated Respiratory Therapy students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*The pre-requisites of BIO 101, 137, 138; CHM 1 or CHM 3 or CHM 2 or CHM 4; MTH 15 or 16 or 30 or 40; PHY 20 or PHY 27 or PHY 31; are required.*

*Credits: 5*

*Every Fall*

### RC 200 Cardiopulmonary Pathology

This is the study of pathophysiology as compared to the normal physiology of the cardiopulmonary system. Special emphasis is placed on respiratory function in obstructive airway diseases, near drowning, pulmonary edema, diseases of the pleura, atelectasis, thoracic cavity diseases, infectious diseases, interstitial lung diseases, and neuromuscular disorders. Case studies, pulmonary function evaluation, radiologic evaluation and lung scans are used to elucidate the pathophysiology.

This course is available to matriculated Respiratory Therapy students or those with the permission of the director. A letter grade of "C+" or better is required for graduation.

*The pre-requisites of RC 101, 105, 109, and 112 are required*

*Credits: 3*

*Every Spring*

### RC 204 Methods of Community Health Education

Students will learn to effectively communicate health education information and strategies that have positive and lasting effects on the health behaviors of individuals and communities sensitive to the culturally diverse aspects of each individual and/or community. Students will initiate and conduct patient and family education on safety and infection control, home care and equipment, smoking cessation, pulmonary rehabilitation, and the disease management of asthma, COPD, and sleep disorders. Students will create an electronic portfolio which will include all assignments created this semester. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. Offered online.

*Pre requisites: RC 101, RC 109 and RC 112*

*Credits: 3*

*Every Spring*

### RC 208 Research Design and Methodology

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within

quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to respiratory care and determine how research findings are useful in forming their understanding of their work, social, local and global environment. This course fulfills the writing across the curriculum graduation requirement. As such, writing assignments are a major component of the course grade. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. Offered online.

*Pre requisites: MTH 15 or MTH 16 and ENG 16 and RC 200*

*Credits: 3*

*Every Fall*

### RC 210 Clinical Experience II

This course focuses on patient assessment and the evaluation of data in the patient record, gathering clinical information to recommend diagnostic procedures, and prepares the student to continue their practice in the clinical setting. Students receive a supervised experience in a metropolitan respiratory care department, where they have the opportunity to apply their newly acquired skills in actual patient-care setting. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.*

*Credits: 3*

*Every Spring*

### RC 212 Case Management in Clinical Practice

This course focuses on essential functions, roles and practice settings of case management utilizing case studies as a learning tool. Students will flow through the case management processes from facilitation, integration, coordination of care, and transition of the patient through the continuum of care for conditions including bariatric surgery, geriatric and psychiatric care, drug overdose, and lung cancer. An interdisciplinary structure of care is applied during the assessment, collaborative consultation, and referral to optimize the patient-hospital outcome while maintaining client privacy and confidentiality, health, and safety through advocacy and adherence to ethical, legal, and regulatory guidelines. The student will identify issues pertinent to documentation and evaluate overall patient outcomes. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. Offered online.

*Pre requisites: RC 200, RC 204, 213, 214*

*Credits: 3*

*Every Fall*

**RC 213 Theory and Practice of Respiratory Care II**

The theory and practice of artificial airway management, positive pressure volume expansion therapies, mechanical ventilators, and interpretation of ventilator waveforms are discussed. Integration of oxygen and specialty gases mixtures and pharmacology is covered. Students assemble, operate, and troubleshoot equipment used in such therapies. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. *The pre-requisites of RC 109 and 112 are required or the student must be an active member of the Respiratory Care Professional Student Group.*

*Credits: 4*

*Every Spring*

**RC 214 Cardiorespiratory Pharmacology**

This is a study of the use of medicines for the treatment of cardiovascular and respiratory tract diseases. Discussions of particular interest are drugs that affect the central nervous system and sympathetic and parasympathetic nervous systems. Also discussed are pharmacological support for cardiovascular, respiratory and renal dysfunction/disease and moderate sedation anesthesia. For each drug, students learn the indications, contraindications, adverse reactions, doses, mechanism of action and routes of administration. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*Credits: 3*

*Every Spring*

**RC 225 Neonatal and Pediatric Respiratory Care**

This course addresses the development of the fetus and the transition from fetal to neonatal life, which forms the basis for understanding the problems that may arise in the newborn period. Assessment and monitoring of the neonatal and pediatric patient and therapeutic procedures for treatment of congenital and cardiovascular disorders are discussed. Presentation, diagnosis and treatment of neonatal and pediatric disorders are examined along with adaptation of therapeutic strategies for each developmental stage and the concept of family-centered care. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. *The pre-requisites of RC 210 and 213 are required.*

*Credits: 3*

*Every Fall*

**RC 229 Clinical Experience III**

In this course, classroom/laboratory instruction is combined with student practice of respiratory care skills while rotating through critical care units such as; adult, neonatal, pediatric, and surgical care units in the New York City region. Learning focuses on

respiratory monitoring in the ICU, and critical care procedures such as chest tubes, thoracentesis and bronchoscopy. A special emphasis on hemodynamic assessment and the respiratory management of near drowning and obese patients is also provided.

Students continue to apply and refine their knowledge of mechanical ventilation in clinical critical care settings. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

*The pre-requisites of RC 200, 210, 213 and 214 are required.*

*Credits: 6*

*Every Fall*

**RC 301 Independent Study**

The student will be challenged to thoroughly investigate an aspect of Evidenced-Based Medicine as it pertains to respiratory care. This course is open only to matriculated Respiratory Care students or those with permission of the director. A letter grade of "C+" or better is required for graduation.

*Credits: 3*

*On Demand*

**RC 302 Evidence-Based Practice in Respiratory Care**

The principles of evidence-based medicine provide the tools to incorporate the best evidence into everyday practice. This course examines the integration of the best available research evidence as a basis for clinical decision-making for conditions including heart failure, thoracic trauma, traumatic brain injury, neurologic injury, shock, sepsis, acute respiratory distress syndrome, sepsis, burn and inhalation injury, and lung transplant. High-level studies are presented identifying the metrics used in assessing the evidence for a therapy and applying the practice and principles of evidence-based medicine as a valuable approach to respiratory care practice. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

Offered online.

*Pre Requisites: RC 200, 210, RC 212 and RC 213*

*Credits: 3*

*Every Spring*

**RC 304 Ethical and Legal Practice in Health Administration**

This course provides an overview of the theories of ethical decision making as it applies to: scope of practice, informed consent, confidentiality, discrimination, conflicts of interest, illegal or unethical acts, fraud, research, and end-of-life practices. Various perspectives of health policy are explored including special populations, and political action groups within the context of legal and ethical rights. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation.

Offered online

*Pre requisites: RC 109, RC 210 and RC 229*

*Credits: 3*

*Every Spring*

**RC 330 Clinical Experience IV**

This course focuses on certifications in Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS). Students continue to receive instruction on invasive and non-invasive ventilation for neonatal and pediatric care. Students complete clinical rotations in adult intensive care, neonatal critical care, and pediatric units in affiliated metropolitan hospitals. This course is open only to matriculated Respiratory Care students or those with permission of the Program Director. A letter grade of "C+" or better is required for graduation. An additional course fee is associated with this course.

*The pre-requisite of RC 225 and 229 are required.*

*Credits: 6*

*Every Spring*

**RC 331 Principles to Practice in Respiratory Care**

As the final component to the Baccalaureate Degree Program in Respiratory Care, this course provides the students with the opportunity to synthesize, and apply, prior knowledge and clinical practice experience gained in this program. This course provides a review of the techniques and methods used to analyze and evaluate the health status of critically ill patients with an emphasis on the respiratory and cardiovascular systems. This course is open only to matriculated Respiratory Care students or those with the permission of the Program Director. A letter grade of "C+" or better is required for graduation. An additional fee is associated with this course.

*The pre-requisites of RC 213 and 229; and MAT 100 or PSY 150, are required; or the student must be an active member of the Respiratory Care Professional Student Group.*

*Credits: 4*

*Every Spring*

## DEPARTMENT OF SOCIAL WORK

The Bachelor of Science in Social Work program at LIU Brooklyn seeks to provide students with a foundation for entry-level generalist social work practice. The program builds on the liberal arts foundation and seeks to ground students in a bio-psycho-social approach to human behavior and of group/community dynamics. Our purpose is to provide students with the knowledge, values and skills for effective generalist intervention at the individual, family, group, organizational, and community levels as well as with diverse client populations.

The program's vision of generalist practice is rooted in a person-in-environment framework and an ethnically sensitive perspective. The person-in-environment framework means the generalist practitioner must be able to connect individual client problems to larger social, political and economic issues. The ethnically sensitive approach, often referred to as cultural competence, is a critical component of the curriculum, particularly important because of the diverse makeup of the residents of Brooklyn. Students must be able to relate to clients from all types of backgrounds in an understanding and sensitive manner. The B.S.S.W. in Social Work is accredited by the Council on Social Work Education (C.S.W.E.). Visit [www.cswe.org](http://www.cswe.org) for more information.

### Social Work Program Mission

The mission of the Long Island University-Brooklyn Bachelor of Science in Social Work (BSSW) program is to guide diverse students on a path of critical inquiry with the goal of building competent and ethical generalist practitioners. The BSSW program's generalist practice curriculum, grounded in a liberal arts foundation and guided by a person-in-environment framework, prepares diverse students to apply and demonstrate generalist practice knowledge, values, skills, and cognitive and affective processes at the micro, mezzo, and macro level to enhance the quality of life for all persons. Further, the program prepares students to advance human rights by promoting and advocating for social, economic, and environmental justice locally and globally.

### Social Work Program Goals

Goal 1: To prepare students with the foundation of social work knowledge, skills, and core values necessary for generalist practice with diverse populations, across different settings, and with clients systems on micro, mezzo, and macro levels.  
 Goal 2: To advance social work values and ethics emphasizing a commitment to social change, promoting social justice, and diversity while incorporating a global perspective.  
 Goal 3: To educate students for practice with diverse populations to promote well being, with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity,

sex, sexual orientation, disability, health, mental health, national origin, immigration status, religion, and spirituality.

Goal 4: To work closely and collaboratively with community resources to achieve mutually beneficial goals.

### Admissions Requirements

Although students can declare a social work major at admission to LIU Brooklyn, **students are not officially part of the BSSW Program unless they meet all of the following criteria:**

- (1) Have an overall GPA of at least 2.5;
- (2) Achieve a grade of "B" or higher in SWK 101;
- (3) Meet with a social work faculty advisor; AND
- (4) Act in accordance with the National Association of Social Work (NASW) Code of Ethics (<https://www.socialworkers.org/pubs/code/default.asp>) and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles (<http://ifsw.org/policies/statement-of-ethical-principles/>).

- Transfer students must obtain advisement from the social work program at the time of admission to LIU Brooklyn.

## B.S. Social Work

The 120-credit Bachelor of Science in Social Work will prepare you to enter the workforce, launching a career of helping people cope with life's challenges and advocating for a just society, as well as continuing to graduate-level education. We offer liberal arts-based, relationship-centered education where students form close connections with their professors and each other. The curriculum includes courses related to policy, practice, human development and social justice behavior, as well as field practicum-related seminars. Students learn the social work foundation of knowledge, skills and values through small class engagement with stimulating topics, role plays, case studies, videos, readings and reflective writing. They enter in the Junior and Senior years in the field practice in diverse settings including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities and social service agencies. Beyond the classroom and field placement, we offer opportunities for engagement via social work department events and Interprofessional events.

### Becoming a Social Work Major

If you are considering becoming a social work major, talk to a social work faculty member. It is important you declare social work as your major as early as possible. To declare a major you must complete a "Request for Change of Major" form, which requires the signature of the social work department chair. The sooner you declare a major, the sooner we can provide advisement and mentoring.

### BSSW Program Acceptance Requirements

To be accepted into the BSSW program you must meet the following criteria:

- Maintain an overall GPA of at least 2.5
- Achieve a grade of "B" or higher in SWK 101
- Have met with a social work faculty advisor; AND
- Act in accordance with the National Association of Social Work (NASW) Code of Ethics (<http://www.socialworkers.org/pub/code/default.asp>) and the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles (<http://ifsw.org/policies/statement-of-ethical-principles/>).

Failure to maintain the criteria above may be grounds for removal from the social work major.

### Professional Field Placement Requirements

Field education is a critical part of the Social Work educational experience and is considered the signature pedagogy by the Council on Social Work Education (CSWE). The program offers intensive field experience and supervised individual and group instruction. Students are required to complete a minimum of 400 hours in the field, typically 2 days a week (14 hours), from September through April (SWK 180 & SWK 181 Fieldwork), and participate in a field seminar course each of the two semesters (SWK 182 & SWK 183). **STUDENTS MUST BE REGISTERED FOR FIELDWORK AND FIELD SEMINARY BEFORE THEY CAN START THEIR FIELD PLACEMENT.**

### B.S. Social Work

{Program Code 20469} {HEGIS: 2104.0}

### Graduation Requirements

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

#### Orientation

FYS 01	First Year Seminar	1.00
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#### Core Curriculum Requirements

##### (34-35 credits)

##### Humanities

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

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

Anthropology, Economics Political  
Science, Psychology, Sociology 3.00

***Science and Mathematics***

Mathematics: MTH 15 or 16 (3-4 credits) 3.00  
-  
4.00

Laboratory Science: BIO 1 or 3 4.00

***Communication, Visual & Performing  
Arts***

Oral Communications: SPE 3 3.00

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

**Major Requirements**

**Must Complete All 13 Courses Listed Below.**

SWK 101 Introduction to Social 3.00  
Work

SWK 114 Social Welfare History & 3.00  
Institutions

SWK 116 Diversity 3.00

SWK 121 Social Work Research 3.00

SWK 123 Human Behavior in the 3.00  
Social Environment I

SWK 124 Human Behavior in the 3.00  
Social Environment II

SWK 132 Human Rights and Social 3.00  
Justice

SWK 170 Social Work Practice I 3.00

SWK 171 Social Work Practice II 3.00

SWK 180 Social Work Fieldwork I 4.00

SWK 181 Social Work Fieldwork II 4.00

SWK 182 Fieldwork Seminar I 3.00

SWK 183 Fieldwork Seminar II 3.00

**Social Work Electives: 6 credits required**

**Social Science Elective: 3 credit course**

**numbered 100 or above from History,**

**Sociology, Psychology or Anthropology**

**Health Professions Elective: 3 credit course**

**numbered 100 or above from any other**

**program in the School of Health Professions**

**(Health Science, Athletic Training and**

**Wellness, Sport Management, Communication**

**Sciences)**

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 47

Minimum Credits of Courses > 100 Level: 56

Ancillary Course Requirements: See Above

Minimum Social Work Major GPA: 2.5

Minimum Overall GPA: 2.0

## Social Work Courses

### SWK 101 Introduction to Social Work

This course introduces students to the social work profession. It examines historical and contemporary social work practice focusing on the knowledge, values and skills of generalist social work practice. Students will learn about the wide range of career opportunities in social work.

*Credits: 3*

*Every Fall and Spring*

### SWK 115 Social Welfare Policy & Analysis

Students learn about social welfare policy and how to engage in a comprehensive policy analysis. The connection between social welfare policy analysis and social work practice is highlighted with effective policy action as the goal. Close attention is paid to how the historical and contemporary development of the social welfare system intersects with forms and mechanisms of oppression and discrimination. *Prerequisite of SWK 101 is required. Pre/Co-requisite of HIS 2 and POL 11, ECO 1, or ECO 2 is also required.*

*Credits: 3*

*Every Fall and Spring*

### SWK 116 Diversity

Human diversity is thoroughly examined and students gain a better understanding of how to work with diverse populations. The course explores how structures and values may oppress, marginalize, alienate or enhance power and privilege. Self awareness to eliminate personal bias is examined. The course draws from a range of disciplines and theories, such as: the strengths perspective, the person-in-the environment concept, theories of intersectionality, critical race theory, and social constructionism.

*Credits: 3*

*Every Fall and Spring*

### SWK 121 Social Work Research

This course is a basic introduction to research methods in the social sciences and in the field of social work in particular. The fundamentals of research are taught as a problem-solving, critical thinking approach that ultimately relates to the knowledge of and ability to engage in research-informed practice and practice-informed research. *Prerequisite of MTH 15 or MTH 16 is required. Prerequisite of SWK 101 is also required. Seniors only.*

*Credits: 3*

*Every Fall*

### SWK 123 Human Behavior in the Social Environment I

Human behavior and the social environment (HBSE) I examines the human within the micro context. The course integrates multiple theories and knowledge of bio-psycho-social development to understand the individual within the larger environment. The course focus is on the individual

yet uses a person-in-environment framework to view behavior in the context of the family, community, culture, and world.

*Pre requisites: SWK 101, BIO 22.*

*Pre or Co-requisite: PSY 3*

*Credits: 3*

*Every Fall*

### SWK 124 Human Behavior in the Social Environment II

Human behavior and the social environment (HBSE) part II is a continuation in the HBSE sequence. Part II utilizes theories to explain human behavior through the macro lens, which explores how systems and institutions influence and affect human behavior.

*Pre requisite: SWK 123*

*Credits: 3*

*Every Spring*

### SWK 131 Contemporary Challenges in Community Mental Health

This elective examines the policy and practice challenges of providing community mental health services to the seriously mentally ill. Designed as an upper level course in the social work sequence, the course will cover de-institutionalization, the consumer movement, best practices, and the recovery movement. Topics will include an overview of major mental illness, working with the homeless mentally ill, mental illness and incarceration, and community mental health services to the military. Ethical dilemmas about the tensions between self-determination and mandated treatment will be explored.

*Credits: 3*

*On Demand*

### SWK 132 Human Rights & Social Justice

This course will engage students in a critical discussion of both local and global human rights and social justice issues. To prepare students to play a significant role in responding to the needs of individuals, families, and communities, course topics will include: domestic and international sex trafficking; health/mental healthcare; immigration; poverty; sexual orientation and gender identity; gender based violence; juvenile and criminal justice; economic, social and cultural rights.

*Credits: 3*

*Every Fall and Spring*

### SWK 134 Case Management Services

This course will examine concepts and principles of case management practice with special populations. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability and empowerment, while identifying and collaborating with resources and agencies. Emphasis is placed on care coordination, type of delivery agency, negotiation in brokering for health care services by utilizing the application of case management models. Students will understand health care priorities on the national and local level.

*Credits: 3*

*Cross-Listings: HS 478, SWK 134*

*Every Fall*

### SWK 135 Case Management: Practice with Populations at Risk

This course provides students the opportunity to hear case managers present actual cases based on "case of the week model." Students will develop hands on experience through presentations from experts in the varied fields in which case management is practiced. Students will build on their case management knowledge by applying theories to real work case management situations. *The pre-requisite of HS 478 or SWK 134 is required*

*Credits: 3*

*Every Spring*

### SWK 138 Stress Management

An analysis of the sources and consequences of stress and stress reaction in a variety of daily living settings; examination of a variety of instruments used to measure stress levels. Exploration of personal lifestyle with regards to present stress levels and coping abilities; Practical application of intervention techniques designed to enhance adjustment to the demands of stress. This course will be helpful to all students for their personal and professional lives. Crosslisted with HS 480

*Credits: 3*

*Every Fall and Spring*

### SWK 170 Social Work Practice I

Beginning social work practice skills used with individuals, families and groups are examined with a particular focus on engagement, assessment, intervention and evaluation. Cultural and diversity issues in treatment, ethical dilemmas and social justice as it impacts and shapes contemporary social work practice are identified. Methods of student learning include, but are not limited to, case study, role-play, group work, and class discussion.

*Pre or Co requisite: SWK 123*

*Credits: 3*

*Every Fall*

### SWK 171 Social Work Practice II

This second practice course that follows Practice I (SWK 170) teaches concrete practice skills in the context of macro systems: groups, organization, and communities. Knowledge and skills about engagement, assessment, intervention and evaluation are explored through a macro lens.

*Pre or Co requisite: SWK 124*

*Credits: 3*

*Every Spring*

### SWK 180 Social Work Fieldwork I

During senior year, students complete an intensive field internship (a minimum of 200 hours during fall semester and 200 hours during spring semester = 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the

classroom to develop and strengthen their social work skills in practice. An integral part of the internship experience is the accompanying field seminar, SWK 182.

*Pre/Co-requisites of SWK 123 and SWK 170 are required. Co-req of SWK 182 is also required.*

*Credits: 4*

*Every Fall*

### **SWK 181 Social Work Fieldwork II**

During senior year, students complete an intensive field internship (a minimum of 200 hours during fall semester and 200 hours during spring semester = 400 hours) at approved social service programs with professional social work supervision. Students apply the theories and knowledge learned in the classroom to develop and strengthen their social work skills in practice. An integral part of the internship experience is the accompanying field seminar course, SWK 183.

*Pre/Co-requisites of SWK 124 and SWK 171 are required. Co-requisite of SWK 183 are required.*

*Prerequisites of SWK 180 and SWK 182 are also required.*

*Credits: 4*

*Every Spring*

### **SWK 182 Fieldwork Seminar I**

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students are also made aware of the implications of field experiences for policy, research, and ethical issues.

*Pre/Co-requisites of SWK 123 and SWK 170 are required. Co-requisite of SWK 180 are also required.*

*Credits: 3*

*Every Fall*

### **SWK 183 Fieldwork Seminar II**

Concurrent with senior-year field placement, students participate in a seminar to assist in integrating the experiential component with their theoretical knowledge. Students will create a capstone project that integrates field learning, research, and links to the CSWE competencies.

*Prerequisites of SWK 180 and SWK 182 are required. Pre/Co-requisites of SKW 124 and SWK 171 are required. Co-requisite of SWK 181 is also required.*

*Credits: 3*

*Every Spring*

### **SWK 195 Honors Study**

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full range of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence.

The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

### **SWK 196 Honors Study**

Honors Study is a course in which students will connect theory to practice on a level that demonstrates their full range of social work knowledge and skills as they attempt to explore a social work related issue. To this end, the student may choose to focus on an approved topic or social problem by starting from a theoretical position and work towards practice issues or visa-versa. The process and transition from theory to practice or practice to theory must be supported by evidence. The evidence may come from the existing fund of knowledge or may be the result of their own discovery and research. Students will be encouraged to generate new knowledge, choose appropriate practice skills and tools and develop effective interventions.

### **SWK 197 Independent Study**

Students are able to work intensively with faculty on a topic of interest.

*Credits: 3*

*On Demand*

## 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. They assist in surgical procedures, help supply the operating room with the instruments, equipment and supplies that will be needed during surgery.

The Program goal of the LIU Surgical Technology program is: "To prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains".

### Certificate Requirements

#### Surgical Technology Courses

The following courses are required for successful completion of the certificate program.

#### **SURG 095 Introduction to Surgical Technology**

This course provides an introduction to Long Island University's Surgical Technology Certificate Program. Students meet with instructors. Policies, procedures and educational objectives are discussed. Goals and outcomes are reviewed and career opportunities are presented. (3 hours) **Tuition: \$70.00**

#### **SURG 150 Medical Terminology /Anatomy and Physiology I**

This course concentrates on word structure with a focus on the vocabulary for surgical procedures. The prefixes, word roots, suffixes, and their combining forms will be studied. Students will receive an introduction to the study of the human body and its function. Coursework includes lessons on the organization of cells, tissues and organs of the body. The course includes an individual study of body systems. (80 hours) **Tuition: \$1,200.00**

*Prerequisite: SURG 095.*

#### **SURG 155 Anatomy and Physiology II**

This course is a continuation of Medical Terminology/Anatomy and Physiology I, where each body system is viewed independently. Systemic body systems are covered in great detail to further student knowledge of the body and how it works. (60 hours) **Tuition: \$880.00**

*Prerequisite: SURG 150.*

#### **SURG 210 Microbiology**

It is crucial for students of surgical technology to understand the basic concepts of microbiology because outcomes of surgical procedures and

overall patient safety are directly affected by this knowledge. An introduction to microbiology and microorganisms is presented, accompanied by studies of bacteriology, pathogens of body fluids and systems, virology, parasitology, mycology and wound healing. (60 hours) **Tuition: \$880.00**

*Prerequisite: SURG 155.*

#### **SURG 160 Pathophysiology**

This course is an introduction to the study of diseases and their causes, tumors, fluid and hemodynamic disorders, inflammation and infection, surgically treatable diseases and disorders. (45 hours) **Tuition: \$675.00**

*Prerequisite: SURG 210.*

#### **SURG 220 Pharmacology**

Students learn about surgical pharmacology, including lessons in mathematical calculations, drug regulation and drug administration. Antibiotics, diuretics, hormones, ophthalmic agents and anticoagulants are explained in detail relating their applications in surgery. Preoperative, intra-operative and postoperative anesthetic medications are studied along with blood and fluid replacement and anesthesia complications. (55 hours) **Tuition: \$835.00**

*Prerequisite: SURG 160*

#### **SURG 180 Patient Care Concepts**

Perioperative care includes preoperative, intraoperative and postoperative periods of the patient's surgical experience. This course reinforces the principles and practices for the delivery of premium patient care, by applying concepts of teamwork, skills, knowledge and effective and respectful communication between team members. (45 hours) **Tuition: \$675.00**

*Prerequisite: SURG 220.*

#### **SURG 181 Surgical Technology I**

This course will use lecture and laboratory components to teach students the basic skill requirements needed to function in an operating room. Laboratory sessions include an introduction to various surgical instrumentation; basic surgical scrubbing; opening sterile supplies; and basic loading and unloading of sharp objects. (76 hours) **Tuition: \$990.00**

*Prerequisite: SURG 180.*

#### **SURG 182 Surgical Technology II**

A continuation of the students' surgical education, using classroom and practical lessons to help the student further their skill levels with more technological theory. Students are expected to accomplish the following practical skills: Surgical scrub, gowning self and others, setting up a sterile field, and organizing supplies and instrumentation within the sterile field. Theory topics include general patient care and safety, equipment and supplies, wound healing, case management and diagnostic procedures. Laboratory sessions help familiarize the students with stapling devices, positioning the patient, transporting the patient, surgical counts and drawing medications. (80 hours) **Tuition: \$1,110.00**

*Prerequisite: SURG 181.*

#### **SURG 324 Technological Science**

An introduction to the study of technological science including the study of electricity, information technology and robotics is taught. The course teaches electrical terms, basic principles of electrical flow, types of current and electrical safety. Robotics covers terms, robotic systems, and other technologies. Information technology includes computer hardware, applications, document processing, the internet, and patient confidentiality. (20 hours) **Tuition: \$870.00**

*Prerequisite: Surg 182.*

#### **SURG 183 Surgical Technology III**

Students gain additional required skills through the guidance of their instructors and hands-on learning. By integrating the knowledge from the textbook and abilities achieved through the first-hand experience inside the lab, students develop confidence in their skill levels. The practical skills sessions will focus on the organizational aspects of the sterile field, including the back table, instruments, ring stand and Mayo stand. (80 hours) **Tuition: \$1,110.00**

*Prerequisite: SURG 182.*

#### **SURG 184 Surgical Technology IV**

Through lecture and laboratory sessions, students learn the remaining skills and procedures required to participate in their clinical rotations. A formal practical evaluation is performed for each student. (72 hours) **Tuition: \$990.00**

*Prerequisite: SURG 183.*

#### **SURG 421 Clinical Preceptorship I**

The clinical preceptorship provides the student with initial hands-on experience in an operating room, reinforcing concepts taught during the academic and laboratory portion of the program. A formal clinical evaluation is performed for each student. The clinical preceptors also assess the performance of the student in the operating room. A total of 120 scrubs are required to complete the clinical phase of the Surgical Technology program. This class will fulfill a minimum of 60 scrubs towards the requirement. (240 hours) **Tuition: \$1,765.00**

*Prerequisite: SURG 184.*

#### **SURG 422 Clinical Preceptorship II**

Students acquire advanced hands-on experience in an operating room, reinforcing concepts taught during the academic, laboratory, and Clinical Preceptorship I portion of the program. A formal clinical evaluation is performed for each student. The clinical preceptors also assess the performance of the student in the operating room. A total of 120 scrubs are required to complete the clinical phase of the Surgical Technology program. This class will fulfill a minimum of 60 scrubs towards the requirement. (240 hours) **Tuition: \$1,765.00**

*Prerequisite: SURG 421.*



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## LIU GLOBAL

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LIU Global offers a Bachelor of Arts degree in Global Studies. Students complete the Global Studies degree through four years of coursework and integrated field experience undertaken as they travel around the world. They begin with the Global Studies foundation year in Costa Rica. They then move in their second year to Europe and then to Australia, New Zealand, Bali, and Fiji. In the first semester of their senior year, they are placed in an international internship with a leading organization aligned with their mission and carry out independent research. In the final Capstone Semester in New York City, they complete their senior thesis project and enroll in a second senior internship. As students move around the world, they acquire the knowledge, skills, and perspectives necessary to provide leadership in the Global Age.

Area Studies courses and fieldwork are delivered drawing on LIU Global's decades of engagement with partners and communities around the world, these courses deepen students' knowledge of the countries, languages, and cultures of the region in which the center is located. The area studies courses combine classroom work with integrated field experiences and travel (<http://liu.edu/global/Academics>).

Core courses and fieldwork that build academic knowledge and skills across the program's four years. This sequence of required courses, distributed systematically around the world, equips students with disciplinary lenses to explore the world's interdependent cultural, political, environmental, and economic systems, as well as critical thinking, communication, and research skills. Students also examine local manifestations of the world's most pressing global issues and explore approaches to addressing these in each of the regional contexts. The sequence culminates in a set of upper-division courses in the last four semesters that include two senior-year internships and the completion of a senior thesis or senior project.

LIU Global students have the opportunity to pursue one or more minors of their choice in Arts and Communications, Entrepreneurship, and International Relations. All minors require the completion of a minimum of 15 credits from the approved courses listed on the website which should be taken into consideration in student's academic planning.

## B.A. in Global Studies Overview and Curriculum

### Description and Mission

#### LIU Global Mission and Vision

##### Mission

It is the mission of LIU Global to provide its students with the knowledge, experiences, and skills that will enable them to become socially responsible, engaged leaders in a richly diverse and increasingly complex world. Through an innovative, inquiry-driven, experientially-focused curriculum, LIU Global is committed to offering life-changing educational opportunities to students that expose them to the direct effects of global issues on local communities.

LIU Global considers the world as its campus and sees engagement with people of different cultures as integral to the learning process. An LIU Global education is a transformative educational experience that combines rigorous academics, career development, and individualized learning in the world's dynamic regions.

##### Vision

As a program within Long Island University, LIU Global seeks to support the LIU mission and vision by promoting the development of a learning community that actively contributes to a global dialogue addressing the world's most pressing issues.

1. LIU Global aspires to become a leader in the field of global studies through an innovative, experiential, and globally-based curriculum guided by local scholars that integrates coursework with community engagement in the search for greater understanding, cooperation, and collective action in the interests of the world community.
2. LIU Global aspires to develop a superior student-centered experience that will enhance an appreciation of diversity, cultivate sensitivity towards the human and ecological impact of examined issues, and inspire creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.
3. LIU Global's future is guided by the understanding, belief, and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in which they will live and will apply the program's goals to any future professional endeavors.
4. Through its own practice, LIU Global intends

to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility, ecological sustainability, solidarity and service to others, and support of local efforts to address locally identified needs.

### Why Choose LIU Global?

The LIU Global undergraduate program couples innovative classroom work, research, and direct engagement with people, places, communities, and organizations throughout the world. Rather than presenting students with abstract fragments of the world divorced from reality, the LIU Global classroom is a place where students prepare themselves for field work and study travel through reading and research. The LIU Global classroom is also a place, after students return from the field, where students reflect and write about their experiences, transforming them into useful knowledge.

In addition to moving from country to country, students dive deeply into local and regional realities everywhere that they go. Courses at every center include experiential programming that takes local reality as the curriculum's living textbook.

The world-wide program is designed to build students' capacity and confidence to carry out independent work.

In the over 55 years of its existence, LIU Global has developed a full range of experiential programs that take full advantage of local opportunities.

Although the specific details for each program are included in each location's individual web page, each program combines several elements from the list below to deliver a powerful set of experiences.

- Field excursions, lasting up to a day and usually linked to a specific course.
- Extended study travel, regional travel lasting from several days up to two weeks with itineraries often integrated into several courses.
- Short- and long-term home stays, periods of residence with local families in which students learn local languages and ways of life.
- Community engagement projects linked to a global issue or service opportunity carried out with a local partner.
- Field Experiences engaging with Non-Governmental Organizations (NGOs), local enterprises, and institutions whose mission is related to either a course topic or a student's field research.
- IRIS and Capstone Internships, semester-long placements carried out in both semesters of the senior year, first abroad and then in New York City.
- Senior Thesis Field Research carried out during the first semester of the senior year in a field placement co-designed by the student and advisor. Students complete a Senior Thesis Project during their final Capstone semester.

## Learning Goals

### LIU Global Goals and Outcomes

#### Learning Goal 1: Global Solutions

Global College graduates are committed to engaging with humanity's collective challenges. Through multi-disciplinary inquiry, as well as through experience of several world regions, they comparatively articulate local manifestations of global problems, and identify and contribute to solutions to them.

**Outcome 1:** Use scholarly research and field experiences to identify pressing global issues, local and global responses to those issues, and productive paths toward addressing them.

**Outcome 2:** Conduct trans-disciplinary inquiry using economic, cultural, political, and environmental lenses to critically analyze complex global issues from multiple, distinct perspectives.

**Outcome 3:** Synthesize and integrate distinct global field experiences through engagement with and refinement of theoretical frameworks, demonstrating implications for productively addressing humanity's collective challenges.

#### Learning Goal 2: Academic Research

Global College graduates execute high-quality academic bibliographic and field research that contributes to knowledge about global issues. They persuasively communicate their findings using the conventions of written, oral, and digital media.

**Outcome 1:** Demonstrate a command of academic writing and argumentation, as well as capabilities in oral and multimedia communication.

**Outcome 2:** Execute ethical qualitative field and bibliographic research.

**Outcome 3:** Engage in inquiry-driven research design; evaluate, analyze, and synthesize evidence.

#### Learning Goal 3: Professionalism

Global College graduates are creative, socially conscious professionals prepared for a life of committed engagement. They bring to public, private, and civic enterprises a sense of personal and social responsibility, and have the capacity to adapt to and thrive in uncertain and changing circumstances.

**Outcome 1:** Successfully pursue defined career and life goals that align with social responsibility.

**Outcome 2:** Demonstrate professional and ethical communication skills and behavior.

**Outcome 3:** Demonstrate resilience, flexibility, and self-care in face of challenges and uncertainty.

#### **Learning Goal 4: Global Leadership**

Global College graduates lead, support, and collaborate effectively in diverse, purpose-driven teams in international contexts. They communicate across cultures to empower others, and develop and achieve shared goals.

**Outcome 1:** Integrate knowledge and applications of global leadership theories and concepts into daily life.

**Outcome 2:** Communicate across languages and cultures, engaging and collaborating effectively and appropriately with diverse communities to address critical global issues.

**Outcome 3:** Effectively and strategically plan and work with diverse groups in order to develop and achieve shared goals.

#### **Program Policies**

As part of Long Island University, our students and staff must respect the LIU Brooklyn Code of Conduct which can be found at:

<http://liu.edu/Brooklyn/Campus-Life> and the policies outlined in the Undergraduate Bulletin, including the LIU Sexual Violence and Harassment Policy. The LIU Global Program and Policy Handbook complements the information and policies in the aforementioned documents. The LIU Global Program and Policy Handbook contains program-specific information, policies and procedures for LIU Global students and staff: <http://liu.edu/Global/Global-Life>. The LIU Global Program and Policy Handbook aims to provide guidance that will help develop a positive learning environment, ensure academic integrity, promote students' well-being and comply with university policies. The LIU Global Program and Policy Handbook also contains the LIU Global Disciplinary Policy and Procedure. Where the terms or process in the LIU Global Disciplinary Policy differ from the LIU Brooklyn Student Handbook, the LIU Global Disciplinary Policy shall control.

Policies are subject to change. Below are some of the policies. Note that policies can be amended and will be incorporated in the revision of the LIU Global Program and Policy Handbook.

#### **DEGREE-GRANTING PROGRAMS**

##### **Freshman Status**

Applicants with a high school diploma or a GED are eligible to apply for admission as a freshman. Applicants who have earned college credits while enrolled in high school, received AP, or IB credit must disclose such information to the LIU Admissions Office when submitting an application. Failure to inform the Admissions Office of such credit will affect placement within the program.

##### **Transfer Status**

Applicants who have completed academic work at other colleges or universities may apply for admission as a transfer student to LIU Global with

advanced standing based on the number of credits previously earned. All transfer students are required to spend at least three semesters abroad with LIU Global to qualify for the degree. Students take 15-18 credits each semester for a total of 120. Transfer students will be advised about their academic pathway and graduation plan.

Credits transferred in must be a grade of "C" or better. LIU Global also awards credit for College Level Examination Program (CLEP) test scores of 50 or higher, Advanced Placement (AP) test scores of three or higher, or IB test scores of HL 4 or higher. To transfer credits, applicants must submit an official college transcript from an accredited university and/or submit official test score reports.

#### **NON-DEGREE-GRANTING PROGRAMS (FOR NON-LIU GLOBAL STUDENTS)**

##### **Visiting Students**

Although LIU Global is a four-year Global Studies program, students from other U.S. universities, LIU Brooklyn and LIU Post are heartily encouraged to study abroad as visiting students at any of the college's centers for one or more semesters. Visiting students do not matriculate for an LIU Global degree, rather they return to their home institutions to complete graduation requirements.

LIU Global offers visiting students a full range of advising and support services, focusing on such issues as program selection, academic planning, registration, credit transfer, cultural adjustment, on-site support and re-entry. Visiting students receive a letter grade in each course. Visiting students are advised to talk with their LIU Promise Success Coach, registrar, and/or financial aid office at their home universities to determine the home institution's requirements with regard to application deadlines, credit transfer, and financial aid procedures.

Please review policies and procedures for visiting students at: <http://liu.edu/Global/Global-Life#visiting>

##### **Visiting Student Application**

LIU students, fill out the Study Abroad form found here: <http://liu.edu/Global/Global-Life#visiting>

Students outside of LIU, fill out the application found here: <https://apply.liu.edu/quickapp2/?campus=g>

##### **Required Forms**

All visiting students must complete the forms found here: <http://liu.edu/Global/Global-Life#visiting>

##### **Center/Semester**

Fall and/or Spring: Costa Rica, Europe, China, Asia-Pacific Australia

#### **GENERAL TRAVEL INFORMATION**

##### **Practical Matters**

Prior to departure, students receive a detailed digital handbook that contains practical and academic information about the program, including critical dates and deadlines, logistical

concerns, practical matters, and academic policies.

##### **Passport**

Students need a passport. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages.

##### **Visas**

Applying for visa varies from country to country. The staff advises on this process. Students must visit the visa page ([https://www.liu.edu/Global/~link.aspx?\\_id=15302BBCC7574FE59723F817FD1BB7BD&\\_z=z](https://www.liu.edu/Global/~link.aspx?_id=15302BBCC7574FE59723F817FD1BB7BD&_z=z)) and are responsible for complying with the visa requirements for each country.

#### **REGISTRATION**

##### **Important**

Register for courses through the MY LIU portal: <https://my.liu.edu>.

Students are charged a flat tuition rate for 12-18 credits. If students register for 19 credits and up, they will be charged an additional per credit rate. Students interested in registering for 19 or more credits must get permission from the Center Director.

Students will have the opportunity to drop and add courses during the program change period in consultation with their Center Director. The deadline is posted on the academic calendar: <http://liu.edu/Global/Global-Life>.

Call or email Carlett Thomas, Director of Student Affairs & Administrative Services, with any questions or concerns at [Carlett.Thomas@liu.edu](mailto:Carlett.Thomas@liu.edu) or 516-2993401.

Students who register or who wish to change centers beyond the registration deadline (See <http://liu.edu/Global/Academics/Academic-Calendar>) are not guaranteed participation in their selected program due to student and center preparation requirements (visas, housing, staffing, etc.). Students should not incur any expenses for participation in the program (e.g., flights, visas) until they are registered. If they decide to incur those costs anyway, they must assume the responsibility if they are unable to register and participate in the semester.

Students not registered for the current semester or who have not submitted all completed required forms for the semester are not allowed to travel to any LIU Global Center nor are they allowed to participate in LIU Global activities or use services/facilities provided for the benefit of LIU Global students until registered and/or have correctly completed and submitted all required forms. This provision includes students who are already in country.

##### **Notice of Billing/Tuition and Fee Payment**

Students will be billed and are required to pay the full amount of tuition and fees for the semester. They are able to view their balance and other pertinent information through the MyLIU portal, which can be found at: <https://my.liu.edu>. A more detailed explanation of LIU Global tuition and fees can be viewed at <http://www.liu.edu/Global/Financials>. Personal expenses are not included.

Tuition  
 University Fee  
 Center Fee  
 Room and Board Fee (varies by location)  
 Health Insurance

**LIU Global Fall/Spring Liability Schedule**

To ensure a quality program, each LIU Global center sets up programming prior to the start of the semester which incurs costs. These include deposits to secure housing, payments for field experiences (lodging, transportation, etc.), payments to service providers, etc.

The calculation of your tuition and fees liability, if any, is based on the date of your official withdrawal or change of center in accordance with the LIU Academic Calendar:

<https://www.liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Calendar>

**TUITION LIABILITY SCHEDULE**

Any registered student who withdraws after the dates below is bound by this schedule for tuition and university fee:

**Withdrawal Date Liability**

- Prior to start of LIU term 0%
- During 1st calendar week of classes 0%
- During 2nd calendar week of classes 25%
- During 3rd calendar week of classes 50%
- During 4th calendar week of classes 75%
- After 4th week of classes 100%

**ROOM & BOARD AND CENTER FEE LIABILITY SCHEDULE**

Any registered student who withdraws after the dates below or changes centers is bound by the schedule below to cover upfront costs incurred by the center on the students' behalf.

**Withdrawal Date Liability**

- 7 weeks or more before start of LIU classes 0%
- From 7 weeks before start of LIU classes to 1st day of start of LIU term 25%
- During 1st calendar week of LIU classes 50%
- During 2nd calendar week of LIU classes 75%
- During or after 3rd calendar week of LIU classes 100%

**Health & Safety**

LIU Global's highest priority is the health and safety of its students. Staff members at each center have knowledge about the best medical facilities in the region, are trained to help manage emergency situations, and are on call 24 hours a day. All LIU Global students are required to register with their home country's Embassy in the country where they are residing during the academic term. Students who are U.S. citizens or residents are required to complete the Smart Traveler Enrollment Program (STEP) with the U.S. State Department. Enrolling in STEP allows students to:

- Receive important information from the Embassy about safety conditions in the destination country, helping students make informed decisions about their travel plans.
- Help the U.S. Embassy contact students in an emergency, whether natural disaster, civil

unrest, or family emergency.  
 Link: <https://step.state.gov/step/>  
 During the orientation period, LIU Global staff educate students about general health practices, tools to minimize risk, and emergency response procedures. LIU Global requires students to check with their physician prior to their departure about any health-related concerns and must receive a medical clearance for participation in the program.

More detailed health and safety related information is included in the Program and Policy Handbook  
[http://liu.edu/Global/~link.aspx?\\_id=5D580E34817A413FA3C9B93716AEC2C6&\\_z=z#Policies](http://liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Policies).  
 LIU Global students are required to follow all health and safety policies outlined in the handbook as well as those specific to each region which are shared and reviewed in each country's orientation.

**Application Procedure**

**Minimum Requirements for Admission:**

Applicants for admission to LIU Global should have a minimum 2.50 GPA to be considered for admission. Students who do not meet this requirement may be considered on a case-by-case basis dependent on supplementary materials (i.e. test scores, essays, personal interviews). We accept students on a rolling basis throughout the year.

**Application Forms:**

- Freshman Application (high school seniors or applicants with fewer than 18 college credits: select LIU GLOBAL on the drop down menu item "Interested Campus").
- Transfer Application (applicants with between 18 and 75 credits)
- Study Abroad with LIU Global Application (Non-LIU applicants wishing to study abroad with LIU Global for one or more semesters).
- Study Abroad with LIU Global for LIU Students (LIU applicants wishing to study abroad with LIU Global for one or more semesters).

Freshman and Transfer applicants: In addition to the application form, all students **must** submit the following:

- Official transcripts from all schools attended—high school diploma or GED (either in progress or showing degree conferral)
- Official copies of your ACT, SAT or AP scores. ACT code: 2747; College Board code: 2248
  - Note: If you were unable to take the SAT or ACT due to the pandemic, please submit your application and then contact an LIU Global Admissions counselor at [global@liu.edu](mailto:global@liu.edu) or 718-488-1011.

Additional documents that may be requested:

- **An official copy of TOEFL iBT or IELTS**, if English is not your native language. Use school code 2369.
- **Official CLEP score reports or Official University Transcripts**, if applicable.

Note: candidates are encouraged to submit a "complete" package with application, fees, transcripts, and all other documentation listed at one time.

Please submit the completed application and supplemental materials to LIU Brooklyn Admissions <[bkln-admissions@liu.edu](mailto:bkln-admissions@liu.edu)> or mail them to:

LIU Brooklyn Admissions  
 One University Plaza  
 Brooklyn, NY 11201  
 LIU Office of Admissions One University Plaza  
 Brooklyn, NY 11201

For questions regarding the application process, contact an admissions counselor at [global@liu.edu](mailto:global@liu.edu) or 718-488-1011.

Stay connected and follow us around the world on Facebook, YouTube, and Tumblr.

**International Transfer Students Only**

Transfer students who were educated at institutions outside the United States must submit official transcripts in the original language with English translation/evaluation (if applicable) from an approved evaluator.

Agencies listed here provide evaluations of educational credentials and course reports for students who were educated at foreign educational institutions:

- World Education Services  
 P.O. Box 745, Old Chelsea Station  
 New York, NY 10113-0745  
 Phone: 212-966-6311  
 Fax: 212-966-6395
- Center for Educational Documentation  
 P.O. Box 170116  
 Boston, MA 02117  
 Phone: 617-338-7171  
 Fax: 617-338-7101
- International Educational Services  
 AACRAO  
 One Dupont Circle, NW, Suite 520  
 Washington, DC 20036  
 Phone: 202-296-3359  
 Fax: 202-822-3940

Note: LIU Global is a program in which students are required to study outside their home countries; therefore, all LIU Global students are at some point international students. Non-U.S. students need to be aware of visa requirements in obtaining permission to study in various countries. Not all country visas may be obtainable by students from certain countries. Non-U.S. students should discuss their interests and intentions thoroughly with their LIU Global admissions counselor.

## Costa Rica Center

### Overview

The Costa Rica Center is the gateway to the Global Studies degree program, providing students with the academic tools and field experiences necessary to grasp the relationship between Central America and the larger world. Through engagement with contemporary Costa Rica and some regional travel, students study the local effect of globalization, making sense of its impact on the region's people, politics, economies, and ecosystems. Students will experience how the conquest of Indigenous America by Europeans five hundred years ago and the forced migration of Africans continue to define the region. They also experience how governments, international organizations, entrepreneurs, and civil society communities are responding creatively to the region's ongoing engagement with global economic, cultural, and political forces. The year-long program includes the intensive study of Spanish (offered at all levels), fieldwork at sites around the country, and two extended study-travel experiences to Panama.

## Europe Center

### Overview

The Europe Program provides the opportunity for second-year LIU Global students to explore and experience the great cities of Europe and the impact that Europe has had on global history and politics. This includes an inquiry into the limits and boundaries of what is considered Europe. In this year-long program, students study the emergence of the modern European nations and the role that these nations have played in the first wave of globalization during the Imperial Age. Students also gain an understanding of the role of Europe and the European Union as major geopolitical players in the contemporary Global Age. Students emerge from the program with an understanding that "Europe" as a region is characterized by a profound tension. The continent has produced a tradition of enlightened high culture and "western values" that have become synonymous with civilization. At the same time, the continent is marked by a history of internal war, ethnic conflict, and imperial aggression. The LIU Global program concentrates particularly on the way this tension has manifested itself in the modern age. During the last century, inter-European conflicts have plunged the world twice into devastating and genocidal world wars. And in the aftermath of this conflict, the world's first great experiment in post-national governance has emerged, the European Union (EU).

## Australia Asia-Pacific Center

### Overview

The Asia-Pacific Australia Center engages students with the quest for sustainable development in the nations and peoples of contemporary Oceania and Southeast Asia. Through two semesters of courses and fieldwork, students study the challenges and innovative solutions that communities, organizations and nations are developing as they aspire to address one of the world's central questions: How can we, across a range of diverse cultures and countries, promote people's livelihoods and well-being without destroying our planet's ecosystems? Students study and travel across the region, focusing on this challenge from the perspectives of different communities, cultures and national political dynamics. From an administrative base in Byron Bay, Australia, the program explores the quest for sustainable development in Australia, Fiji, Aotearoa/New Zealand, and Bali.

### Location(s)

Students spend the fall semester studying in Australia, Fiji and Aotearoa/New Zealand. Still tied to the British sovereign, Australia is shaped by its imperial legacy, multicultural society and the vibrant postcolonial resurgence of Aboriginal peoples. Its standard of living remains high, given its integration into the world economy and its role as a source of raw materials and services for China's and India's development. Historically allied to European and North American powers, Australia is currently in the process of

integrating itself more fully into its Asian and Pacific neighborhood.

Students also visit the Pacific island microstate of Fiji, inhabited in almost equal proportions by Native Fijians and overseas Indians whose ancestors came as indentured laborers to Fiji in the 19th Century. Based on tourism and agriculture, Fiji's economy is subject to global market forces at the same time that it is dealing with the severe impacts of the global climate emergency, such as rising sea levels and extreme weather events.

The third site for the fall semester is Aotearoa/New Zealand. Home to powerful Maori culture, breathtaking landscapes and impressive green credentials, Aotearoa/New Zealand will allow us to not only gain a deeper understanding of the Pacific, an oft-neglected world region that is playing an increasingly important role in international conversations around oceans, climate change, cultural diversity and transnational collaboration, but further add an important comparative dimension to our strong program focus on sustainability, Indigenous peoples and settler colonialism, race and ethnicity, and social justice.

In the spring semester, students deepen their introduction to Australia by spending most of the semester in the vibrant beachside community of Byron Bay, approximately 100 miles south of Brisbane, as well as excursions to other parts of the country. Renowned for its beautiful natural environment, entrepreneurial spirit, and cultural vitality, Byron Bay boasts a dynamic mix of a strong Aboriginal heritage, a cosmopolitan counter culture, and a dynamic creative industries. Students live on the doorstep of Byron's stunning South Pacific beaches, interact with locals and travelers from all over the world, and immerse themselves in the region's thriving cultural and activist life. The spring semester includes a visit to Bali, a culturally autonomous Hindu island in the Islamic Indonesian archipelago. Renowned for the way in which its ancient culture continues to thrive and adapt itself to the modern world, it is an example of a people striving to manage its cultural and environmental resources in the face of globalization.

**Academic Program & Field Experiences** (Note: Travel locations are subject to change)

The fall semester program centers on environmental and economic challenges across the Asia-Pacific region, organized via the key themes of social justice, cultural diversity and sustainable livelihoods. Students receive an intensive introduction to these issues and the region, and then conduct a more focused investigation throughout the semester. Based in Byron Bay, Australia, with extended field trips elsewhere in the country as well as to Fiji and Aotearoa/New Zealand, students draw heavily on their experiential engagement with the local environment and Indigenous peoples struggling for sovereign self-determination. Apart from courses focusing on regional histories, international development, eco-philosophy and race and ethnicity, students also take the Global Studies Seminar, which models transdisciplinary approaches to studying critical global issues and supports students in developing their academic concentration for their senior year by way of an extensive bibliographic research project.

The spring semester program deepens students' engagement with the key issues facing both the region and the wider world by foregrounding cultural and sociopolitical challenges via a decolonizing framework. Byron Bay, Australia's easternmost point, is the setting for studying the forces of European colonialism that shaped the modern Australian nation-state and its devastating impacts on both Aboriginal peoples and local ecosystems. Through extensive fieldwork within the wider Byron region and extended field trips to other parts of the country, students have the opportunity to learn directly from local activists, social entrepreneurs, and community leaders about alternative and decolonial responses to shared challenges. On an extended field visit to Bali, Indonesia, students deepen their entrepreneurial thinking and leadership skills through engagement with local social and environmental issues. They develop collaborative partnerships with Balinese students in search of local solutions to global issues. In terms of preparing for their senior year concentration, the Junior Research Seminar supports students to build on their bibliographic project in the fall semester by helping them secure an international internship and develop a comprehensive qualitative field research proposal for their International Research and Internship Semester (IRIS).

Field trips form an essential component of the Asia-Pacific Australia Program curriculum in both the fall and spring semesters. All trips are tightly integrated with the theories, concepts, and themes that students learn about in their courses. It is important to note that field trips are subject to change.

**Australia:** Students can expect to experience weekly field trips in and around Byron Bay to local community organizations, social enterprises and national parks. Extended trips to other major cities including Sydney, Melbourne and Brisbane may be incorporated into both the fall and spring semesters. Trips to the Great Barrier Reef and the Outback will be included in the spring semester only. Students studying in Australia in the spring will also participate in a multi-day Aboriginal bush camp experience. During this trip, students will be camping on Aboriginal land and learn directly from respected Aboriginal elders and knowledge-holders, experience the beautiful local environment, and gain a finer appreciation for Indigenous values, perspectives, and knowledge.

**Fiji:** While studying in Fiji, students can expect to immerse themselves in local communities, cultural activities, and beautiful environments. They will visit with local activists, advocacy groups, and community-run ecotourism businesses, and snorkel in major coral reef sites and trek through national parks.

**Aotearoa/New Zealand:** Field experiences include hiking and canoeing with local Maori guides on the Whanganui River, the first river in Aotearoa/New Zealand to acquire legal personhood.

**Indonesia:** While traveling around Bali, students have the opportunity to experience different environments and aspects of Balinese culture. They also interact with and learn from a range of Balinese community leaders, students, and organizations engaged in activism, advocacy, and social and ecological entrepreneurship. Students will also have the opportunity to visit a coral reef restoration site and develop collaborative projects with local Indonesian students at Ganesha University.

#### **Housing & Food**

**Australia:** Students live together in comfortable and modern rented beach houses located in Byron Bay region. Decisions about living arrangements are made by students upon arrival, with students sharing a house and often also sharing rooms with other students. Each of the houses generally has Internet access, a television, and a washing machine. All houses have full kitchen facilities and students will be able to cook their own meals. While traveling on field trips, students can expect to stay in hostels, guesthouses, cabins and tents.

**Fiji:** During the Fiji trip, students will stay in hostels, apartments, and family homestays.

**Aotearoa/New Zealand:** In Aotearoa/New Zealand, students stay in youth hostel dorm rooms, Maori marae (meeting places/halls) and, occasionally, in tents.

**Indonesia:** When in Bali, students will mostly stay in local family-owned homestay accommodations. They may also stay in hotels, beach bungalows and university dormitories.

Students will receive a weekly food allowance and are encouraged to do their own shopping and cooking, either individually or communally. During field and camping trips the program may provide some meals. Students can expect to receive a reduced weekly food allowance during weeks when there are field and camping trips where meals will be covered by the program.

## **International Research & Internship Semester (IRIS)**

### **Overview**

After the extraordinary three-year journey around the world, LIU Global students complete their Global Studies degree in an equally extraordinary senior year. The year is composed of two parts:

1. The International Research and Internship Semester (IRIS) in the fall
2. The Capstone Semester in New York City in the spring

Through independent research carried out over these two semesters, culminating in the senior thesis project, students develop expertise on a global

issue of their choice. Then through two internships, one international and one in New York City, students prepare for the next steps in their careers.

After executing a proposal developed in the spring semester of their Junior year, students carry out their International Research and Internship Semester program at one of the LIU Global IRIS sites. This semester includes (a) the first stage of their senior thesis project research, (b) a professional internship, (c) language course if the student is in a country where English is not an official language, and (d) electives aligned with their academic interests and goals.

#### **Location(s)**

Students can develop their International Research and Internship Semester programs for LIU Global Centers in Costa Rica, Australia, New York City, or, with approval, at one of LIU Global's partner organizations.

**Academic Program & Field Experiences** (Note: Travel locations are subject to change)

In the fall semester of the senior year, students enroll in the International Research and Internship Semester, a program that facilitates the development of students' expertise on one of the pressing global challenges of our times. The IRIS experience forms the basis of the senior thesis that will be completed in the Capstone Semester.

The Junior Research Seminar and the International Research and Internship Semester Proposal. Students develop their programs for International Research and Internship Semester during their third year in LIU Global. In the Junior Research Seminar, students identify a global challenge or issue that they wish to investigate in depth. They develop a bibliography that acquaints them with the scale and scope of the challenge, and then investigate the responses to this challenge that are being developed around the world. These responses may include policy, activist, or entrepreneurial solutions carried out in government, business, NGO, or community settings. Students then select a specific location from among the LIU Global International Research and Internship Semester sites where they can engage with the issue directly. They develop a research proposal that allows them to investigate both the issue's local manifestation as well as the local responses to it. They also identify and secure an internship from one of LIU Global's partner organizations whose activities are relevant to the students' research. Students then execute their International Research and Internship Semester proposal in the fall semester of their fourth year.

The International Research and Internship Semester curriculum includes three required courses. Senior Thesis I is an online course delivered to all IRIS students around the world by the Senior Thesis Coordinator. In conjunction with regular individual academic advising, it helps students to refine and execute their research design, keeping them on track with methodology, documentation, and deadlines. The online International Internship course helps students to prepare for, execute, and analyze their internship experience as well as provide career-related mentoring. This course includes an evaluation of the internship site's impact on the student's chosen issue or global challenge, as well as the student's self-reflection on his or her role as an organizational player. Students are also required to study the official language of their location.

In addition to these three required courses, students identify opportunities that help them deepen their studies on their chosen topic, related to a minor, or another area of interest.

**International Internships:** Students participate in a field-based or virtual internship the entire semester with their host organization in the region of the world where they are located.

International Research and Internship Semester students develop a logistics plan around their research and internship placement as part of the Junior Research Seminar. The International Internship places students at a leading organization that is tackling the global issue they want to explore, allowing them to gain experience that assists in building a future career. Students can develop their International Research and Internship Semester programs for LIU Global Centers in Costa Rica, Australia, China, Spain, or New York City. Students are also able to propose IRIS programs with one of LIU Global's partner organizations.

The semester-long immersion in a cross-cultural, professional setting also

helps students in building their knowledge base around a particular global issue, through learning from local individuals who are working to solve a local manifestation of that issue. Students engage with specific scenarios and circumstances, aligning global theories with local praxis. The internship builds students' leadership skills, develops their ability to communicate cross-culturally, and helps them to effectively navigate a complex professional environment to make an impact.

#### **Housing & Food**

Housing and food are covered by the program's room and board fee. Housing arrangements depend on the student's location of study and can vary from homestays, apartments, residencies at local universities, or internship housing placements. If food is not directly provided as part of the housing arrangement, students will receive a monthly food stipend.

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## **New York City Center - Capstone Semester**

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### **Overview**

In the final semester of their senior year, students complete their LIU Global education in New York, one of the world's great global cities. The Capstone Semester provides the opportunity for students to work with faculty and mentors to complete their senior theses projects, enroll in LIU courses along with LIU Global courses, and to start their transition to post-college life through an internship aligned with their academic and professional interests. Capstone students receive a 30-day unlimited MetroCard each month to ride New York City's subways and buses.

### **Location(s)**

LIU Global capstone semester is housed in New York. Capstone students study on the campus of LIU Brooklyn, a complex located in the newly revived, downtown Brooklyn. Founded in 1926, the Brooklyn Campus is the original home of Long Island University. Its 11-acre site located in the heart of the "Brooklyn Renaissance" is convenient to all subway lines and minutes away from the Manhattan financial district. The LIU Brooklyn complex includes an impressive array of state-of-the-art facilities, including a \$40 million athletics, recreation, and wellness center.

**Academic Program & Field Experiences** (Note: Travel locations are subject to change)

Through a combination of coursework and field experience, students engage the global in the local, completing their four years of experiential education around the globe in one of the world's great cosmopolitan centers.

The Capstone Semester is a culminating stage in the B.A. in Global Studies. The integrated curriculum consolidates the knowledge and skills students have gained during their studies and travels around the world. The program includes several integrated elements:

- **Senior Thesis Project.** Students transform the research that they completed in the International Research and Internship Semester the prior fall into a senior thesis project, framing their findings in terms of the literature relevant to a major global issue. Students present their work in a poster session at a campus-wide research event; most also give oral or poster presentations at the National Conference on Undergraduate Research, which draws more than 4,000 top undergraduate researchers from the U.S. and universities around the world.
- **New York City Internship.** Students secure an internship at a leading organization or enterprise relevant to their academic and professional aspirations. The internship is contextualized in a course dedicated to supporting students' professional development. New York City is unsurpassed in the variety of organizations and resources available for internship placements.
- **Global Studies Capstone Seminar.** Students investigate global issues as they manifest locally in New York City and, more broadly, in the United States. Through readings, guest speakers, field visits, and participant observation, students engage issues of economic inequality, social inequality, migration, environmental sustainability, and urbanization.
- **LIU Coursework.** Students also may enroll in LIU Brooklyn courses related to their academic interests and, if applicable, courses approved towards their

minors.

The Capstone Semester accesses New York City's many international resources through site visits integrated into the coursework. Adjusted each semester in accordance with new opportunities, students visit NGOs, financial institutions, museums, and political entities committed to international development and activism. Students also meet with local people and community groups, assuring that students experience New York's diverse communities and distinctive social fabric.

Through a weeklong excursion to the capital of the United States of America, Washington, D.C., students gain access to the full range of governmental and non-governmental organizations that impact foreign policy, security, global finance, and activism.

#### **Housing & Food**

Current students have a number of housing options: the on-campus dormitory, off-campus student residences, rooms in private homes, or apartment shares.

Meal plans are available for students who live on campus. New York provides a plethora of experiences for all tastes, including inexpensive restaurants, cafes, vegetarian eateries, etc.

## B.A. Global Studies

### What Is Global Studies?

Global Studies is the investigation of the world as an integrated and increasingly interdependent political, economic, cultural, and ecological system. The discipline equips future leaders to understand the world's emergent challenges and with tools to contribute to the development of solutions to these challenges that transcend national and disciplinary boundaries.

Since 1965, LIU Global (along with its parent institution, Friends World College) has been a pioneer in the field. Long before anyone had thought about "global studies," Morris Mitchell, the founder of Friends World College, asserted the need for an experiential, multidisciplinary approach to understanding the totality of humanity's challenges calling the college's pedagogical enterprise "world education." Building on an over 55-year tradition in worldwide education, LIU Global students:

- Engage in a rigorous program of experiential learning across four continents that equips them to understand the world directly.
- Acquire serious academic skills and disciplinary competencies that enable them to integrate scholarly research with field experience to make sense of the impact of global integration and rapid change.
- Develop leadership and professional skills that empower them to devise, incubate, and evaluate solutions to global challenges through policy development, entrepreneurship, and advocacy.

All LIU Global students engage in required course work, field experience, integrated travel, internships and independent research as they rotate through the centers and programs around the world. During their final year, students complete a senior thesis project and engage in two internships linked to their area of specialization. Students are also able to complete optional minors through taking a sequence of disciplinary courses in International Relations, Arts & Communications, and Entrepreneurship. LIU Global organizes its curriculum around six issues that pose the greatest challenges to human well-being through coursework and experiential programming across four continents. LIU Global teaches students how these challenges take different forms in different locations, thereby developing skills in adaptation and empathy as each locale articulates the particularity of its engagement with these issues. By addressing each issue through multiple lenses, students gain the skills in transdisciplinary analysis and problem-solving that these complex challenges demand. Four lenses make up the core of LIU Global's analytical method.

### Six Global Issues

1. Economic inequality, poverty, and access to livelihoods
2. Social inequality: gender, race, ethnicity, and human development

3. Climate change, clean energy, and environmental degradation
4. Urbanization and sustainable human settlements
5. War, conflict, and displaced peoples
6. Justice, discrimination, and human rights

### Four Lenses

1. Environmental
2. Political
3. Cultural
4. Economic

Through a stair-stepped core curriculum, students gain proficiency in applying the lenses, learning how each one foregrounds certain aspects of a global issue while leaving others in the background. Comparing lenses, locations, and analyzing the interconnection of various factors that contribute to both problems and solutions, students learn how to address the complexity that makes these issues global and enduring. They move from structured classroom learning and group field trips into more intense and prolonged endeavors, including extended field study and internship experiences. The program culminates in their senior year when students engage in both an international and a domestic internship and do original field research culminating in their senior thesis.

Experiential learning lies at the core of LIU Global's education. Students connect their classroom learning to life outside it through site visits, field trips, and immersive experiences such as homestays, community engagement, and internships. Combined with the focus on global challenges, LIU Global's experiential curriculum displays a practical orientation. As learners and guests in their host countries, students engage through dialogue, humility, and working together with those who are impacted most directly and forcefully by the global challenges that ground the curriculum. Through such experiential learning, students learn how to enter into relationships infused with respect and reciprocity so as to draw on all the expertise and will that these enormous challenges demand.

### Graduation Requirements

Graduates of LIU Global receive a B.A. in Global Studies. Students must complete the following requirements:

1. Minimum total of 120 credits
  - Last 30 credits from LIU
2. Students must have completed at least 3 semesters abroad with LIU Global
3. Minimum of 2.0 cumulative GPA
4. Required Courses for Global Studies Degree, exclusive to LIU Global:
  - Passing grade in required courses of Junior Semesters
    - GNYC 318 Global Studies Seminar: Theories, Issues, Solutions
    - GNYC 340 Junior Research Seminar
  - Passing grade in required courses of International Research & Internship Semester

- GNYC 401 Senior Thesis I
- GNYC 403 International Internship
- Passing grade in required courses of Capstone Semester
  - GNYC 400 Global Studies Capstone Seminar
  - GNYC 402 Senior Thesis II
  - GNYC 433 New York City Internship

## B.A. Global Studies

[Program Code 29650] (2210.0)

### Plan of Study

#### Required Courses at each Center

Students must take all required classes on the plan of study at the center where they are enrolled.

*(Plus, students choose electives from course offerings)*

#### Costa Rica - Fall Semester

GCOS	110	Latin American and Caribbean Studies Seminar	3.00
GCOS	116	Foundations of Global Studies: Environment & Ecology	3.00
GCOS	130	Foundation Year Orientation Seminar	2.00
GCOS	170	Joining the Conversation: The Argumentative Essay	3.00
GCOS	120	Beginner Communicative Spanish I	4.00
		<b>-OR-</b>	
GCOS	220	Intermediate Communicative Spanish I	4.00
		<b>-OR-</b>	
GCOS	320	Advanced Communicative Spanish I	4.00

#### Costa Rica - Spring Semester

GCOS	118	Foundations of Global Studies: Governance	3.00
GCOS	146	Introduction to Field Research	4.00
GCOS	173	Exploring Questions: Writing the Research Paper I	3.00
GCOS	121	Beginner Communicative Spanish II	4.00
		<b>-OR-</b>	
GCOS	221	Intermediate Communicative Spanish II	4.00
		<b>-OR-</b>	
GCOS	321	Advanced Communicative Spanish II	4.00

#### Europe I - Fall Semester

GEUR	200	The Emergence of the Modern Nation-State: From European Roots to Global Dominance	3.00
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GEUR	220	Foundations of Global Studies: Culture	3.00
GNYC	270	Approaching Answers: Research Writing and Internship	3.00
<b>Europe II - Spring Semester</b>			
GEUR	206	Conversational Italian and Culture	3.00
GEUR	207	Comparative Politics and the European Ideal: National Governments and the European Union	4.00
GEUR	221	Foundations of Global Studies: Economics	3.00
GEUR	240	International Careers and Leadership: An Introduction	2.00
<b>Asia-Pacific Australia - Fall Semester</b>			
GAPC	300	Political Economy and Ecology in the Asia-Pacific Region	3.00
GAPC	302	Race, Power, and Indigeneity	3.00
GAPC	320	Introduction to International Development	3.00
GAPC	332	Innovative Encounters with Nature and Knowledge	3.00
GNYC	318	Global Studies Seminar: Theories, Issues, Solutions	3.00
<b>Asia-Pacific Australia - Spring Semester</b>			
GAPC	330	Culture, Politics, and Identity in Australasia	3.00
GAPC	333	First Nations in Australia (if didn't take GAPC 302 in fall)	3.00
GAPC	335	Social Entrepreneurship and Innovation for Sustainable Development	3.00
GNYC	340	Junior Research Seminar	3.00
<b>International Research &amp; Internship Semester - Fall Semester</b>			
GNYC	401	Senior Thesis I	4.00
GNYC	403	International Internship	6.00
GNYC	408	Studies in World Languages (where English is not the official language)	3.00
<b>New York City Capstone - Spring Semester</b>			
GNYC	400	Global Studies Capstone Seminar	3.00
GNYC	402	Senior Thesis II	3.00
GNYC	433	New York City Internship	3.00-6.00

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Overall GPA: 2.0

MINORS

Students can complete one or more minors at LIU Global in Arts and Communications, International Relations, and Entrepreneurship. Each minor requires the completion of a minimum of 15 credits from the approved courses numbered over 100 as students complete their coursework at the various centers.

The student is responsible for selecting the approved courses to complete the respective minor(s), and such courses can be taken as part of the 120-credit graduation requirement.

The description of each minor and the approved courses towards each minor are listed on the website at <https://liu.edu/global/Academics>. Note: Other equivalent classes may fulfill minor course requirements with approval.

Minor in International Relations

The LIU Global minor in International Relations orients students to the historical origins and the contemporary operations of the global political system. After completing the program, students will understand the emergence of the nation-state system through the history of Europe and its Empires. They will likewise understand how the institutions of global governance, founded in the period following the Second World War, aspire to cope effectively with humanity’s common concerns. Students also explore the stresses that contemporary events are exerting on both the system of governance and our capacity to make sense of the world system as a whole. Students supplement their study of global governance with courses in regional and national political culture. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses numbered over 100. The courses listed below may only count toward one minor if cross-listed in another minor.

GCOS	118	Foundations of Global Studies: Governance	Costa Rica, spring, required
GEUR	200	The Emergence of the Modern Nation-State: From European Roots to Global Dominance	Europe, fall, required
GEUR	207	Comparative Politics and the European Ideal: National Governments & the European Union	Europe, spring, required
GAPC	300	Political Economy and Ecology in the Asia-Pacific Region	Asia-Pacific Australia, fall, required
GAPC	320	Introduction to International Development	Asia-Pacific Australia, fall, required
GAPC	330	Culture, Politics, and Identity in Australasia	Asia-Pacific Australia, spring, required
GNYC	403	International Internship (with approved International Relations focus)	IRIS, fall, required (requires Center Director’s approval)
GNYC	405	Special Topics in International Relations	Europe, fall/spring elective (requires Center Director’s approval)
GNYC	409	Classical Theories and Contemporary Issues in International Relations	IRIS, fall elective
GNYC	430	Current Issues in Global Governance: The Role of International Organizations	Brooklyn, spring, elective but strongly recommended
GNYC	433	Capstone Internship (with approved International Relations focus)	Brooklyn, spring, required (requires Center Director’s approval)
POL	-	Approved LIU Brooklyn Coursework	Brooklyn, spring, elective
IR	-	Approved LIU Brooklyn Coursework	Brooklyn, spring, elective

## Minor in Entrepreneurship

The LIU Global Minor in Entrepreneurship equips students with the knowledge and skills necessary to imagine, plan and execute sustainable ventures through entrepreneurial design thinking that produces a social benefit. Through courses and integrated fieldwork around the world, students learn how entrepreneurs use business principles to channel market forces to address important social needs. Through projects or internships, students will explore how they can become positive change agents in their communities and professional lives. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses numbered 100 or above. The courses listed below may only count toward one minor if cross-listed in another minor.

GCOS	115	Introduction to Social Entrepreneurship	Costa Rica, spring, elective
GEUR	202	International Business: Communication and Culture	Europe, fall, elective
GAPC	335	Social Entrepreneurship & Innovation for Sustainable Development	Asia-Pacific Australia, spring, required
GNYC	403	International Internship (with approved Entrepreneurship focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	407	Special Topics in Entrepreneurship	Asia-Pacific Australia, Europe, China, IRIS, Brooklyn, fall/spring, elective
GNYC	433	New York City Internship (with approved Entrepreneurship focus)	Brooklyn, spring, required (requires Center Director's approval)
ENT	-	Entrepreneurship approved LIU Brooklyn coursework	Brooklyn, spring elective

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## Minor in Arts and Communications

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The LIU Global minor in Arts and Communications equips students with the skills and knowledge fundamental for communication. Core courses orient students to the basics of strategic communication and selective contemporary media platforms. Electives broaden students' understanding of fine art and popular genres from around the world which they can incorporate into communication strategies. Students will be able to effectively integrate aesthetic traditions and various media strategies to work effectively in the world's increasingly integrated communication networks. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses numbered 100 or above. The courses listed below may only count toward one minor if cross-listed in another minor.

GCOS	134	Introduction to Strategic Communications	Costa Rica, spring, elective
GEUR	203	History of Spanish Painting	Europe, fall, elective
GEUR	204	Contemporary Spain Through Film	Europe, fall, elective
GEUR	209	The Italian Renaissance	Europe, spring, elective
GEUR	210	Video and Digital Reporting	Europe, spring, elective
GEUR	224	New Practices in Language, Type and Publishing	Europe, spring, elective
GAPC	301	Multimedia Storytelling for an Interconnected World	Asia-Pacific Australia, spring, elective
GNYC	403	International Internship (with approved Arts and Communications focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	406	Special Topics in Arts and Communications	Asia-Pacific Australia, Europe, China, IRIS, Brooklyn fall/spring elective (requires Center Director's approval)
GNYC	433	New York City Internship (with approved Arts and Communications focus)	Brooklyn, spring, required (requires Center Director's approval)
ART	-	Arts and Communications approved LIU Brooklyn coursework	Brooklyn, spring, elective
MA	-	Arts and Communications approved LIU Brooklyn coursework	Brooklyn, spring, elective

## Costa Rica Center Courses

### GCOS 110 Latin American and Caribbean Studies Seminar

The Latin American and Caribbean Studies Seminar is a three-unit course required in the fall semester of the Foundation Year. The goal of this seminar is to introduce students to the history and geography of the region; to examine current social, economic, political and environmental issues affecting the region; to explore different responses to these issues; and to assess in what ways these regional issues are manifestations of larger global issues. Short field trips in Costa Rica will allow students to gain a more specific, thorough, and intimate perspective by means of greater firsthand experience with some of these issues. Among the topics covered are colonialism and imperialism; resistance and revolution; poverty and migration; development and conservation; art and popular culture; and race, class, ethnicity, and gender.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Fall*

### GCOS 115 Introduction to Social Entrepreneurship

This course introduces students to social entrepreneurship and the related set of social enterprises that aspire to channel both market forces and entrepreneurial energies to achieve sustainable social good. The course draws upon case studies that exemplify the ways in which entrepreneurial innovators from around the world are devising and executing solutions to some of the world's most intractable social problems. Social entrepreneurship will be studied in relation to a set of related socially productive enterprises such as micro-finance, social business and corporate social responsibility. The course will include both visiting speakers and fieldwork that will expose students directly to successful practitioners and the organizations that support them and that they build.

*Credits: 3*

*Every Spring*

### GCOS 116 Foundations of Global Studies: Environment & Ecology

Global Studies I introduces students to the interdisciplinary field of Global Studies, key elements of ecological thinking as well as some of the world's most pressing environmental issues. Students learn about important theories, concepts and approaches to the study of the biosphere, including the scientific method, systems thinking and environmental justice studying these concepts from different perspectives and worldviews. In their engagement with critical environmental challenges and the search for sustainable solutions, students

also learn about the interconnectedness of ecological issues and matters of economics, politics, intersectionality, and culture. Classes combine the study of key texts, thought leaders, case studies and audiovisual materials with experiential learning opportunities in Costa Rica and neighboring countries.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Fall*

### GCOS 118 Foundations of Global Studies: Governance

Global Studies II enhances students' understanding of Global Studies by introducing them to the structures of global governance represented by the United Nations, with its emphasis on human rights, world peace and human development. Students will also review the system of economic governance, represented by key institutions such as the World Trade Organization, the International Monetary Fund and the World Bank, and critically explore the challenges associated with governance gaps and how these relate to questions of culture, economics and ecology. The course's methodology includes the study of institutional origins, thought leaders, videos, class discussions, academic research and documentation. The course is complemented by fieldwork in Costa Rica, interactions with the United Nations University for Peace (headquartered in Costa Rica), and travel to other Central American locations.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Spring*

### GCOS 130 Foundation Year Orientation Seminar

This seminar is an interactive and informative course that is designed to provide students with the foundation necessary to thrive in LIU Global and helps them develop the academic and life skills necessary for success in their first year of college and beyond. This includes introducing students to the program's theoretical foundations and experiential educational approaches, providing health and safety prevention education and promoting self-care while abroad, developing greater self-awareness in new cultural contexts, fostering the development of intercultural communication skills and competency, and identifying common challenges faced and approaches and resources available to address these. Students collaborate on a week-long group community engagement project with a local organization to have first hand experiences related to the content and issues examined in the seminar, including the consideration of ethical issues in community engagement abroad. The instructor also meets with the students individually to assist students with academic planning towards

graduation. This course is offered only on a Pass/Fail basis.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 2*

*Every Fall*

### GCOS 134 Introduction to Strategic Communication

This course introduces students to the principles and processes governing strategic communication in the digital age. After an introduction to the transformative impact that the Internet has had on global communications and politics, students gain an understanding of the relative strengths of various social media platforms and specialized tools, enabling them to design effective communication strategies targeting multiple cultural and national audiences. Central to the course are: the definition of messages and audiences, concept-guided content, visual and informational design, and measurable outcomes. They will apply these concepts to existing campaigns. The final course project calls upon students to design a model campaign of their own.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Spring*

### GCOS 146 Introduction to Field Research

This course is designed to take students through the process of thinking about, designing, and carrying out their own independent qualitative research projects. Together we will explore the basic structure of research and examine the origins of different research approaches; this includes different worldviews about research such as Indigenous, feminist and decolonial approaches. Specifically in this course, students will: 1) draft research questions, 2) create a research proposal which includes finding a research gap, 3) design a consent form, 4) apply data gathering methods, 5) analyze and discuss research findings in the context of the literature, and 6) present their results in written and oral formats. Students will gather data for their research topic in Costa Rica during a period of two-weeks in a field setting.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Spring*

### GCOS 170 Joining the Conversation: The Argumentative Essay

This course introduces students to the conventions of academic reading and writing. Starting with the assumption that good reading skills are vital to good writing, students learn to read carefully, developing strategies for understanding authors' assertions, perspective, and inferences. Responding

critically to the texts that they have first learned to read closely, students then build their own arguments. In support of these arguments, students learn to write essays that are well-organized, free from unexamined assumptions or biases, and follow the conventions of academic English.

Students also gain the capacity to integrate texts written by others into their essays, demonstrating their awareness of debates surrounding their topic and their ability to ethically cite the thinking of others.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Fall*

### **GCOS 173 Exploring Questions: Writing the Research Paper I**

In this course students are introduced to the processes of writing college-level research papers. They learn to identify research topics, define research questions, design bibliographic search strategies, and answer their research questions in papers supported by primary and secondary sources. Their research papers demonstrate their capacity to support their own theses with well-reasoned arguments and evidence, as well as their ability to acknowledge and respond to divergent points of view.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

## **Spanish Language Courses**

Beginner, Intermediate, and Advanced Spanish language courses are taught each semester in Costa Rica. Students are required to take a four-unit language course in the fall and spring semesters.

### **GCOS 120 Beginner Communicative Spanish I**

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 4  
Every Fall*

### **GCOS 121 Beginner Communicative Spanish II**

Spanish classes for beginners have the goals of improving basic oral and written communication skills, as well as further introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily

assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

### **GCOS 220 Intermediate Communicative Spanish I**

Spanish classes for intermediate students have the goals of improving intermediate oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 4  
Every Fall*

### **GCOS 221 Intermediate Communicative Spanish II**

Spanish classes for intermediate students have the goals of further improving intermediate oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

### **GCOS 320 Advanced Communicative Spanish I**

Spanish classes for advanced students have the goals of improving specific advanced oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 4  
Every Fall*

### **GCOS 321 Advanced Communicative Spanish II**

Spanish classes for advanced students have the goals of further improving specific advanced oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American

literature.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

## **Europe Center Courses**

### **GEUR 200 The Emergence of the Modern Nation State: From European Roots to Global Dominance**

The sovereign nation state, the basic building block of international relations is a product of European history. Through Europe's global dominance during the colonial period, this model has been transferred to the rest of the world and it serves currently as the only accepted model for organizing politics and global governance. Despite much globalization rhetoric, states have shown tremendous resilience in global politics. This course will examine the character of the modern state in Europe and contrast that concept with statehood in former European colonies. This introductory course will compare and contrast constitutional, political, and economic frameworks of selected European and Middle-Eastern and North African countries in view of their domestic histories and international contexts.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Fall*

### **GEUR 201 Spanish Culture and Civilization**

The course *Civilización y Cultura española* offers an analysis of the characteristics that define Spanish history, from its historical origin until today, in order for the students to interpret it correctly. The study of the past helps understand the realities of the present. The aim is to define and learn a profound social, political, artistic, religious, ethnographic, anthropological and economic background study of the development of the Spanish nation and its future perspective.

Moreover, the course will try to set aside any inaccurate topics related to the vision and image of the Spanish society through its history. The subject is not only Andalucía, Fallas and Sanfermines; it tries to profoundly study the real Spanish spirit and essence through historical cultural manifestations in order to be able to understand its identity. This way, the students will set aside this simplest and reductionist view of Spain's essence and will be able to grasp what defines the Spanish culture compared to the rest of Europe.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Fall*

**GEUR 202 International Business: Communication and Culture**

This course addresses intercultural communication skills in the context of international business. The course will be divided into the following parts: 1) The development of concepts and general ideas regarding multinational enterprise, business internationalization, culture, communication, international negotiation, cultural differences, stereotypes, conflict resolution in other cultures and nonverbal communication, among others; 2) Analysis of the main cultural differences and styles of communication considering Latin America, Asia, Anglo-Saxon and Arab countries; 3) Study of the specific characteristics of the "international manager", analyzing what would be the adequate profile of the person who works in multicultural and international environments. Topics related to aspects such as online communication, management of virtual work teams, global skills, international negotiation and behavior and communication within the international company will be discussed.

*Credits: 3*

*Every Fall*

**GEUR 203 History of Spanish Painting**

This course offers an overview of painting in Spain, tracing its development from the pre-historic period to 20th Century Modernism. Placing this general pictorial tradition in its political and cultural context, the course also places specific emphasis on major figures in the tradition. Focusing specifically on painters such as El Greco, Velazquez, Goya and Picasso, the course emphasizes the central role of Spanish painting in the development of Modern European Art. The course includes excursions to major collections in Madrid, including the Prado and the Reina Sofia Museum of Modern Art.

*Credits: 3*

*Every Fall*

**GEUR 204 Contemporary Spain Through Film**

Cinema is one of the most popular artistic manifestations because of its expressive power and narrative capacity. Cinematographic productions provide a dual perspective into the reality of contemporary Spain from two perspectives: historical document and aesthetic expression. On the one hand, the students will explore the Spanish cinematographic discourse in reference to directors and fundamental films in the history of cinema in Spain. On the other hand, the course provides a historical tour of Spain, from the Civil War to democracy, taking as reference the cinematographic production in the historical period in question. The main objective of this course is to familiarize students with the history, uses, manners and customs of Spanish society through cinematographic works in a way that makes compatible the artistic value and the transmission of historical-sociological content.

*In order to register for this course, the student must be an active member of the Global College Student*

*Group.*

*Credits: 3*

*Every Fall*

**GEUR 206 Conversational Italian and Culture**

The first part of this course introduces students to the basics of the Italian language. It orients them to the basics in Italian grammar, syntax, pronunciation and vocabulary. It emphasizes specifically students' capacity to communicate orally. The course also introduces key topics in contemporary Italian culture and society after four weeks of language instruction. Topics included are politics, religion, food and cultural production, stereotypes, TV, film, and other media.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Spring*

**GEUR 207 Comparative Politics and the European Ideal: National Governments and the European Union**

This course provides an overview of the comparative politics of postwar Europe. It focuses on the relationships between national political systems, on the one hand, and the ideals, aspirations, and interests represented by the European Union (EU), on the other. It examines national constitutional arrangements that emerged in the postwar era and the ways that party politics in representative nations shape contemporary political debates, and the post-national ideals embodied in the European Union. The European Union system is anchored in a European identity emerging from shared and contested projects across generations. The course will also assess the role the Union plays in the multipolar international system.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Spring*

**GEUR 209 The Italian Renaissance**

Working in the museums and public spaces of Florence, this course introduces students to the Italian Renaissance. The Renaissance is a European phenomenon that marks a major shift in the ways in which the European intelligentsia perceived their world. This new outlook was characterized by a renewed interest in the nature of what it means to be human, examined through the lenses of classical antiquity. Through the study of a broad range of painting and sculpture in Florence from the fourteenth to the sixteenth centuries, the course will focus on the understanding the Renaissance through exemplary works. The works will be discussed against the backdrop of their social, artistic and historical contexts, underscoring their continuing impact in the contemporary world.

*In order to register for this course, the student must be an active member of the Global College Student*

*Group.*

*Credits: 3*

*Every Spring*

**GEUR 210 Video and Digital Reporting**

An exploration of the creative production of time-based art using digital video and audio. The course places a strong emphasis on conceptual development, experimentation, composition, sequencing of ideas, and narrative as well as non-narrative structures. Students will learn basic skills in pre-production planning, camera work, non-linear (digital) editing, and digitizing and editing sound recordings. Students will work individually and in groups to direct, produce, and edit short documentary style videos and will present their work to the class discussing both the technical and aesthetic points relating to their projects.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Spring*

**GEUR 220 Foundations of Global Studies: Culture**

This course connects the curriculum of LIU Global's local partner, the Franklin Institute, to the global issues that constitute LIU Global's core curriculum in Global Studies. Focusing on the cultural lens, the course will treat a number of global issues as they are addressed in Franklin Institute courses and manifested in the local environment, particularly migration and economic and social inequality. Comparing and contrasting the cultural lens with environmental, governance, and economic lenses, students will learn how to approach global issues from multiple angles and thereby gain a holistic perspective. To complement the classroom education of the Franklin Institute, this course will arrange extensive experiential engagement with sites, institutions, and communities in Madrid and surrounding areas.

*Credits: 3*

*Every Fall*

**GEUR 221 Foundations of Global Studies: Economics**

Global Studies IV completes the foundational understanding of the field of Global Studies by introducing students to the central problem of economic societies - scarcity, choice and the allocation of resources - and critically reviewing the foundations of macroeconomics. Students also study the models, terminology and institutions used to understand and manage the globalization of the world economy. Taking into account the domains of politics, culture and ecology, students will examine the policies used to steer these economic forces so that they impact human development and the more-than-human world as positively as possible. Students will also examine alternative approaches to solving economic problems through circular economics, systems thinking and innovative

approaches to design. The course's methodology includes the study of foundational economics, emerging thought leaders, videos, class discussions, academic research and documentation. The course is complemented by fieldwork in the program location.

*Credits: 3*

*Every Spring*

### **GEUR 224 New Practices in Language, Type and Publishing**

This course experiments with extensive development of the visual impact of language. Students are asked to develop skills specific to the challenges of writing for place-based projects, a range of textual and visual experiments, of students' writing in relation to their own Florence and Global experience, analyzing cultural differences, politics, religion and society throughout personal research. Ideas are encouraged within a broad range of possibilities, via the format of the artist's book, traditional book, posters, sequence of pages, single sheet broadsides in a variety of sizes. This course involves the use of moveable type to create meaning and the organization of language in print. Students experiment in typographic composition, contrast, text, and value in combination with language. Students in this course will design and produce visual communication via letterpress processes, with emphasis upon the integration of materials, structure, and content within visual/verbal formats.

*Credits: 3*

*Every Spring*

### **GEUR 240 International Careers and Leadership: An Introduction**

This experiential course will equip students with critical skills needed to confidently pursue international careers and successfully lead in professional environments. Some of these skills will include searching for jobs and internships, professional written and verbal communication, networking, decision-making and strategic planning. Students will begin the course by engaging in self-awareness exercises in order to identify their personal and professional strengths and values. They will then begin to explore diverse international career paths that align with their interests through networking in person with local organizations and conducting informational interviews with LIU Global alumni and other professionals. Students will also learn to market the skills and experiences they are gaining as LIU Global students through professional cover letter and resume writing and mock interviewing. By the end of the course, students will have polished their LinkedIn profiles, completed a professional development plan and developed an application to an internship, scholarship or job.

*Credits: 2*

*Every Spring*

### **GEUR 270 Approaching Answers: Research**

### **Writing and Internship**

This inquiry-based online writing course is designed to build on students' research, research design, and research writing skills. For it, students choose and investigate a local example of a global issue (i.e., economic inequality; social inequality; climate change, clean energy, and environmental degradation; urbanization and sustainable human settlements; war, conflict, and displaced peoples' or justice, discrimination, and human rights). They frame research questions, and, in pursuit of answers to those questions, conduct bibliographic and qualitative research in the Greater Madrid Area and other locations in Spain. More specifically, students learn and use advanced bibliographic search methods, participate in community-engagement internship experiences and other original research, and keep field and photo journals; in addition, they may interview key actors and transcribe those interviews. They share their findings and analyses via a series of staged assignments that culminate in a 12-page research paper and oral presentation of synthesized research. Instructional time is divided between the classroom and experiential learning at the internship. The 50-hour internship is an integral part of the course.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3*

*Every Fall*

## **Asia-Pacific Australia Center Courses**

### **GAPC 300 Political Economy and Ecology in the Asia-Pacific Region**

This course introduces students to the social and political processes that shape economic development in the Asia-Pacific region and the impact of the various development models deployed on the region's ecosystems. Characterized by great cultural diversity, economic inequality and rapid social change, the region's nation-states, communities and cultures struggle to pursue livelihoods for all without destroying the ecosystems they inhabit. This course orients students to the historical, cultural and sociopolitical contexts of the nation-states they visit as well as the drivers and frameworks supporting regional economic and political cooperation. In particular, students will learn how diverse communities collaborate to pursue shared goals of sustainable development, social justice and peaceful coexistence. The course offers students opportunities to learn directly from various local communities, international organizations and experts in the field through an integrated learning experience based on lectures, seminars and fieldwork.

*Credits: 3*

*Every Fall*

### **GAPC 301 Multimedia Storytelling for an**

### **Interconnected World**

This course introduces students to the practical and creative skills required to develop quality multimedia productions about local manifestations of key global issues. Students develop the full range of production and postproduction skills: concept generation, story research, script writing, interviewing, technical production skills, editing, software and broadcasting/publishing. This practical learning is linked to theories concerning ethics and diversity in multimedia journalism. Students are encouraged to think creatively and critically about the stories they consume and produce, and the power of selected digital media to contribute to a more just and sustainable present and future. Upon completion, students will be able to produce a high quality broadcast-ready media piece.

*Credits: 3*

*Every Spring*

### **GAPC 302 Race, Power and Indigeneity**

This course helps students develop comparative understandings as well as theoretical and critical vocabularies of race and racism, with a particular focus on the lived realities of Indigenous peoples. Drawing on relevant field experiences in Australia and other locations, students examine how contemporary understandings of identity and power are shaped by the discursive and material practices of coloniality. The course utilizes critical self-reflection to analyze how whiteness is performed and enacted in everyday life as well as to understand how it is embedded in institutions and systems of power, privilege and oppression. Finally, students are supported to develop decolonial skills and strategies to become change agents, allies and activists.

*Credits: 3*

*Every Fall*

### **GAPC 320 Introduction to International Development**

This course is an introduction to the theory and practice of international development, a field of endeavor undertaken by governments, non-governmental organizations (NGOs), and international agencies that aspire to alleviate human poverty and inequality. The course explores the definitions, institutional frameworks and goal setting that shape development practice at local, national and international levels. Students are oriented to the discourses of poverty, inequality, human development, natural resource governance, and sustainable development that have driven policy and planning. Students are also introduced to the ways in which this discourse is now enriched and contested from a number of perspectives: those of indigenous communities and local knowledge formations of various kinds, as well as alternative formulations of well-being and social justice. A robust experiential dimension of the course will link these practices and controversies to local case studies experienced directly through field study.



Credits: 3  
Every Fall

### **GAPC 330 Culture, Politics and Identity in Australasia**

This interdisciplinary seminar introduces students to key socio-political issues in contemporary Australasia and supports them in developing the necessary analytical, conceptual and organizational tools for better understanding and facilitating social change. Through readings, films, excursions, guest speakers, and class discussions, students will consider the major social, political, and cultural themes of contemporary society and how they have been shaped by past thinking, policies, and practices. Of particular importance will be the impact of colonialism, issues of social justice and the question of human rights for Indigenous peoples, for those seeking asylum, and for other marginalized groups. Students will explore the impact and application of important theoretical concerns and relevant contemporary debates in Cultural Studies, Postcolonial Studies and Indigenous Studies around questions of race, gender, and class in order to enrich their understanding of local, national and global issues. To this end, comparisons with North America and other settler societies will be included in course discussions, enabling students to consider their own identity, culture, and history in light of the critiques presented in this course. Finally, through case studies of successful social movements, students will develop their own analysis and application of key principles of effective advocacy, movement building and transformative social changes.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

Credits: 3  
Every Spring

### **GAPC 332 Innovative Encounters with Nature and Knowledge**

Based on an experiential learning framework consisting of intensive reading, field trips and structured reflection, this innovative outdoor course allows students to directly experience and relate to Australia's unique environment as well as challenge their own understanding of concepts such as nature, culture and wilderness. Through engaging with cutting-edge thinking in the ecological humanities and via a range of outdoor activities such as camping in national parks, swimming under waterfalls and hiking in rainforests, students will gain a first-hand understanding of diverse ecosystems, different ways of knowing and relating to the land, and the relationships between natural and cultural landscapes, particularly by spending time with Indigenous peoples on their lands. During their extended visit to Fiji and New Zealand, students will also be able to compare and contrast their experiences in Australia with the ecosystems, philosophies and relationships to place they

encounter in the geographically proximate, but culturally distinct oceanic societies.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

Credits: 3  
Every Fall

### **GAPC 333 First Nations in Australia**

The course introduces students to the diversity and complexity of Indigenous Australian Peoples, philosophy and cultures. Through quality print and audio-visual materials, guest lectures, field trips and class discussions students will be introduced to a diverse and challenging range of Indigenous perspectives, cultural values and practices. Students will consider Indigenous knowledge as valid contemporary ways of knowing, relevant to informing a sustainable and socially just global future. Through an investigation of the interactions between Indigenous and non-Indigenous Australian society and comparative analysis of Balinese society, students will be encouraged to develop a critical awareness of diverse dominant processes of Indigenous exploitation as a result of colonization and the imperative of human rights and social justice for Indigenous peoples in Australia and globally.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

Credits: 3  
Every Spring

### **GAPC 335 Social Entrepreneurship and Innovation for Sustainable Development**

This course introduces students to the role that entrepreneurship and entrepreneurial thinking plays in decarbonizing economic development and prosperity. Using an experiential case study-based approach, the course exposes students to a range of established and emerging entrepreneurs who are developing integrated and scalable eco-positive enterprises in key sectors such as food, energy, housing and transportation. Through these case studies, the course explores alternatives to fossil fuel dependency, developing models that promote genuinely sustainable development. The course also builds students' capacity to envision, plan and execute new projects. Students work in collaborative partnerships with local people in the country in which the course is taught, engaging with sustainability problems and politics, developing grass-root solutions in cross-cultural teams.

Credits: 3  
Every Spring

### **GAPC 336 Climate Change, Marine Conservation and Coastal Management**

This course engages students with the challenge of ethically managing the human-coastal interface in the age of the anthropocene. Using an experiential case study-based approach that combines site visits

with guest speakers, key readings, documentaries, class discussions and workshops, students are introduced to diverse local ecosystems and the pressures they face from various practices associated with unsustainable economic models. While the impact of climate change plays a central role, other issues such as plastic pollution, mangrove destruction, overfishing and agricultural runoff are also considered in their impacts on marine ecosystems. While developing an understanding of these threats, students will also study models of successful marine conservation initiatives, including the importance of incorporating Indigenous knowledge in protecting habitats and sustainably managing marine resources. Throughout the course, students develop the tools, vision and capacity to campaign and work collaboratively with local communities to achieve positive outcomes for both people and planet.

Credits: 3  
Every Spring

## **International Research & Internship Semester (IRIS)**

### **IRIS**

#### **GNYC 401 Senior Thesis I**

This online course, the first in the year-long Senior Thesis sequence, facilitates students' preparation of an analytical research report and the finalization of their senior thesis research proposal. The report focuses on the data gathered at the site of the undergraduate research, a site anchored by an internship or service-learning project. Through the course, students master senior-level proficiency in research paper design and execution, and further develop their capacity to write clear, well-reasoned, and effective academic English. In support of these projects, the course specifically develops field-note writing skills and documentation practices. At the semester's end, students draft their Senior Thesis proposals.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

Credits: 4  
Every Fall

#### **GNYC 403 International Internship**

The Internship in Global Issues provides students with the opportunity to apply their knowledge of global issues in a professional setting relevant to the topic of their International Research and Internship Semester (IRIS). Through the process of securing the position and working under the guidance of a professional supervisor, students learn to identify, to apply for and to work effectively in a professional setting. Through completing a set of structured assignments, students also analyze the effectiveness of their host organization, reflect on their own capabilities, and investigate the

relationship of the internship to their senior thesis topic.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 6  
Every Fall*

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## **New York City Center Courses (Capstone)**

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### **GNYC 400 Global Studies Capstone Seminar**

Global Studies VI investigates global issues as they manifest locally in New York City and, more broadly, in the United States. Through readings, guest speakers, field visits, and participant observation, students will engage in issues of economic inequality, social inequality, justice, migration, environmental sustainability, and urbanization. Student-facilitated class discussions bring the research and learning that students have gained around the world into conversation with these global issues in New York. Students articulate their engagement with these and other issues in an educational autobiography that reviews their academic career at Global. With the field components of the course that demand transportation and breaks, the duration of the weekly class extends beyond the traditional three hours and may vary from week to week.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

### **GNYC 402 Senior Thesis II**

This course, the second in the Senior Thesis sequence, supports the writing of the 30-page Capstone Senior Thesis or other Senior Project. The Senior Thesis is a reconceptualization of the IRIS semester's analytical research report—it is an expansion and revision of or re-engagement with that paper, a widening of the lens to include a global perspective and critical engagement with and articulation of a specific transdisciplinary approach—while the Senior Project may take the form of a composite thesis or a pre-approved senior year media project (example, a documentary film or podcast) supported by a critical essay that positions the project in a global context. In addition to honing academic writing skills, students deepen their familiarity with the appropriate literature, creatively engage their sources, evaluate and synthesize ideas, develop persuasive arguments, and heighten their awareness of and ability to potentially enter into dialogue with their intended audiences. Finally, students present and share their senior research at events including LIU's spring Discovery Day poster-presentation event.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

### **GNYC 430 Current Issues in Global Governance: The Role of International Organizations**

GNYC 430 orients students to the role that international organizations play in identifying and solving global challenges. The course concentrates specifically on activities of public, private, and non-governmental organizations headquartered in New York and Washington, D.C. The course also assists students in deepening their knowledge of the global issue that frames their senior thesis or project through a course project that asks them to investigate the engagement of international institutions with the issue that frames their senior thesis. In addition to classroom-based work, the course includes integrated field experiences in New York City and Washington, D.C.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3  
Every Spring*

### **GNYC 433 New York City Internship**

This course offers students the opportunity to apply their knowledge and skills to the workplace through a ten-week internship in the fields of international relations, arts and communication, entrepreneurship, or others. The internship ranges from 100 to 200 hours on site (three to six credits, respectively: See note below). In the process of applying for the position, working under the guidance of professionals in their fields, and participating in the associated classroom portion of the internship course, students learn how to identify and apply for jobs, analyze the effectiveness of their organization, and assess their own capabilities. In the classroom portion, students meet for two hours each week to explore career opportunities and graduate school programs through readings, guest speakers, and field visits. Students also study the current economic and social issues that are factors in determining the success and well-being of individuals and social groups. Note: 100 hours equals 3 credits; 135 hours equals 4 credits; 170 hours equals 5 credits; 200 hours equals 6 credits.

*In order to register for this course, the student must be an active member of the Global College Student Group.*

*Credits: 3 to 6  
Every Spring*

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**LIU PHARMACY**

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LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers the Bachelor of Professional Studies (BPS) in Pharmaceutical Sciences as well as an entry-level, Doctor of Pharmacy (Pharm.D.) degree. Master of Science degrees are awarded in Pharmaceutics: Industrial Pharmacy, Pharmaceutics: Cosmetic Science, Drug Regulatory Affairs, and Pharmacology/Toxicology. For the Doctor of Philosophy in Pharmaceutical Sciences (Ph.D.) degree, there are two tracks to choose from Pharmaceutics, and Pharmacology/Toxicology.

Detailed information on the pharmacy programs is provided in the LIU Pharmacy Catalog.

## Pharmacy

The college offers a four-year professional curriculum leading to the degree of Doctor of Pharmacy. Students may enter the professional program in Pharmacy in the fall only.

The preprofessional phase of the program, offered through Richard L. Conolly College, consists of a minimum of four semesters of coursework in the humanities and basic sciences. The opportunity to complete the pre-professional phase of the program in less than four semesters is dependent on any incoming transfer credits. The professional segment of the program consists of six semesters of didactic coursework, 320 hours of extramural introductory pharmacy practice experiences in the third and fourth years and in the summers between the third and fourth year and the fourth and fifth year, and an extramural sixth year of 1456 hours of advanced pharmacy practice experiences that students complete in healthcare institutions, community, and other pharmacy practice settings. It provides the specialized education necessary to develop expertise in the ever-broadening field of pharmacy and prepares the student for professional licensure examinations.

LIU's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; FAX 312/664-4652, web site [www.acpe-accredit.org](http://www.acpe-accredit.org).

A complete description of the pharmacy curriculum is contained in the LIU Pharmacy bulletin. Students seeking information about admissions requirements should contact the Office of Admissions: 718-488-1011.

### Degree Requirements

Upon recommendation of the Faculty, and approval by the Board of Trustees, the degree of Doctor of Pharmacy is conferred by Long Island University upon a candidate who has completed the required curriculum, containing a minimum of 217-218 academic credits (depending upon admission status). Matriculants must maintain a cumulative and a professional phase GPA of at least 2.00 to remain in good academic standing. In addition, all students of LIU Brooklyn, including pharmacy students, are required to demonstrate computer proficiency as a requirement for the attainment of a degree. All entering first-year students are encouraged to take the LIU Brooklyn proficiency examinations in computer literacy before registering. The examinations are administered by the LIU Brooklyn Testing Center and all students must complete these examinations as part of the requirements for a degree. Transfer students are also required to pass these examinations or will be granted appropriate waivers at the time of the evaluation of their transfer credits.

All students of LIU Brooklyn must satisfy the

requirements of the Writing Across the Curriculum program (WAC). To fulfill the minimum WAC requirements, students must complete, in addition to English 16, at least one writing-intensive course in their discipline. The writing-intensive course for the Doctor of Pharmacy program is PHM 420 Principles of Health Behavior and Patient-provider Communication.

### Preprofessional Studies:

#### Four Semesters

##### Science and Math (47 credits)

General Biology 1	BIO 1	4
General Biology 2	BIO 2	4
Human Anatomy & Physiology 1	BIO 137	4
Human Anatomy & Physiology 2	BIO 138	4
Calculus	MTH 40	4
General/Inorganic Chemistry 1	CHM 3	4
General/Inorganic Chemistry 2	CHM 4	4
Organic Chemistry 1	CHM 121	4
Organic Chemistry 2	CHM 122	4
*Physics for Pharmacy	PHY 27	4
Statistics	MATH 100	3

##### \*General Physics may satisfy the Physics for Pharmacy requirement (compare course descriptions)

Note: these courses are non-negotiable and may not be substituted. Every science/math course attempted is counted into your GPA, per PharmCAS policy.

##### Liberal Arts (Social Sciences or Humanities) (21-22 credits)

English Composition	ENG 16	3
Professional and Scientific Writing	ENG 178	3
History of Philosophy	HIS 1, HIS 2, or PHI 60	3
*Pharmacy Orientation Seminar	PHM 1	0
English Literature	61-64	3
Oral communication	SPE 3	3
Intro or General Psychology	PSY 3	3
Micro/Macro Economics	ECO 1 or ECO 2	3
** First-Year Seminar	FYS 1	1

##### Doctor of Pharmacy Professional Courses:

Core Courses	91.5
Professional Electives	9

Introductory Pharmacy Practice Experiences	8.5
Advanced Pharmacy Practice Experiences	40
<b>Total credits:</b>	<b>149</b>

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

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**APPROVED PROGRAMS**


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**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.

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**Harriet Rothkopf Heilbrunn School of Nursing**

Major	Hegis Code	Degree
Adult Gerontology Primary Nurse Care Practitioner	1203.10	MS
Family Nurse Practitioner	1203.10	MS
Nursing	1203	BS

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**LIU Global**

Major	Hegis Code	Degree
Global Studies	2210	BA

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**Arnold and Marie Schwartz College of Pharmacy and Health Sciences**

Major	Hegis Code	Degree
Drug Regulatory Affairs	1211	MS
Pharmaceutical Sciences	1214	Ph.D.
Pharmaceutical Sciences	1211	BPS
Pharmaceutics	1211	MS
Pharmacology / Toxicology	0409	MS
Pharmacy	1211	Pharm.D.

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**College of Arts, Communication and Design**

Major	Hegis Code	Degree
Acting for Theatre, Film and Television	1007	BFA
Creative Writing & Publishing	1507	MFA
Film and Television	1010	BFA
Journalism	0602	BA
Media Arts	0601	BA
Writing and Producing for TV	0605	MFA

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**Richard L. Conolly College of Liberal Arts and Sciences**

Major	Hegis Code	Degree
Biochemistry	0414	BS
Biology	0401	BS
Chemistry	1905	BS
English	1501	BA
Political Science	2207	BA
Psychology	2001	BA

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**Roosevelt School**

<b>Major</b>	<b>Hegis Code</b>	<b>Degree</b>
International Relations & Diplomacy	2210	BA

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**RocNation School of Music, Sports and Entertainment**

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<b>Major</b>	<b>Hegis Code</b>	<b>Degree</b>
Applied Music	1004	BA
Music Technology, Entrepreneurship & Production	1099	BFA
Sports Communication & Marketing	0601	BA
Sports Management	0599	BS, MS
Vocal Performance	1004	BM

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**School of Business, Public Administration and Information Sciences**

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<b>Major</b>	<b>Hegis Code</b>	<b>Degree</b>
Accounting	0502	BS
Artificial Intelligence	0701	BS, MS
Business Administration	5004	AAS, BBA
Business	0506	MBA
Computer Science	0701	BS, MS
Data Analytics	0703	BS, MS
Entrepreneurship	0501	BS
Finance	0504	BS
Health Administration	1202	MPA
Marketing	0509	BS
Public Administration	2102	MPA

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**School of Education**

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<b>Major</b>	<b>Hegis Code</b>	<b>Degree</b>
Adolescence Inclusive Education	0803	MSEd
Applied Behavior Analysis	2099	Adv. Cert.
Bilingual Education	0899	Adv. Cert.
Childhood Education: 1st Initial	0802	BS, MSEd
Childhood / Early Childhood Education: Birth-Grade 2, Childhood Grade 1-6	0802	MSEd
Early Childhood Education: Birth-Grade 2	0802	MSEd, Adv. Cert.
Inclusive Early Childhood Education IECE (dual initial certification)	0808	BS
School Psychologist	0826	MSEd
Teaching Children with Disabilities: 1st Initial	0808	MSEd

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**School of Health Professions**

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<b>Major</b>	<b>Hegis Code</b>	<b>Degree</b>
Clinical Psychology		PhD
Diagnostic Medical Sonography	1225	BS

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Exercise Science	1201	MS
Exercise Science and Wellness	1299	BS
Forensic Social Work	2104	Adv.Crt.
Health Sciences	1201	BS
Marriage and Family Therapy	2104	Adv.Crt./MS
Mental Health Counseling	2104	Adv.Crt/MS
Occupational Therapy	1208	BS / MS
Physical Therapy	1212	DPT
Physician Assistant Studies	1299.1	MS
Public Health	1214	MPH
Psychology		MA
Respiratory Care	1299	BS
Social Work	2104	BS, MSW
Speech-Language Pathology (Bilingual Extension available)	1220	MS

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