LIU Brooklyn

2026 - 2027
Undergraduate & Graduate Catalog

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

General Information: 718-488-1000

www.liu.edu/brooklyn

Admissions: 718-488-1011

Email: bkln-admissions@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2026. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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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ABOUT LONG ISLAND UNIVERSITY

Mission Statement

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.

Vision

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

Motto

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

Founding Date

Long Island University was founded in 1926.

Carnegie Classification

Doctoral Universities-High Research Activity (R2)

Alumni

LIU has an active network of over 200,000 alumni, including leaders and innovators in industries worldwide.

Athletics

Colors: Blue and Gold
Mascot: Sharks
Teams: 39
National Affiliation: NCAA Division I
Conference: Northeast Conference (NEC)

Accreditation

Long Island University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, Wilmington, DE 19801 (www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

In addition to the institutional accreditation provided by Middle States, many of LIU's academic programs are accredited by specialized accreditation agencies. Additional information can be found at https://liu.edu/about/accreditations.

University Policies

Long Island University maintains a Policy Site to provide a comprehensive listing of all policies that are easily accessible to all members of the University community. The site contains the most up-to-date versions of all policies. For questions regarding a policy, contact policy@liu.edu.
Policy categories include:

- Academic Affairs
- Admissions
- Compliance
- Facilities
- Human Resources
- Information Technology
- Public Safety
- Student Affairs
- Student Finance
- Student Registration

To view all University Policies, visit www.liu.edu/policy.

Title IX

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: (631) 287-8301
For assistance related to Title IX or other civil rights laws, please
contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

FERPA Notice to Students

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provide 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 with their success coach.

University Grievance Policy

This policy complies with the Middle States Commission on Higher Education's *Verification of Compliance with Accreditation—Relevant Federal Regulations*, area 4, and the Commission's policy on published information. The University also adheres to federal regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

In accordance with the United States Department of Education's Program Integrity Rules, the University provides all prospective and current students with the contact information for the state agency responsible for handling complaints against postsecondary institutions offering in-person [classroom] learning, distance learning, or correspondence education within that state.

Students are encouraged to first resolve academic and non-academic grievances through the appropriate internal channels at the University, as outlined in the Student Handbooks and/or current University Catalogs. For clarification regarding program requirements, graduation requirements, academic standing, or academic suspension, students should reach out to their Success Coach or academic advisor.

This grievance procedure applies only when procedures to address or challenge the action or conduct in question are not already provided by applicable University policies or those of any of its schools. Students are advised that most external complaint processes require them to exhaust internal avenues of complaint within the institution before pursuing an appeal.

Grievances are expected to be closed within 30 days of submitting a formal complaint; however, the University may require additional time due to continuing investigation requirements. The timeline may also require adjustment because of the academic calendar, university holidays, availability of the student and/or deans, faculty, and staff.

To report violations of law, breaches of policy, or allegations of improper conduct related to the University, or to provide other reliable information, students may file a report through the EthicsPoint Compliance Line/NAVEX Global at the toll-free number, 866-295-3143. The University expects that reports submitted through EthicsPoint are made in good faith to address legitimate issues needing correction or to provide reliable information.

For an academic complaint:
Students who have a complaint regarding an academic matter should first attempt to resolve the issue directly with the appropriate faculty member. If the student is unable to resolve the issue with the faculty member, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:

- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach,

academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with appropriate academic professionals, including the Program Director or Department Chair, Academic Dean, or other academic affairs professional. Students may be advised to file a formal complaint with the Program Director or Department Chair.
- Students may be referred to other appropriate resources, such as a Learning Center, Public Safety, Dean of Students, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Program Director or Department Chair.

Formal Complaint to the Program Director or Department Chair:
- Students who have attempted to resolve an issue with a faculty member and are not satisfied with the outcome may file a formal complaint with the Program Director or Department Chair.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Program Director or Department Chair will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Program Director or Department Chair may seek an appeal with their respective Academic Dean or designee by submitting the decision and complaint within 10 days for review. The Academic Dean or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Academic Dean or designee, the student or respondent may appeal the decision to the Vice President for Academic Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Academic Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Academic Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Academic Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

For a Non-Academic Complaint:
Students who have a complaint regarding a non-academic matter should first attempt to resolve the issue directly with the individual involved in the complaint, referred to as the respondent. If the student is unable to resolve the issue with the respondent, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:
- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with the respondent. Students may be advised to file a formal complaint with the Division of Student Affairs.
- Students may be referred to other appropriate resources, such as a Resident Director, Learning Center, Public Safety, Center for Student Success and Coaching, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Division of Student Affairs.

Formal Complaint to the Division of Student Affairs:
- Students who have attempted to resolve an issue with a respondent and are not satisfied with the outcome may file a formal complaint with the Division of Student Affairs.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Associate Dean of Students or designee will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Associate Dean of Students or designee may seek an appeal with their respective Dean of Students or designee by submitting the decision and complaint within 10 days for review. The Dean of Students or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Dean of Students or designee, the student or respondent may appeal the decision to the Vice President for Students Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Student Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Students Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Student Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

The Student Handbook and University Catalogs include explanations of Title IX and FERPA policies, as well as contact information for students who wish to file grievances in those areas. Students wishing to dispute a grade should follow the procedures outlined in the University's Grade Appeal Policy.

Current and prospective students who wish to file complaints with the Middle States Commission on Higher Education or the New York State Department of Education can find the appropriate contact information on the Accreditations page of the University website.

For additional guidance on addressing complaints, see the Whistleblower Policy.

Out-of-State Distance Education Grievance Policy

This policy outlines the grievance process and consumer protection options for students enrolled in out-of-state distance education programs, in

compliance with the State Authorization Reciprocity Agreement (SARA). This section ensures that all out-of-state distance education students are informed about their rights and the proper steps to resolve any issues under the SARA framework.

- Internal Complaint Procedures Students are encouraged to first use the institution’s internal grievance procedures to address any concerns. These procedures are available here.
- Impact of SARA on Out-of-State Distance Education Students SARA provides consumer protection for out-of-state distance education students. However, SARA policies do not cover complaints related to academic grades, student conduct violations, or matters of academic judgment. Students with concerns in these areas should follow the institution's internal grievance process or relevant department policies.
- Appeal Process to SARA State Portal Entity If a student feels that their grievance has not been adequately resolved, they may appeal the institution's decision to the SARA State Portal Entity in New York State within two years of the incident that led to the complaint. The contact information for the State Portal Entity is:

Office of College and University Evaluation
Attn: Supervisor of Higher Education Programs
89 Washington Avenue Room 960 EBA
Albany, NY 12234 Phone: 518-474-1551
Email: IHEAuthorize@nysed.gov

- NC-SARA Complaint Process For additional guidance on the SARA complaint process, students can visit the NC-SARA student complaint page here.
- New York State Education Department Complaint Procedures Students who wish to file a SARA-related complaint with the New York State Education Department may do so by visiting the following link: SARA-Student Complaint Process

DIRECTORY

Student Support Departments

Department Name	Phone	E-Mail
Admissions, Office of • Undergraduate • Graduate • International	718-488-1011	bkln-enroll@liu.edu
Alumni & Employer Engagement • Alumni Relations • Employer Engagement	718-780-6562	LIUAlumni@liu.edu
Athletics	718-780-4591	Liuathletics.com
Bookstore	718-488-1200	https://bncvirtual.com/liu
Campus Recreation • Recreation & Intramurals • Fitness Center • Pool	718-488-3009	studentaffairs@liu.edu
Dining and Food Service	718-246-6466	MStBlancard@gourmetdiningllc.com
English Language Institute	718-488-1323	bkln-esl@liu.edu
Facilities	718-488-1079	
Learning Center • Tutoring Program • Writing Program • Disability Support Services • Student Veteran Resource Center	718-488-1095	bk-learningcenter@liu.edu
Library	718-488-1680	www.liu.edu/brooklyn-library
Center for Student Success & Coaching • Academic Advisement • Career Success • Residence Life • Student Life • Study Abroad • Academic Advisement • Financial Aid • International Student Services • Transcripts	718-488-3456	bkln-studentsuccess@liu.edu
Psychological Services Center • Student Counseling	718-488-1266	psc2021@liupsc.com
Public Safety, Department of	718-488-1078	publicsafety@liu.edu
Student Affairs, Division of • Dean of Students • Commencement • Parent & Family Programs • Title IX	718-488-1200	studentaffairs@liu.edu
Technology, Help Desk	718-488-3300	it@liu.edu

Academic Colleges & Schools

Department Name	Phone	E-Mail
College of Pharmacy	718-488-1234	www.liu.edu/pharmacy
George Polk School of Communications	718-780-4023	https://liu.edu/brooklyn/academics
School of Film and Digital Media		
Harriet Rothkopf Heilbrunn School of Nursing	718-488-1059	www.liu.edu/brooklyn/nursing
Honors College		bkln-honors-staff@liu.edu
LIU Global	718-780-4312	global@liu.edu
Richard L. Conolly College of Liberal Arts	718-488-1003	www.liu.edu/brooklyn/conolly
Roc Nation, School of Music, Sports, and Entertainment		www.liu.edu/rocnation
The Roosevelt School		
School of Business, Public Administration, & Information Sciences	718-488-1130	business@brooklyn.liu.edu
School of Education	718-488-1055	www.liu.edu/brooklyn/soe
School of Health Professions	718-780-6578	www.liu.edu/brooklyn/health
School of Science		
School of Professional and Continuing Studies	718-488-1364	scs@liu.edu

ACADEMIC CALENDAR 2026-2027

Fall 2026

September 2	Classes Begin
September 7	Labor Day-holiday: no classes
September 2-15	Registration and program changes (permission to enter Lab courses required after September 8)
September 12-13	Weekend Session A: classes begin
September 15	Registration and drop/add ends for full-term classes
October 12	Last day to apply for a fall comprehensive examination
October 12	Spring/Summer 2027 Registration Begins for Continuing Students (tentative)
October 24-25	Weekend Session A: final class meetings/examinations
October 31	Weekend Session B: classes begin
November 6	Last day for full or partial withdrawal for full-term Fall courses
November 6	Last day to opt Pass/Fail for undergraduate courses
November 25-29	Thanksgiving holiday
December 14	Semester classes meeting Monday through Friday end
December 15-21	Final Exam Week
December 19-20	Weekend Session B: final meetings/examinations
December 22	Winter recess begins

All classes must meet during the Final Examination period (for either a final exam or regular class meeting) in order to meet minimum contact hours required by NYSED.

Winter 2027

January 4	Intersession Classes Begin
January 15	Final Class Meeting/Final Exam

Spring 2027

January 8	Fall Degrees Conferred
January 19	Weekday Classes begin
January 19-February 1	Registration and drop/add period for full-term courses (permission required for Lab courses after January 25)
January 23-24	Weekend Session C: classes begin
February 1	Registration and drop/add ends for full-term courses
February 15	President's Day-no classes
February 16	Monday Classes meet - no Tuesday Classes
February 22	Fall 2027 Registration opens for continuing students (tentative)
March 7-8	Weekend Session C: final class meeting/examinations
March 13-14	Weekend Session D: Classes begin
March 15	Spring Recess Begins
March 22	Classes resume
April 2	Last day for withdrawal from full-semester classes
April 2	Last day to opt Pass/Fail for undergraduate courses
April 14	Last day to apply for a spring degree
May 1-2	Weekend Session D: Final examinations/Last Class Meeting
May 4	Semester classes meeting Monday through Friday end
May 5 - 11	Final examinations-undergraduate and graduate
TBD	Commencement Ceremony
May 14	Conferral of May degrees

All classes must meet during the Final Examination period (for either a final exam or regular class meeting) in order to meet the minimum contact hours required by NYSED.

Summer 2027

May 17	First day of classes for **First Five Week, First Six Week** and **Full Summer Sessions**
May 19	Last day to add/drop classes for **First FIve Week** and **First Six Week Sessions**
May 23	Last day to add/drop classes for 10 and 12 week sessions
May 29-31	Memorial Day-holiday - no classes
June 4	Make up day from May 31st classes
June 4	Last day for withdrawal from **First Five Week Session**
June 11	Last day for withdrawal from **First Six Week Session**
June 18	Last day of **First Five Week session**
June 21	First day of classes for **Second Five Week** Session
June 23	Last day to add/drop for **Second Five Week Session**
June 25	Last Day of **First Six Week Session**
July 2	Last day for withdrawal from **Ten Week Session**
July 3-5	Independence Day Weekend - no classes
July 6	First day of classes for **Second Six Week** Session
July 8	Last day to add/drop for **Second Six Week Session**
July 9	Make up day from July 5
July 9	Last day for withdrawal from **Second Five Week Session and 12 Week Session**
July 23	Last day of **Second Five Week Session and 10 Week Session**
July 26	First day of classes for **Third Five Week Session**
July 28	Last day to drop/add classes for **Third Five Week Session**
July 30	Last day for withdrawal from **Second Six week session**
August 6	Last day of **12 Week Session**
August 13	Last day of **2nd Six Week Sessions**

August 13	Last day for withdrawal from **Third Five Week Session**
August 27	Last day of **Third Five Week Session**
August 31	Summer Degrees conferred

ADMISSION

All communications concerning admission to the Long Island University. (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 website at www.liu.edu/admissions. Students are also invited to email the Office of Admissions at bkln-admissions@liu.edu.

Freshman Admissions

Early Action applications and supporting documentation for fall admission must be submitted on or before November 15. Early Action notification begins December 1.

Early Decision applications and supporting documentation for fall admission must be submitted on or before December 15. Early Decision notification begins January 2.

To ensure consideration for all available departmental and merit-based scholarships and on campus housing opportunities, applicants should submit applications by December 1 for fall admission and by October 1 for spring admission.

Applicants should submit the below required material for consideration:

- Undergraduate application at liu.edu/apply or via the Common Application.
- Non-refundable $50 application fee.
- High school transcript.

Applicants may submit the following for consideration:

- SAT or ACT Test Scores: SAT: LIU Code 2369. ACT: LIU Code 2792.
- If English is not the student's native language, an official copy of TOEFL, IELTS, or iBT; students may also provide evidence of English proficiency through submission of standardized test scores.
- Recommendation from one teacher or guidance counselor.

Each applicant is considered through a review of their application and supporting material.

Admitted freshman students are required to provide proof of successful completion of high school or its equivalent prior to the first day of classes.

Freshman applicants may apply for fall, spring, or summer admission as full- or part-time degree seeking students. Classes are offered during the day, evening and on weekends. A non-degree option (for a student not enrolled in a degree program) is available to visiting students.

Test scores should be forwarded to the Office of Admissions. Credit includes the following:

- International Baccalaureate Program Credit
- Advanced Placement Credit
- College Level Examination Program

Application materials are to be submitted directly to LIU:
Long Island University
Office of Admissions
1 University Plaza
Brooklyn, NY 11201-5372

Transfer Admissions

Applicants for transfer admission from accredited two-year and four-year colleges are considered. Students transferring from non-accredited institutions must consult with the Office of Admissions to determine eligibility for transfer credits.

Some academic departments have special criteria for admission and may require a higher GPA, an audition, or portfolio review. The Office of Admissions weighs all available information and evidence of achievement.

Transfer students are evaluated primarily based on their college work. Students with fewer than 24 credits of previous college work, or those who enrolled in college courses before completing high school, must submit secondary school records.

Transfer students will receive an official transfer credit evaluation after being admitted to the University. Generally, transfer credits are awarded for equivalent academic courses that have been completed with grades of C- or better at accredited colleges or universities. Students transferring directly to LIU from two-year institutions can receive a maximum of 72 credits. Those transferring from four-year institutions can receive a maximum of 90 transfer credits.

Coursework is transferable to LIU if it is equivalent to a course currently offered at LIU 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, will be credited to the student's transcript. Other transferable credit may include: advanced placement credit, international baccalaureate credit, advanced levels, and CLEP. Certain programs might require higher scores than outlined above in order to gain transfer credit for a particular program.

Applicability of transfer credits and actual length of time required to complete a bachelor's degree depends on the number of credits earned. The Office of Admissions resolves transfer credit questions related to:

- Inter-Campus Transfer: Students wishing to enroll in classes at another LIU campus are required to complete the internal transfer form with their Success Coach. Students will be required to meet any special criteria outlined by the academic program they seek to enter.
- College Credits for Military Service Joint Services Transcript: LIU awards College credits to eligible veterans and active members of the military. The Army, Coast Guard, Marine Corps, and Navy use the centralized Joint Services Transcript (JST) system. Students may receive college credits for military training and specific occupational training. Official Joint Services Transcripts must be submitted electronically to Admissions.
- Community College of the Air Force: Veterans and active members of the Air Force may be eligible to receive college credits upon an admissions review of official CCAF transcripts.

Life Experience Credits: Life experience credits may be awarded in recognition of knowledge obtained in ways other than study at an accredited college, and in accordance with the Life Experience Credit Policy.

Articulation Agreements

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.
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.

Graduate Admissions

To apply to an LIU graduate program, a student must submit an application and official undergraduate
and/or graduate transcripts from all colleges or universities the student attended. Applicants for graduate study must have a conferred bachelor's degree, or its equivalent, from an accredited institution prior to the start of the program. A non-refundable application fee must accompany the application. Graduate and doctoral application fees may vary by academic program.

Application requirements vary depending on the academic program and may be found in the Graduate
Catalog. Some programs require standardized test scores, interviews, and/or other documentation in order to be considered for admission.

Applicants are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions.

After all required credentials are received, the applications are reviewed, and the applicants are advised
of their status, which will be one of the following:

- Acceptance: For students whose credentials meet admissions LIU admissions standards for whom a place is available.
- Pending: For students who have to submit additional information before a decision can be made.
- Wait List: For students to whom admission may be offered at a later time when a place becomes available.
- Denial: For students who do not meet the criteria for admittance.

Applicants who are offered admission are encouraged to accept the offer as soon as possible by submitting a nonrefundable tuition deposit. The deposit deadline is May 1, or two weeks from date of acceptance, whichever is later.

Graduate Transfer Credit

Graduate courses taken at another accredited college or university before admission to LIU may, at the discretion of the academic program chair/director and if pertinent to the plan of study, be credited to the graduate degree. The following criteria apply:

- Permission to transfer such credits must be requested at the time of admission, and official transcripts must be submitted to the office of LIU Admissions.
- Transfer credit toward the master's degree is normally limited to six semester hours, for courses in which the student has received a grade of B or better (or the equivalent if another grading system was used).
- Transfer coursework is not recorded as part of the LIU grade point average (GPA).

Courses taken at another university after admission to a graduate program at LIU may not be used for transfer credit unless prior written permission is obtained from the academic program chair/director.

Graduate Non-Degree Students

A student who holds a bachelor's degree and wishes to take a limited number of undergraduate or graduate-level courses for certification, professional advancement or personal enrichment may be admitted as a non-degree student. Acceptance as a non-degree student does not constitute acceptance into a degree or certificate program, although courses taken might apply to degree programs if a student subsequently applies to and gains admission to a specific program. Non-Degree credits are typically limited to 6 to 9 credits. Some departments do not allow students to enroll with non-degree status. Students must complete an application each semester before registration. Students may request an extension of their visiting student status through the office of admissions.

International Admissions

Applicants who are not citizens or permanent residents of the United States apply to LIU as international students. Applications for international admission should be submitted to the Office of Admissions by **May 1** for fall admission or by **November 1** for spring admission.

Applicants should submit the below required material for consideration:

- Original official records of all secondary school and/or university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
- Non-refundable application fee.
- Professional evaluation of their university credits from a NACES-member organization (www.NACES.org), if required.
- Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Duolingo, or Pearson Test of English (PTE) scores.
- Portfolio or video audition (if required for admission into or scholarship consideration for particular programs).

Applicants may submit the below optional material for consideration:

- SAT or ACT scores may be submitted. Test scores may be submitted in lieu of language testing scores.
- Personal Statement
- Resume
- Recommendation from one teacher or guidance counselor.
- Each applicant is considered through a review of their application and supporting material.

Language Proficiency may be determined based on the criteria below:

- TOEFL score for undergraduate: 75 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- TOEFL score for graduate: 79 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for undergraduate: 6.0 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for graduate: 6.5 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum PTE score for undergraduate: 50 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum PTE score for graduate: 58 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum Duolingo score for undergraduate: 100 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum Duolingo score for graduate: 105 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- SAT Critical Reading section score of 460 or ACT English section score of 18
- LIU English Language Institute, Level 8 Certificate Completion

Admitted students who intend to apply for an F-1 student visa must also submit an I-20 application and supporting documentation showing that the student or sponsor is willing and able to undertake the approximate costs of education and living expenses. A copy of a valid passport is also required. Upon acceptance, eligible students are sent a "Certificate of Eligibility for Nonimmigrant (F-1) Student Status" (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American embassies abroad.

International students are required to submit their LIU tuition deposit in order to receive their I-20. Once students receive their I-20 released by LIU they are able to begin the process of obtaining an F-1 visa to study in the United States.

For detailed information on immigration policy and maintaining F-1 status, international students should familiarize themselves with the LIU International Student Handbook.

Readmission

UNDERGRADUATE READMISSION

Any undergraduate student who has not attended the University for one or more regular semesters (fall or spring) and wishes to return must file a readmission form.

Undergraduate students who have attended other colleges since their last attendance at LIU must submit official transcripts before readmission will be approved. Students who have not attended for more than five years must reapply to LIU. If readmission is approved, a student's return to LIU is subject to academic requirements as listed in the catalog in effect at the time of readmission.

Undergraduate 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. Readmission into specific programs (i.e., cohort based programs) may require the program director's and/or academic dean’s approval.

GRADUATE READMISSION
Graduate students who have not attended classes for one or more semesters but less than three years, maintained their maintenance of matriculation status, or have not been granted a leave of absence, must submit a readmission form.

Graduate students who have not attended for more than three years must submit a new graduate application and all supporting credentials required for admission.

Any student who left the University on probation will be readmitted with the same probationary status that was in place during the last term of attendance unless the student provides academic transcripts demonstrating that they have met the requirements of the probation.

If readmission is approved, a graduate student’s return is subject to the academic requirements posted in the graduate catalog in effect at the time of readmission.

Student Academic Forgiveness

Undergraduate students who have not enrolled for at least five years have the option to be readmitted with the following provisions:

1. The student must follow the bulletin in effect at the time they were readmitted.
2. All courses and grades received prior to the date of readmission will remain on the student’s permanent record, but will not be computed into the student’s academic average.
3. Only courses completed prior to readmission in which a “C” or better was earned will count toward the student’s graduation requirements. However, these grades will not be computed into the student’s academic average.
4. Courses completed prior to readmission in which a “C-” or lower was earned will not count toward graduation requirements nor will they be included in the computation of the student’s academic average.
5. This option, once chosen, cannot be rescinded.

Visiting Students

Long Island University permits students to enroll as a visiting student for one (1) academic semester. To enroll for more than one (1) academic semester, visiting students may request an extension of their visiting student status through the Office of Admissions.

Visiting students are expected to adhere to all policies set forth by Long Island University. Financial aid is not available for students who are visiting at Long Island University.

Visiting students seeking to matriculate into an LIU program must submit an application through the Office of Admissions.

New York State Immunization Law

In accordance with the New York State Department of Health, the following immunizations are required at Long Island University:

Measles, Mumps, and Rubella (MMR): In accordance with New York State Public Health Law § 2165, all students born on or after January 1, 1957 and are enrolled for at least six (6) credits or more are required to provide Long Island University with certified proof of vaccination from a health care provider.
Meningococcal Disease (Meningitis): In accordance with New York State Public Health Law § 2167 all students enrolled for at least six (6) credits or more are required to provide the University with certified proof of vaccination within the past 10 years from a health care provider.
Rabies Vaccine: In accordance with CDC recommendations, all students enrolled in the College of Veterinary Medicine are required to provide the University with certified proof of rabies pre-exposure prophylaxis (PreP) vaccination and proof of continued compliance during their enrollment at the University.

Students may request a medical or religious exemption from any of the vaccination requirements set forth above by submitting documentation in writing to the Center for Healthy Living, the department responsible for the collection and validation of immunization documents.

Proof of immunization, or documentation for exemption, must be submitted on the Immunization Portal prior to the beginning of the first semester of classes.

The University reserves the right to impose additional immunization requirements in collaboration with local and state health directives or recommendations.

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2025, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2019 was 54.8 percent.

Honors College

MISSION

The Long Island University Honors College is dedicated to developing a select group of diverse and highly gifted undergraduate students for meaningful contributions during their LIU journey and beyond. Honors College students complete a curriculum built on interdisciplinary connections, research opportunities, civic engagement, and experiential learning activities. Beyond the classroom, programming and events help shape global citizens prepared to emerge as leaders in their respective fields. Upon completing their undergraduate career at LIU, all Honors College students should depart with a well-defined path forward, whether pursuing graduate studies, embarking on a chosen career trajectory, or achieving notable fellowships, grants, and awards.

The mission of the Honors College at Long Island University aligns closely with the university's broader mission by emphasizing the development of highly gifted, diverse undergraduate students who are prepared to contribute meaningfully to society and the world. As LIU's mission is focused on providing excellence and access in higher education, the Honors College plays a crucial role in expanding opportunities for students to engage in interdisciplinary learning, research, and global citizenship—all key aspects of the LIU mission.

The Honors College contributes directly to LIU's strategic goal of advancing academic excellence through innovation. By offering a rigorous curriculum that blends research opportunities, civic engagement, and experiential learning, the Honors College fosters an innovative academic environment where students are encouraged to think critically, develop original ideas, and pursue advanced research across various disciplines. This emphasis on innovation prepares students to contribute to solving contemporary global challenges, thus aligning with LIU's vision of advancing solutions for a sustainable global future.

Additionally, the Honors College's commitment to fostering global citizenship and leadership within its student body supports LIU's strategic objective to advance student engagement through distinctive experiences. Through global study programs, fellowships, internships, and leadership opportunities, Honors College students are prepared to navigate and contribute meaningfully to diverse and global communities, aligning with the university's vision of producing graduates ready for service to their local and global communities.

Finally, as the Honors College prepares students for graduate studies, careers, and prestigious awards, it directly supports LIU's strategic priorities of advancing academic excellence and ensuring the development of well-rounded, career-ready graduates. By providing an enriching and holistic educational experience, the Honors College helps fulfill LIU's mission of preparing students for meaningful, educated lives and leadership roles in society.

ADMISSION REQUIREMENTS

The Long Island University Honors College typically accepts around 75 students per cohort on each campus. We do not have a strict cutoff for high school GPA or standardized tests, as each student is evaluated individually based on their unique experiences and potential. We aim to identify students who are driven, intellectually curious, and eager to excel academically within the Honors College community.

Fall 2025 Enrolled First-Year Honors College Students:

Median Unweighted GPA – 98

SAT Middle 50th Percent – 1400

ACT Middle 50th Percent – 32

HONORS COLLEGE REQUIREMENTS

Long Island University Honors College students receive Honors College Recognition by earning 24 Honors College credits during their tenure. The 24 Honors College credits can be earned through Honors College courses, study abroad, graduate courses, independent studies, Honors internships, and AP/IB test transfer credits with scores of 5 or 6+, respectively.

Honors College Recognition (24 credits) Options:

-Honors College Courses: These courses, taught by esteemed faculty, challenge high-achieving and gifted students. They encompass research and creative scholarship, interdisciplinary learning, service learning and leadership, and experiential learning. Students take these courses to satisfy certain core curriculum and elective requirements.

-Study Abroad: Participating in a study abroad program offers students a unique opportunity to broaden their worldview, expand their network, and refine their professional aspirations over the course of a term or intersession.

-Graduate-Level Courses: Successfully completing graduate-level courses in a chosen field demonstrates a commitment to academic rigor and intellectual advancement.

-Independent Study Courses: These courses involve faculty-guided, independent research, writing projects, creative endeavors, and entrepreneurial ventures. Students work closely with a faculty mentor, dedicating a full semester to their project and collaborating to define a plan of study and expected outcomes.

-Internships: Academic credit is awarded for off-campus internships undertaken by students across all majors. Through this experience, students gain practical skills and insights, culminating in reports detailing their internship experiences.

-AP/IB Credits (Score of 5 or 6+): Transfer credits from AP or IB exams, scored at 5 or 6+, respectively, contribute towards fulfilling the requirements for Honors College Recognition, acknowledging students' prior academic achievements and proficiency.

No specific Honors College courses are mandatory, and there is no strict timeline for when students take their Honors College courses. However, students should work to ensure the Honors College requirements are met at an appropriate pace throughout their academic careers. Taking one Honors College course per semester is recommended to achieve 24 Honors College credits by graduation. This will vary based on each student's needs and academic plan.

Students must have a 3.0 final cumulative GPA to graduate with Honors College distinction. Students will not be removed from the Honors College if they have a GPA below 3.0 at any point.

Honors Courses

BHNR 110-119 Honors Creative and Reflective Capacities
This course fosters openness to new ideas and integrative thinking. Students will engage in reflective and creative activities that synthesize existing knowledge into innovative work grounded in scientific, humanistic, historical, and/or aesthetic disciplinary knowledge. Course activities may include creative projects, experiential learning opportunities, and service-learning projects that promote integrative and reflective thinking. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 120-129 Honors Historical and Intercultural Awareness
This course encourages recognizing oneself as a member of a global community with diverse cultures and histories. Students will analyze diverse modes of human thought, behavior, and expression in historical and cultural contexts. Experiential and service-learning activities, as well as research projects, will be integral parts of this course, promoting flexibility, empathy, and critical evaluation of historical and intercultural perspectives. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 130-139 Honors Quantitative and Scientific Reasoning
This course aims to develop competence in interpreting numerical and scientific data. Students will engage in hands-on research experiences that require quantitative and scientific reasoning to solve problems and understand complex issues. Activities may include conducting scientific investigations, evaluating quantitative information, and applying these skills in experiential learning contexts to gain a deeper understanding of real-world applications. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 4
Rotating Basis

BHNR 140-149 Honors Oral and Written Communication
This course focuses on developing knowledge and skills in exchanging informed and well-reasoned ideas through various media. Students will design clear and compelling presentations, construct coherent arguments, and demonstrate effective communication skills in experiential and service-learning settings. Research projects will also play a key role in enhancing students' ability to communicate findings and insights to the academic community. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 150-159 Honors Information and Technological Literacies
This course enhances students' ability to use information and communication technologies responsibly and effectively. Students will assess information accuracy, develop technological competence, and utilize these skills in experiential and service-learning projects. Emphasis will be placed on conducting systematic research and synthesizing information from various digital sources to produce discipline-specific artifacts. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 160-169 Honors Critical Inquiry and Analysis
This course cultivates reflective assessment and critique of evidence across various disciplines. Students will evaluate their positions, investigate and integrate existing knowledge, and engage in research and analytical projects that require critical thinking. Experiential learning opportunities will allow students to apply theoretical frameworks to practical scenarios, enhancing their critical inquiry and analysis skills. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 170-179 Honors Ethical Reasoning and Civic Engagement
This course emphasizes evaluating ethical issues and developing ethical self-awareness. Students will engage in research and analytical projects, participate in experiential or service-learning opportunities, and critically investigate responsible conduct in social or professional contexts. The goal is to foster humane and responsible engagement in local and global communities. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 300-301 Honors Advanced Elective
This advanced elective course provides interdisciplinary research and scholarly inquiry opportunities. Students will engage in high-level independent thinking and scholarship within their chosen field of study. Activities may include designing and executing original research projects, presenting findings professionally, and reflecting critically on research processes and outcomes. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

BHNR 350 Research
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

BHNR 351 Thesis
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

BHNR 352 Special Project
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

BHNR 353 Fellowship
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The

culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

BHNR 354 Internship
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

BHNR 355 Directed Study
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 4
On Demand

BHNR 400-199 Honors Leadership
This course recognizes and supports students engaging in high-level Honors College extracurricular activities that exceed typical academic and co-curricular involvement. Eligible activities include exceptional service to the university or broader community, leadership roles demonstrating a significant commitment to the Honors College mission, participation in prestigious internships exceeding standard expectations, or active pursuit of competitive national or international fellowships, such as the Fulbright or Rhodes scholarships. Students must apply for this course, submitting detailed proposals outlining their activities, goals, and anticipated outcomes. The Dean of the Honors College will review all applications and approve or deny enrollment based on the proposed project's alignment with Honors College values and expectations. This course emphasizes self-directed engagement, leadership, and advanced problem-solving, with students expected to document their contributions and reflect on their impact. Students are expected to present their work at the annual Honors College Conference. Successful completion will be noted on students' transcripts as recognition of their exceptional commitment to leadership, service, and academic excellence beyond the classroom. The one's digit of the course number corresponds to the number of Honors College credits awarded (maximum of three).
Must be in Honors College
Credits: 0
On Demand

ACADEMIC POLICY

Please refer to individual department listings in this bulletin for policies that may be specific to each academic discipline and for specific degree requirements.

Undergraduate Degrees

LIU Brooklyn awards the following undergraduate degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Engineering, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science.

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 Engineering, Bachelor of Fine Arts and Bachelor of Music (minimum of 30 credits) must be in liberal arts and sciences as defined by New York State Education Department (NYSED).

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.

Graduate Degrees

LIU Brooklyn awards the following graduate degrees: Master of Arts, Master of Science, Master of Fine Arts, Master of Business Administration, Master of Public Administration, Master of Social Work, Certificate of Advanced Studies, Doctor of Philosophy, Doctor of Physical Therapy, Doctor of Pharmacy, and Doctor of Social Work.

Student Academic Standing

In accordance with University regulations, only students who have been admitted to the University, have formally registered, and are in good financial standing, may attend classes.

Full-time undergraduate students in good academic standing may carry 12-18 credits during each fall and spring semester without additional approvals. Undergraduate students may request to take 19 or more credits in the regular semester if they are in good academic standing and if they obtain approval from the Dean of Student's or their designee. For any credits taken above 18, students are charged additional tuition at the per-credit rate.

Full Time Status:

- Undergraduate - a student carrying at least 12 credits per semester
- Graduate - a student carrying at least 9 credits per semester

Class standing is determined by the number of credits earned:

Sophomore	30 credits
Junior	60 credits
Senior	90 credits

Undergraduate students must maintain the following overall grade point averages (GPA) in order to be considered in good academic standing:

- 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

Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to be considered in good academic standing.

In some departments, requirements for remaining in good academic standing may be higher based on accreditation requirements.

Students in years one or two of the Pharm.D. program may take 12-19 credits during each fall and spring semester. Students in years one or two of the Pharm.D. program are charged additional tuition at the per-credit rate for credits taken above 19.

Pharm.D. students are considered graduate students once they enter the year five curriculum and are enrolled in 500-level classes. Occupational Therapy B.S./M.S. dual-degree students are considered graduate students once they begin taking 500-level classes.

Students with excessive W's or INC's (or both) on their records may be considered as failing to make satisfactory progress toward completion of their programs of study and may be ineligible to continue until remedial steps have been taken.

Grading and Grade Point Average

Credits are granted for undergraduate courses completed with the grade of A, A-, B+, B, B-, C+, C, C-, D, or P. A grade of F signifies failure and no credit is awarded.

Credits are granted for graduate courses completed with the grade of A, A-, B+, B, B-, C+, C, or P. A grade of F signifies failure and no credit is awarded.

The University employs the following grade conversion guidelines:

Letter Grade	Percent Grade	4.0 Scale
A	93 - 100	4.000
A-	90 - 92	3.667
B+	87 - 89	3.333
B	83 - 86	3.000
B-	80 - 82	2.667
C+	77 - 79	2.333
C	73 - 76	2.000
C-	70 - 72	1.667
D	65 - 69	1.000
F	Below 65	0.000

A grade of Incomplete (INC) may be assigned if a student has failed to complete part of the required course work. An INC is given by 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 within 2 semesters of the term in which the INC was earned.

INC grades will convert to INX (Expired INC) if the work is not completed within 2 semesters. If an unusual extension of time is necessary to complete the work, permission is required from the Vice President of Academic Affairs, and the grade change must be approved by the faculty member, the chairperson, and the dean. Upon completion of the INC grade, the grade date the work was completed is indicated on the transcript. INC grades in Thesis and Dissertation courses do not lapse to INX provided the student continues to enroll in Maintenance of Matriculation.

Students who never attended or stopped attending before the course withdrawal deadline date as defined in the academic calendar and did not properly withdraw by published deadline may be assigned a grade of NC - No Credit earned.

The W grade is automatically assigned when a student officially withdraws from a course by the published deadline dates in the academic calendar. View Withdrawal Policy.

Students who receive grades of W (withdrawal), NC (unauthorized withdrawal), INC (incomplete) or an opted Pass/Fail in the fall or spring semester are ineligible for inclusion on the Dean's List for that semester.

Students have the option to repeat a course. In the event that individual programs have their own policies on repeating a course, the more restrictive policy will apply. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. A course may not be repeated more than once, except with the prior approval, following procedures contained in the Academic Catalogs. If a course is taken more than

twice, all grades after the first grade will be computed into the student's GPA. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

Required courses in which a grade of F was earned should be repeated within one year.

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.

Undergraduate students are permitted to opt for a pass/fail grade in a maximum of one course per semester for a total of eight semesters. Pass/Fail 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. The election of the pass/fail grading system must be designated by the 10th week of the semester, as listed in the Academic Calendar. 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.

Students must achieve designated GPAs in order to graduate. Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to graduate. Undergraduate students must achieve an overall grade point average (GPA) of 2.00 to graduate. 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.

Quality points for a specific course are determined by multiplying the corresponding quality points (see below) for the grade received in the course by the number of credits awarded for the course. Total quality points are determined by adding all quality points for all courses. The grade point average (GPA) is determined by dividing the total quality points by the total number of credits, including those of failed courses. The grades W, NC 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 or offered by LIU at off-site locations will be computed into the student's cumulative and major averages.

Grade Quality points per credit
- A 4.000
- A- 3.667
- B+ 3.333
- B 3.000
- B- 2.667
- C+ 2.333
- C 2.000
- C- 1.667*
- D 1.000*
- F 0.000

* not used for graduate level courses

Undergraduate students must maintain the following quality-point ratios to be in good academic standing:
- 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

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. 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).

Grades of "P" are not computed into the overall GPA, but do count towards graduation credits.

Pass/Fail Option (Applies to undergraduate study only)

Students may take a maximum of two courses on the Pass/Fail (P/F) basis per academic year (which includes winter, summer, weekend sessions, and all other newly created sessions, for a total of not more than 24 credits in a student's resident undergraduate program). This restriction does not apply to courses offered only on the P/F basis. A grade of "P" will be posted on the student's transcript only if the actual grade earned is a "D" or better. Only elective courses may be taken on a Pass/Fail basis. Core courses may not be taken on a Pass/Fail basis. "P" grades are not calculated into the GPA, but credits are earned for the course. "F" grades are calculated into the GPA. Core courses, courses in a student's major, and co-related courses may not be taken as P/F without the written permission of the major or minor department chair or program director.

Students who opt for a Pass/Fail during the fall or spring semester are not eligible for inclusion on the Dean's List for that semester.

Students may choose the P/F option up to the 10th week of the regular semester as specified in the academic calendar. Changes will not be considered after the deadline date.

To graduate with honors, a student must take at least 54 credits at LIU, not including courses taken on a Pass/Fail basis or Life Experience credits.

Grade Changes

A faculty member may change a grade in situations where it is warranted within one year of assigning the original grade. Changes to grades cannot be made once a degree has been conferred unless the student has submitted a grade appeal. In the event that a graduating student appeals a grade through the formal grade appeal process, a grade may be changed at the conclusion of the appeal process.

Any request to change a grade after the one-year period referenced above must be submitted to the chair and dean for review and approval. Final approval rests with the Vice President for Academic Affairs.

Student Grade Appeals

A grade appeal is only available before the student's degree is awarded. The basis for filing a grade appeal in any course is limited to:
- Fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the LIU Syllabus Compliance Policy, and
- Grading of the student by the instructor relative to other students in the same course and section.

Issues that do not meet these criteria are not appropriate for a grade appeal.

Undergraduate Dean's List

Eligibility for the Dean's List is evaluated after each fall and spring term and is determined by grades earned in the regular academic semesters (fall and spring). Summer Session grades are not considered.

Degree-seeking/matriculated students who complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are placed on the Dean's List for that semester. Students who earn an F, W, NC, U or INC in any semester, even though the symbols are subsequently changed to grades, are not placed on the Dean's List for that semester. Students who opt for a course Pass/Fail are not eligible for inclusion on the Dean's List. A student who does not receive an official grade in any semester will not be placed on the Dean's List until official grade submission, excluding those listed above, that otherwise qualifies the student for the Dean's List.

Graduation Requirements

Students who meet all requirements for their degrees in August or January are considered to be in the graduation class of the following May. Diplomas are dated four times a year: January, May, July, and August. Candidates for graduation should confirm that their graduation term is reflected on MY.LIU at least one month prior to the end of their final term of enrollment.

Students who file a degree application after the conferral date for the term will have their degree awarded at the following conferral if all requirements have been fulfilled, regardless of the

date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.
Students denied graduation due to outstanding INC grades or other missing degree requirements must reapply for their degree when these requirements have been met. Under no circumstances are degrees backdated and conferred for a prior conferral date.

Candidates for all degrees at LIU are expected to know the graduation requirements set forth in the catalog for the academic year in which they were admitted/matriculated. It is the responsibility of the student to draw up an acceptable program of study in consultation with their Success Coach or academic department.

UNDERGRADUATE
To qualify for a bachelor's degree, students must complete the core curriculum, all required liberal arts and sciences courses, and all departmental and University requirements listed in the undergraduate catalog for the academic year in which they were matriculated or readmitted. Specific requirements, substitutions, or exemptions, where relevant, are indicated.

The final 30 hours of credit must be earned in academic residence at Long Island University. A minimum of 9 credits of the requirements for a major must be completed in residency at LIU.

The undergraduate requirements for graduation are:
- 2.00 cumulative and major average (higher in some areas as indicated in the catalog)
- Core and major requirements fulfilled
- 120 credits (more in some departments as indicated in the catalog)
- Minimum liberal arts requirements as defined by New York State Education Department

To graduate with honors, undergraduate students must complete at least 54 graded credits in academic residence at LIU (this excludes courses graded on a pass/fail basis) to qualify for Latin Honors as follows:
- summa cum laude: 3.90 or higher
- magna cum laude: 3.70 - 3.89
- cum laude: 3.50 – 3.69

Note: Please see the LIU Global section for specific graduation requirements for the B.A. in Global Studies program.
GRADUATE
Graduate requirements for graduation are:
- 3.00 cumulative grade point average
- all course requirements and minimum credits earned for specific degree program
- any capstone requirement for specfic program completed
- Oral, Qualifying or Comprehensive Exams: Some departments may require a student to take examinations in their area of study. These examinations include:
  Qualifying Examination - this examination is given in academic departments that require a common core of courses. Degree candidacy status and an assignment of a thesis project are deferred until the examination is completed.
  Comprehensive Examination - some academic departments give a comprehensive examination after students complete a minimum of 24 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and their area of concentration. The examination may be oral or written.
  Oral examination (and defense of thesis) - Academic departments that require a degree candidate to write a thesis may require the candidate to defend their thesis through an oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas.

Attendance

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Responsibility for class attendance rests with the student.

Ordinarily, the work missed through absence must be made up. However, permission to make up such work is not automatic and is given at the discretion of the instructor.

Student Absence due to Religious Observance

Students who anticipate being absent because of a religious observance will notify their respective faculty at the beginning of the semester. The University complies with Section 224-a of New York State Education Law–Absence Due to Religious Observation.

Notification of Student Rights Under Section 224-a of New York State Education Law –Absence Due to Religious Observation
Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity."

Undergraduate 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

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for the dismissal of a student from a class. A student who is dismissed from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem can be referred to LIU Promise or the Dean of Students' Office.

In instances where a faculty member or an academic department requires Department of Public Safety assistance, the faculty member or

academic department will report the incident to the Department of Public Safety so that a report can be generated. A faculty member, chair, or dean also has the right to make a formal grievance against a student by filing a written statement with the Dean of Student's office. The information will then be reviewed by the Dean of Students' designee to determine whether or not any violations of the Ethos Statement and Code of Conduct were committed. When applicable, the student will then proceed through the established Student Conduct adjudication process. The appropriate dean will also be notified of the incident. The final determination as to whether or not the student will be permitted to continue as a member of the class, department, or school would be the decision of the Dean or their designee, subject to appeal by the Vice President for Academic Affairs.

For additional information outlining the Student Conduct disciplinary process, please refer to the Student Handbook, which is updated annually. It is also available on the LIU website.

Student Academic Conduct

Proper academic conduct requires that all work submitted for academic purposes be entirely the work of the person or persons who submit it. Actions that violate the standards of academic conduct include:

Plagiarism represents in any academic activity the words or ideas of another as one's own without proper acknowledgment. Acts of plagiarism include but are not limited to:

- paraphrasing ideas, data, or writing, even if it constitutes only some of one's own written assignment, without properly acknowledging the source; or
- using someone's words or phrases and embedding them in one's own writing without using quotation marks and citing the source; or
- quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or
- submitting as one's own, part of, or an entire work, produced by someone else; or
- transferring and using another person's computer file as one's own; or
- obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting papers for resubmission; or
- using visual images, dance performances, musical compositions, theatrical performances, and other digital resources as one's own without proper acknowledgement.

Cheating is improper application of unauthorized materials, information, or study aids, including but not limited to:

- obtaining unauthorized prior knowledge of an examination or part of an examination; or
- using resources or instruments on academic tasks not explicitly permitted by the supervising instructor (e.g., textbook, notes, formula list, calculator, etc.); or
- using any electronic device in an academic exercise or examination that is not explicitly authorized by the supervising faculty. This includes but is not limited to the Internet, cell phones, beepers, iPods, headphones, PDAs, and other wireless handheld devices; or
- altering an exam or paper after it has been graded and requesting a grade change; or
- collaborating by sharing information or requesting assistance, when such collaboration has been explicitly prohibited by the instructor; or
- making use of another person's data or work without proper citation in an assignment; or
- allowing another person to take a quiz, exam, or similar evaluation; or
- submitting work with identical or similar content in concurrent courses without permission of the instructors; or
- resubmitting a work that has already received credit with identical or substantially similar content in another course without consent of the present instructor.

Facilitating academic dishonesty is assisting another to cheat, fabricate, or plagiarize, including but not limited to:

- allowing another student to copy from one's own work; or
- providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above; or
- taking a quiz, exam, or similar evaluation in place of another person; or
- signing on the attendance sheet the name of a student who is not present.

Fabrication is the falsification or invention of any information or citation in an academic activity, including but not limited to:

- crediting source material that was not used for research; or
- presenting results from research that was not performed; or
- altering data to support research; or
- presenting fabricated excuses for missed assignments, tests, or classes; or
- falsifying documents or records related to credit, grades, status, or other academic matters.

Sabotage is understood as stealing, concealing, destroying or inappropriately modifying classroom or other instructional material of another, such as posted exams, library materials, laboratory supplies, or computer programs.

Students accused of violating the University's standards of academic conduct will be subject to disciplinary processes set forth in the Academic Conduct Procedures.

Student Academic Conduct Appeals Procedure

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.

Criminal Background and Drug Testing

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

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees,

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

Related Curricular Matters

Semester Hour/Unit

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

Majors

Students who wish to change a major (also known as "academic plan") may do so with the written approval of their success coach. In some instances, approval of the academic department is also required.

Change of Major forms are submitted to the University Registrar's office once approved. Changes in major forms 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.

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

Double Majors - Undergraduate Students

A student may be granted permission to pursue two academic plans (a primary and a secondary major) at 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; however, only one degree will be awarded. In order to receive two separate degrees, students must complete at least 150 credits.

Cross-Referenced Courses

Cross-referenced courses may be applied only once to a student’s program/plan; students may choose under which discipline a cross-referenced course will be listed. The course designation may not be changed once the course appears on the student’s permanent record.

Numbering of Courses

Every course in the curriculum is identified by a number 100-199 if it is Core Curriculum course, above 200-299 if it is a required course in the major; 300 - 399 if it is a general or major elective with no prerequisites, 400 - 499 if it is a general or major elective with prerequisites, and 500 and above if it is on the graduate level.

Time Limit for Degree Completion

- Degree requirements for a master’s degree must be completed within five years from the term for which the candidate is admitted and enrolled (exclusive of time spent in military service)
- Doctoral degrees must be completed within 8 years.

All requests for an extension must be in writing and submitted to the appropriate dean for consideration/approval

INSTITUTIONAL LEARNING OUTCOMES

INSTITUTIONAL LEARNING OUTCOMES

Long Island University has seven Institutional Learning Outcomes (ILOs) that emphasize the essential skills students need for successful post-graduate lives. The ILOs are consistent with the LIU Mission to prepare students for meaningful, educated lives. They are interrelated with one another and with students' programs of study. Each ILO is associated with two learning objectives that students must master as part of their LIU education. The ILOs and Student Learning Objectives are:

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

Student Learning Objectives

1. Synthesize existing ideas, images, or disciplines in original ways by making or appreciating creative work in various forms.
2. Demonstrate the ability to reflect on new knowledge and solve problems creatively.

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

Student Learning Objectives

1. Analyze diverse modes of human thought, behavior, and expression in historical and cultural context.
2. Engage with diverse experiences and realities with flexibility and empathy.

ILO 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.

Student Learning Objectives

1. Evaluate quantitative information in various forms (e.g., graphs, charts, numerical analyses) to develop reasoned arguments.
2. Conduct scientific investigations and interpret the reliability and validity of scientific findings.

ILO 4: ORAL AND WRITTEN COMMUNICATION. Knowledge and skill in exchanging informed and well-reasoned ideas in effective and meaningful ways through a range of media to promote full understanding for various purposes, among different audiences and in a variety of contexts and disciplines.

Student Learning Objectives

1. Design clear and compelling oral or written presentations that engage an intended audience and promote full understanding of content.
2. Construct a well-reasoned and coherent argument in oral or written media using appropriate disciplinary conventions.

ILO 5: INFORMATION AND TECHNOLOGICAL LITERACIES. Ability to use information and communication technologies to find, evaluate, create, and effectively and responsibly use and share that information, requiring both cognitive and technical skills.

Student Learning Objectives

1. Assess the accuracy, relevance, and authenticity of information gathered through a systematic research process.
2. Develop technological competence to convey information or to produce discipline-specific artifacts.

ILO 6: CRITICAL INQUIRY AND ANALYSIS. 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.

Student Learning Objectives

1. Assess the accuracy, relevance, and authenticity of information gathered through a systematic research process.
2. Develop technological competence to convey information or to produce discipline-specific artifacts.

ILO 7: ETHICAL REASONING AND CIVIC ENGAGEMENT. Evaluation of ethical issues in conduct and thinking, development of ethical self-awareness, consideration of various perspectives, and responsible and humane engagement in local and global communities.

Student Learning Objectives

1. Formulate an ethical perspective through a sustained study of ethical thought and action exhibited in diverse human behaviors and issues.
2. Propose ethical engagements that demonstrate responsible thought and conduct in a variety of social or professional contexts.

GRADUATE INSTITUTIONAL LEARNING OUTCOMES

Graduate study at LIU offers students opportunities for the development of research, scholarship, and independent thinking. Institutional Learning Outcomes at the graduate level reflect expectations for mastery of advanced content and rigor in the pursuit of a postgraduate degree.

1. CRITICAL THINKING. Appropriate to the discipline and degree level. Critical thinking is the careful and comprehensive exploration and analysis of issues, opinions, ideas, texts, and events before accepting or formulating a position. It includes understanding facts, evaluating various perspectives and their underlying assumptions, and analyzing a situation within its context.

2. RESEARCH AND SCHOLARSHIP. Research and Scholarship or equivalent skills, knowledge, and experiences appropriate to the discipline and degree level. These skills may be demonstrated in the following areas:

- Research Skills (especially for doctoral or academic master's programs)
- Professional Skills (especially for professional programs)
- Practical Skills (especially for clinical or teaching programs)
- Creation or Performance Skills (especially for artistic programs)

Scholarship includes activities that contribute directly to the cumulative knowledge or creative resources in a discipline.

UNDERGRADUATE CORE CURRICULUM

The Core Curriculum is based on Long Island University's seven Institutional Learning Outcomes (ILOs). Students are required to take ten (10) courses in which they engage in new intellectual experiences and demonstrate essential skills in a variety of liberal arts and sciences disciplines.

Consistent with the LIU mission, the Core Curriculum prepares students for meaningful, educated lives and for service to their communities and the world. Through the study of values, ethics, and diverse perspectives, students expand their cultural and global awareness and gain the capacity to make well-reasoned judgments across multiple academic fields.

A selection of courses in each ILO are offered every semester. Most students complete the Core Curriculum requirements during the first two years as preparation for more advanced study within their major during the junior and senior years. To graduate, students must take at least one course in each of the seven ILOs. Core Curriculum courses may not be taken on a pass/fail basis.

Core Curriculum Requirements:

ILO 1: Creative and Reflective Capacities 3 credits
ILO 2: Historical and Intercultural Awareness 6 credits
ILO 3: Quantitative and Scientific Reasoning 7-8 credits
ILO 4: Oral and Written Communication 6 credits
ILO 5: Information and Technological Literacies 3 credits
ILO 6: Critical Inquiry and Analysis 3 credits
ILO 7: Ethical Reasoning and Civic Engagement 3 credits

Total Core Curriculum: 31-32 credits

Students select from a variety of courses in these areas. The following guidelines should be used in selecting courses:

1. Courses in the core curriculum may not be taken on a Pass/Fail basis.
2. Students should develop a plan of study with their Success Coach
3. Students in the Honors College may take the Honors College courses to satisfy their core curriculum requirements.
4. Transfer students only: Previous college coursework may substitute for core courses with the success coach's approval
5. Students who have earned an Associate of Arts or Associates of Science (or prior Bachelor's degree) are considered to have satisfied all core curriculum requirements.

CORE COURSES

ILO 1: Creative and Reflective Capacities (3 credits required):
ART 101: Introduction to Art
ART 105: Introduction to Beginning Drawing
ART 106: 3D Visualization and Production
ART 131: Pottery and Ceramic Sculpture I
FIL109: Screenwriting I
DNC 108: History of Dance
ENG 167: Creativity and Nature
ENG 182: Introduction to Creative Writing
ENG 183: Creative Non-Fiction
JOU 110: Journalism, Media and You
MA 109: Media Arts and Technology
MUS 101: Introduction to Musical Concepts
MUS 102: Music Fundamentals
MUS 110 Introduction to World Music
PHI 172 Philosophy and the Mind
SPE 105: Public Speaking
THE 100: Introduction to Drama
THE 111: The Art of Theatre
THE 143: Shakespeare in Performance
THE 193: Theatre Research/Performance

ILO 2: Historical and Intercultural Awareness (6 credits required)
History (3 credits)
HIS 100: American Civilization to 1877
HIS 101: Perspectives on Premodern World History
HIS 102: Perspectives on Modern World History
HIS 108: American Civilization since 1877

Intercultural Awareness (3 credits)
ANT XXX: Any Anthropology Course
ART 104: Introduction to Visual Arts
FIL: The Art of Documentary
ENG 115: Global Literatures
ENG 132: Shakespeare
ENG 158: American Literature
FRE 111: Introduction to French I
FRE 112 Introduction to French II
GGR 102: Geography and the Global Citizen
HIS 144: Topics in Asian History
HIS 157: Topics in Latin American History
ITL 111: Introduction to Italian I
ITL 112: Introduction to Italian II
MUS 103: Music in Western Civilization
MUS 146: History of Hip Hop
MUS 147: History of Rock Music
MUS 159: History of Country Music
PHI 170: Philosophies of Love and Sex
POL 150: International Relations
POL 161: Introduction to Comparative Politics
SPA 111: Introduction to Spanish I
SPA 112: Introduction to Spanish II
SOC 103: Gender and Sexual Diversity
SOC 135: Global Cultures
SOC 165: Culture and Society
THE 142: Modern Theatre History

ILO 3: Quantitative and Scientific Reasoning (7-8 credits)
Scientific Reasoning (4 credits)
AST 109/109A: Introductory Astronomy I
AST 110/110A: Introductory Astronomy II
BIO 120/120L: General Biology I
BIO 123/123L: Foundations of Biology I
BIO 125/125L: The Science of Sustainability
BIO 126/126L: DNA and Human Life
BIO 137/137L: Human Anatomy and Physiology I
CHM 101/101L: Chemistry for Health Science I
CHM 103/103L: Principles of Chemistry I
ERS 101/101L: Weather and Climate
ERS 102/102L: Planet Earth
ERS 103/103L: Oceanography
ERS 125/125L: Environmental Sustainability Science
FSC 100/100L: Introduction to Forensic Chemistry
PHY 103: University Physics I
PHY 104: University Physics II
PHY 120/120L: The Physical Universe
PHY 127/127L: Physics for Pharmacy
PHY 131/131L: General Physics I
PHY 131/131L: College Physics I
PHY 132/132L: General Physics II

Quantitative Reasoning (3 - 4 credits)
MTH XXX: Any Mathematics Course

ILO 4: Oral and Written Communication (6 credits)
ENG 110: Writing I – Composition and Analysis
ENG 111: Writing II – Research and Argumentation

ILO 5: Information and Technological Literacies (3 credits)
AI 105: AI Fundamentals
AI 112: AI Driven Calculus
CGPH 126: Web Design for Everyone
DA 108: Applied AI - Strategy and Innovation
EDI 100: Contemporary Issues in Education
ENG 148: Ideas and Themes in Literature
ENG 173: Writing in the Community
ENG 175: Writing in the Professions
ENG 178: Writing in the Sciences
HIS 107: Engaging the Past
HIS 190: Research Problems in History
POL 100: Research Problems in Political Science
SOC 102: Social Problems
SOC 148: Sociology of Health and Illness

ILO 6: Critical Inquiry and Analysis (3 credits)
AI 108: AI and Psychology
ENG 103: Grammar and the Structure of English
ENG 112: World Literatures I
ENG 113: World Literatures II
ENG 140: Introduction to Literature
ENG 180: Literary Genres
FRE 100: French Cinema
GGR 101: The Geography of Sustainable Development
HIS 104: Topics in American History

HIS 120: Topics in Medieval History
HIS 164: History of Gender and Sexuality
HIS 167: History of Science and Technology
PHI 100: Beginning Philosophy
PHI 163: Philosophy of Art
PHI 179: Social and Political Philosophy
POL 147: Political Psychology
POL 156: Diplomacy and Negotiation
PSY 103: General Psychology
PSY 111: Psychological Perspectives on Teaching and Learning
SOC 100: Introduction to Sociology
SOC 112: Gender, Race and Ethnicity
SOC 126: Sociology of Gender
SOC 161: Sociology of Sport

ILO 7: Ethical Reasoning and Civic Engagement (3 credits)
AI 110: AI Ethics and Society
ART 177: High Impact Art
FIL 103: Major Forces in the Cinema
ECO 101: Microeconomics
ECO 102: Macroeconomics
ENG 150: Empathy and Literature
HIS 116: History of Race and Society
HIS 158: History of Politics and Power
IR 102: Principles for Life, Work & Impact
PHI 105: Bioethics
PHI 113: Philosophy and Film
PHI 178: Ethics and Society
POL 101 Introduction to Political Science
POL 102: Introduction to American Politics
POL 123: Political Parties and Public Opinion
SOC 108: Sociology of Youth
SOC 109: Social Movements and Change
SOC 110: Social Justice Equality
SOC 119: Sociology of the Family
SOC 122: American Social Problems/Global Context
SOC 129: Social Justice
SPA 105: The Hispanic World

AI Competency Distinction

The AI Competency Distinction is a 3-course AI sequence available to all LIU undergraduates. Students complete three courses — two from the Core Curriculum, and a third that involves AI projects tailored to the student's discipline. The credential will be registered on the student's official LIU transcript.

Required courses:
AI 105: AI Fundamentals
AI 110: AI Ethics and Society
AI 301: AI Innovation Lab
9 credits

REGISTRATION

Enrollment

Students are eligible to enroll in courses at the University if the following criteria have been met:

- Must be a current/active student
- Must be in good financial standing with the University.
- Must be academically eligible to continue in their program
- Must have satisfied all Admissions requirements

Students must adhere to the following deadlines for enrollment:

- Enrollment should be completed by the end of the drop/add for each term, as defined in the academic calendar which is published in the catalog and available online at https://liu.edu/enrollment-services/registration/academic-calendar. For Fall and Spring full-semester courses, the drop/add period is the first two weeks of the semester
- Students are not permitted to enroll beyond the second week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the second week of the term. Under no circumstances is retroactive enrollment permitted.

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

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

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

Adding or Dropping Courses

Adding courses: Students may add classes to their schedules through their MyLIU portal during the online registration period. Online registration ends after the second week of classes for the fall and spring terms. Nontraditional terms and sessions will have customized add dates. See the University's Tuition Liability Policy for additional details. Some classes may be blocked for online registration because they require department approval. If online registration is unavailable, the student must submit a completed Enrollment Change Form to the Center for Student Success and Coaching with approval signatures. Please see the section on Departmental Consent below for additional information.

Beginning with the third week of classes, course additions are only permitted if there are extenuating circumstances and require the approval of the following persons and/or departments before the Center for Student Success & Coaching will process the change:

- Instructor (required)
- Dean and Department Chairperson (required)
- Student Financial Services (for changes in cost of attendance or enrollment status)
- Vice President of Academic Affairs

All course enrollment for full-semester courses must be completed by the end of the fourth week of the term. Enrollments after that time are not permitted. Retroactive enrollment for courses from a prior term is not permitted under any circumstance.

The following course enrollments require special administrative or departmental consent:

- Restricted Courses: occurs if the department has restricted enrollment in a course. The student must obtain either a course permission code or signature from the instructor, department chair, or dean, as defined by the academic department.
- Credit Overloads: occurs at the career level; when a student would like to add a course(s) that will take him/her over 19 credits for undergraduates and 12 credits for graduates for the semester. Full-time undergraduate students who add credit hours over 18 will be charged additional fees for those excess hours. Students wishing to enroll in an overload must obtain the signature of the advisor and chair as defined by the academic department.
- Closed Courses: occurs when there are no seats available in the course. The student must obtain the signature of the course instructor and department chairperson.
- Time Conflicts: occurs when two courses take place during the same or overlapping time period. The student must obtain the signature of both instructors and the department chairperson for each course.
- Requisite Overrides: occurs when the student does not have the required pre- or co-requisite for the course. The student must obtain the signature of the instructor and department chairperson.
- Service Indicator Overrides: occurs when a student has a hold on their account that prevents them from engaging in an enrollment activity. Students are advised to check for registration holds on their MyLIU portal Student Center page to determine the origin of each hold. The student should contact that office noted and remedy the situation so as to have the hold either removed from their account or obtain approval for the hold to be overridden.

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

- Drop one or more courses online using their MyLIU portal
- Drop courses at the Center for Student Success & Coaching
- 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 3rd 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 the Drop and/or Withdrawal from Courses Policy and the Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from or terminate enrollment at the University.

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

Drops after the add/drop period must be officially processed as a partial or full withdrawal. Please see Withdrawal Policy and/or Appeals Policy for additional details.

The following course drops may require special administrative or departmental consent as follows:

- Co-Requisite Overrides: occurs when the student is attempting to drop a course that is a co-requisite of another course not being dropped. The student must obtain the signature of the instructor, and chairperson, as defined by the academic department.

- Student-Athletes: NCAA regulations require that student-athletes must be full-time degree-seeking students to participate in intercollegiate athletics. Student-Athletes must be enrolled in a minimum of 12 credits per term. If a student-athlete falls below 12 credits, they are immediately ineligible to practice or compete. Athletes are advised to speak with the athletic department before dropping courses.
- Residential Life: Undergraduate resident students are expected to maintain full-time enrollment status each term. Undergraduate residents are advised to speak with the Office of Residence Life before dropping below full-time.

Withdrawal

Students are able to withdraw from course(s) after the end of the drop/add period. An official withdrawal refers to an action taken by a student to discontinue enrollment in the course. The course is recorded on the transcript with a grade of W.

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

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes before the withdrawal deadline detailed in the academic calendar but doesn't take appropriate action to officially withdraw from the class/university. Since no official withdrawal was completed, faculty can assign a grade of NC (No Credit earned) or F at their discretion.

Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.

Students may officially withdraw from Summer Session courses or courses meeting for shorter sessions within regular fall/spring semesters according to the schedule below:

- 12 week sessions – withdrawals permitted through the 8th week
- 10 week sessions – withdrawals permitted through the 7th week
- 7 week sessions – withdrawals permitted through the 5th week
- 6 week sessions – withdrawals permitted through the 4th week
- 5 week sessions – withdrawals permitted through the 3rd week
- 2 week sessions – withdrawals permitted through the 7th day
- 1 week sessions – withdrawals permitted through the 3rd day

The effective date of withdrawal 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 Refunds: Refunds for room and/or board, tuition and fees will depend on when the student withdraws from courses.

- For official withdrawals, the effective date of the withdrawal will determine the student tuition liability due or refund due to the student.
- For unofficial withdrawals, the student is responsible for all associated tuition charges and fees.

Transcripts and Grades: Transcript grades will depend on when the student withdraws from courses.

- For official withdrawals, a grade of W will be assigned for the course or courses and will appear on the student's transcript
- For unofficial withdrawals, a grade of NC or F will be assigned for the course or courses and will appear on the student's transcript.

For both official and unofficial withdrawals, credits for the course or courses will be considered attempted but not earned.

Withdrawn courses or NC (No credit earned) grades do not affect a student's grade point average.

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

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 for Late Drop or Withdrawal of Courses Policy and Satisfactory Academic Progress Policy for additional details.

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.

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

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

In accordance with National Collegiate Athletic Association (NCAA) regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the University.

In accordance with the U.S. Department of Veterans Affairs (VA) regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the University.

Appeals for Late Drop or Withdrawals

A student may appeal for permission to drop or withdraw from a course outside of the timeframes establish in the Adding or Dropping Courses Policy. The appeal may be made in person, by fax, or email by submitting a signed and completed Student Appeal Request Form along with the required documentation to Center for Student Success and Coaching within 30 days of the end of the semester the appeal is for. All appeal requests must be submitted by the student. Appeals submitted by a parent, legal guardian or spouse will be accepted only if the student is incapacitated.

REQUIRED DOCUMENTATION

• A written statement from the student: must clearly state the request, the reason for the request and the type of resolution they are seeking. The statement must explain why the appeal request is

justified. In addition, information regarding extenuating or unusual circumstances that impacted his/her situation must be included.
• Supporting documentation: may include the following:

- Proof of attending another Institution
- Proof of deployment
- Death Certificate or obituary statement
- Documentation of medical diagnosis and treatment dates
- Records of hospitalization, mental health or drug treatment
- Other supporting documentation supporting the inability to follow the normal drop/withdrawal deadlines

Graduate Courses Open to Undergraduates

A qualified LIU junior or senior student with a minimum cumulative grade point average of 3.25 may complete bachelor's degree requirements by taking graduate courses at the undergraduate tuition rate. Any request for an exception to the 3.25 minimum average requirement must be approved by the appropriate Dean. Requests to register for graduate classes must be approved by the student's success coach, department chairperson, and dean. Approval for the substitution of graduate courses for undergraduate requirements must be approved by the department chair and Dean. An undergraduate student may register for a maximum of 12 graduate credits in total under this policy. Credits earned in graduate courses that are applied to the bachelor's degree may not subsequently be applied to a master's degree. Exemptions to this policy are found in descriptions of accelerated/shared credit programs.

Admission of Undergraduate Students to Graduate Programs

A qualified LIU senior who needs less than a full program to meet their bachelor's degree requirements may concurrently register for undergraduate courses and a limited number of graduate courses, the credits from which may be applied toward his or her master's degree requirements.
Any interested student must:

1. Complete an application for graduate admission,
2. Be provisionally accepted into the department or school,
3. Must notify the Registrar in writing of their intention to take graduate courses and reserve them for a subsequent graduate degree while being concurrently registered for undergraduate courses needed to complete their undergraduate degree,
4. Have their registration card signed by both the undergraduate and graduate success coach and by the appropriate department chairperson and dean.

Maintenance of Matriculation

It is expected that students will fulfill the requirements for the degree by registering over successive semesters (excluding summer sessions), by attending classes, filing for a Leave of Absence, or by maintaining matriculation. A fee must be paid for each term in which a student maintains their matriculation.

Students approved for maintenance of matriculation can avail themselves of campus facilities and services (e.g., computer labs, library privileges). Maintenance of matriculation does not, however, extend the time limits specified under "Requirements for Degrees," and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to a Success Coach representative for maintenance of matriculation prior to or during the registration period in a given semester. This matriculation status will be recorded on students' records as a "class" for zero credits.

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Students who do not properly maintain their matriculation must apply for readmission to their academic program in accordance with procedures set forth in the academic catalogs.

Leave of Absence

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

A student who wants to interrupt their studies at the University for a temporary period (up to one year) may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence. 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. No financial aid or additional fees will be assessed during the leave of absence period.

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 academically eligible to enroll (i.e., has not been academically suspended or dismissed).
- 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.
- Graduate students and students in certain cohort-based programs require department/dean approval to be indicated on the Leave of Absence form.

A Leave of Absence Application must be submitted to Enrollment Services prior to the start of the term for which the leave is requested. If a student has already enrolled for the semester for which a leave is being requested, they must drop all courses; if they do not, their courses will automatically be dropped upon approval of the Leave of Absence.

Leaves of Absence are granted for future terms only, and are 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.

Federal student loan guidelines mandate that a student must return from an approved leave of absence within 180 days from the start date of the approved leave. 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.

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

Auditing of Courses

Selected classes may be audited on a non-credit basis. Auditing status must be elected at the time of registration for the class. No grade or credit is awarded for courses that are audited. *Please note: The laboratory component of all science courses cannot be audited, nor can any independent study/individual instruction classes.*

Undergraduate Life Experience Credit

Life Experience Credit (LEC) is undergraduate credit given in recognition of knowledge obtained in some way other than study in a two or four year accredited college. The knowledge must be equivalent to what would be learned in a LIU Brooklyn undergraduate course, and the applicant must be able to demonstrate such knowledge. It is the learning, not the experience itself, for which credit is awarded.

LIU undergraduate degree candidates who have completed at least six (6) undergraduate credits may be eligible for LEC. LIU graduate degree candidates may be eligible to apply for undergraduate LEC that is a prerequisite to acceptance in, or graduation from, a program leading to a graduate degree, or required for professional certification in the candidate's graduate area. To be eligible, a student must have completed six credits in a graduate degree program at LIU.

Student may demonstrate knowledge gained through life experience in the following ways:

- Written examinations given by the department; sometimes in the form of a final examination, typically given in the relevant class.
- Demonstration of skills through performance or presentation of a portfolio. This method could be used in evaluating skills in such areas as foreign language, writing, art, music, and dance.
- Written presentation with documentation. This method may include an essay identifying what the learning is and should demonstrate the relationship of the learning to a particular course at LIU. Include in the presentation documents and other materials that verify this learning. For example, real estate and insurance brokers, nurses, and medical technicians may have taken in-service courses and been awarded licenses or certificates of proficiency, which may be presented as supporting evidence.

The evaluator who determines LEC is a faculty specialist in the field; the evaluator decides what method of demonstration is appropriate; what evidence is necessary; and how much evidence is required to make a decision.

If Life Experience credit is approved, the student is notified to pay a fee of $250 per credit granted. Once the fee is paid at Enrollment Services, the University Registrar’s office posts the credits to the student's record.

The following additional criteria apply to the awarding of LEC:

- LEC is not awarded for graduate level courses.
- LEC does not count towards the residency requirement for graduation with honors.
- LEC is not awarded for Accounting or English Composition courses.
- A maximum of six (6) LEC credits will be awarded in foreign language.
- Students may not use LEC earned in a foreign language to fulfill a core curriculum requirement.
- The number of credits granted through LEC for a baccalaureate degree may not exceed 60. If a student also earns CLEP credit, the maximum combined LEC and CLEP credits may not exceed 60.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested and authorrized by the student. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior consent from the student.

To request an official transcript the following procedures apply:

- Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online." Cost: $15.00 per transcript.
- Alumni or students not currently enrolled can order transcripts online through Parchment at www.parchment.com. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that Parchment uses current web encryption technology and your information is secure. Cost: $15.00 per transcript.
- In-Person "On Demand" transcripts- Students may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed on the spot. Cost: $25.00 per transcript.

Students who wish to release their transcripts to a third party for pick up must provide signature authorization for that request. The third party will be required to show a photo id.

Additional Administrative Matters

Changes to 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 issuance of diplomas.

Course Cancellations

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 Success Coach. Students must have the relevant department verify the LIU equivalency and credits.
- The other institution must be a regionally accredited institution
- Students may take a maximum of 9 credits at other institutions once enrolled at LIU
- Students are not permitted to take courses on online platforms (examples are Straighterline, Sophia Learning, etc.)
- Only credits for courses with grades of C- or better may be transferred back to LIU Brooklyn. Some departments might require higher grades if the course being taken is a pre-requisite that requires a minimum grade higher than C-.

Changes of Address or Phone Number

A student must report changes of address or phone number to Student Success and Coaching or by updating the information directly at MyLIU.

TUITION AND FEES

Tuition and Fee Schedule

Application Fee:	$50
Tuition Deposit (Physician Assistant MS), non-refundable	1,500
Tuition Deposit (Doctor of Physical Therapy, Speech Language Pathology MS, Clinical Psychology PhD, International), non-refundable	500
Tuition Deposit (all other programs), non-refundable	200
Undergraduate Tuition:	
• Bachelor's Degree and Undergraduate Studies, 12-18 credits, per term	20,937
• Bachelor's Degree and Undergraduate Studies, per credit	1,307
• Undergraduate Audit Fee, per credit	654
• Smart Scholars, per course	290
Graduate Tuition:	
• Master's Degree and Graduate Studies, per credit	1,435
• Graduate Audit Fee, per credit	719
• Physician Assistant and Speech Language Pathology, per credit	1,462
• Clinical Psychology PhD, years (1-3), 9+ credits	29,823
• Clinical Psychology PhD, year 4, per credit	1,908
• Pharmaceutical Sciences PhD and Doctorate of Social Work, per credit	1,695
Doctor of Physical Therapy Tuition:	
• Below 800 level courses, per credit	1,462
• 800 - 900 level courses, per credit	1,695
• Clinical Practice I (PT 850), per course	1,658
• Clinical Practice II (PT 950), per course	2,073
• Clinical Practice III and IV (PT 955/956), per course	3,317
University Fee:	
• 12+ credits, per term	1,058
• Less than 12 credits, per term	529
Other Required Fees:	
• University Dining Dollars, 9+ credits, per term	75
Nursing Testing and Lab Fees:	
• Undergraduate Program Fee, per term	950
• Graduate Program Fee, per term	900
Course Fees (additional fee per class):	
• DSM 01, 09	800
• EXS 500, 507, 510	600
• MS 613	300
• MUS (private instruction)	550
• PSY 840, 841, 843	300
• TAL 088	325
LIU Global Fees, per term:	
• Global Room & Board	9,469
• International Center Fee	2,250
• Travel Insurance Fee	360
Intensive English Program Fees:	
Full Time Program	3696.00
Part Time Program	
12 hour program	2775.00
8 hour program	1850.00
4 hour program	925.00
• Paralegal	195 - 850
Other Fees:	
• Freshman Orientation Fee	275
• Transfer & Graduate Orientation Fee	75
• Late Payment Fee	350
• Maintenance of Matriculation Fee	100
• Maintenance of Matriculation Fee Doctoral	250
• Returned Check/Credit Card Chargeback Fee	25
• Replacement Student ID Card	25
• Diploma Replacement Fee	40
• Official Transcript, on-demand, per request	25
• Official Transcript, online, per request	15

Housing and Meal Plan Schedule

Fall/Spring Accommodations (per term)	
Housing Deposit (non-refundable)	$ 300
Conolly Hall:	
Standard Single	10,624
Standard Double	6,192
Suite Double	6,323
Suite Quad	6,617
Apartment Double	8,442
Apartment Quad	7,938
490 Fulton Street:	
3-4 Bedroom Apartment	13,490
5-6 Bedroom Apartment	9,023
Intersession Rate (per week)	392
Summer Accommodations (per session)	
Conolly Hall:	
Standard Single	4,251
Standard Double	2,496
Suite Double	2,531
Suite Quad	2,648

Apartment Double	3,378
Apartment Quad	3,177
Fall/Spring Meal Plans (per term)	
Residential Meal Plan 1 (unlimited meals plus $300 dining dollars)	3,277
Residential Meal Plan 2 (14 meals per week plus $300 dining dollars)	3,006
Residential Meal Plan 3 (10 meals per week plus $300 dining dollars)	2,723
Residential Dining Dollars	300
Dining Dollars+ Plan ($200 additional dining dollars)	200
Commuter Meal Plan 1 (25 meals plus $50 dining dollars)	292
Commuter Meal Plan 2 (50 meals plus $50 dining dollars)	466

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.

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:

Enrollment Fee	$35
Enrollment Dates	Fall : July - November (Last month/day to enroll is October 15th) Spring : December - April (Last month/day to enroll is March 15th) Summer : May - June (Must sign up in May for the two month summer payment option)
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. For example, if you sign up for the Fall payment plan in August you will have 4 payments not five.
Down Payment	20%-50% (depending on date of enrollment).
Late Payment Fee	$25 if payment is not received within 10 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.

Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	July 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 to log in. Click on Make an E-Payment and login using your MyLIU credentials to utilize our secure online payment gateway that allows students to make a deposit, pay a bill, generate an On-Demand statement or 1098T form or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
After Spring registration opens	$350
Winter Term	
1st Day	$150
Spring Term	
After Fall registration opens	$350
Summer Term	
July 15	$150

Residence Hall Cancellation Policy

The $300.00 housing deposit required to reserve campus housing is non-refundable. Once a student has signed a housing contract, the contract is for the entire academic year. This agreement may be canceled by submitting the Housing Cancellation Form. If a housing contract is canceled, the student will be subject to charges as indicated below. These charges apply to all students, including those who cancel due to leave of absence or withdrawal.

Cancellations for any reason after taking occupancy must be submitted via the Housing Cancellation Form. The effective date of a student's cancellation is the date on which the student has completed all of the following requirements:

- Submits the Housing Cancellation Form
- Vacates and removes all personal belongings from their assigned room; and,
- Properly checks out with residence hall staff, i.e., confirms that space has been vacated, belongings have been removed, and a damages inventory has been completed with residence hall staff.

The housing cancellation will not be considered effective until all three above conditions are met.

Students are entitled to a one-week grace period from the first day of classes before they are fully liable for all room charges. After one week has passed from the first day of classes, students are not eligible for a room refund. Meal plans are not eligible for a refund once the semester begins.

A refund during the first week of classes will only be initiated upon completion of the cancellation process described above. Refunds are issued to a student's Student Financial account and are first applied to any outstanding balance before being credited back to the student.

Students who are restricted from the residence halls or removed from housing due to violations of the Student Code of Conduct or other policies of Long Island University are not eligible for a residence hall refund.

The University reserves the right to terminate the housing contract and repossess the room(s) for failure to pay University fees, violation of University or residence policy, or when notified by the school that a resident has taken a leave of absence or has withdrawn from the University.

Student Billing and Collection Policy

The University takes all necessary and reasonable collection efforts to ensure that outstanding and overdue accounts are accurate and paid in accordance with the following:

- The University deals with all students in a fair and equitable manner and will be professional and accountable in all interactions with our students.
- The University is consistent in its billing and collections actions and the application of University payment policies. The process for the collection of outstanding accounts is standardized and comprised of a series of e-mails, notices, and telephone calls informing students of the status of their accounts.
- Under New York State Law S.5924-C/A.6938-B, the University may not withhold official transcripts from students.
- The University may withhold diplomas or may not allow future registration for students with outstanding accounts receivable.
- The University works with students to resolve all outstanding bills and makes efforts to keep collections in-house.
- The University places difficult to collect accounts with external licensed collection agencies, all of whom are reputable and respectful of applicable legislation, codes of conducts and the privacy of information. Accounts are sent to collections only after all other efforts have been exhausted and the student is no longer in attendance.

The Office of Student Financial Services assumes the following roles and responsibilities with regard to this policy:

- establishes a collection policy and the escalating nature of the collection process.
- clearly articulates and publishes the collections policy on the University's web site and in student publications and guides so that students and families are informed of the repercussions of non-payment.
- ensures that oversight and monitoring of external collection agency relationships exist and are maintained.
- ensures that collection agency staff do not gather, retain or disclose information about any student in contravention of any federal, state, or local laws or statutes.
- tenders new collection agency services through a competitive bidding process. New placements to collection agencies are based solely upon the successful recovery of outstanding amounts due.

The Office of Enrollment Services assumes the following roles and responsibilities with regard to this policy:

- ensures established protocol and standardized business processes are in place for the collection of outstanding overdue amounts and that all collection activities are undertaken within an approved collection business processes, guidelines and accepted code of ethics.
- ensures all efforts to collect overdue accounts have taken place before an account is placed with an external collection agency.
- identifies accounts that should be managed in house and not be placed with

external agencies.

Students who have previously filed bankruptcy or have a current open bankruptcy claim are covered by the period of automatic stay. Students who have an open bankruptcy claim or who have previously had debt forgiven by Long Island University through bankruptcy (any chapter), will have full access to records and may register for future semesters. However, all payments must be made prior to the registration of the semester for which they are enrolling, or students must have completed their financial aid packet and have funds awarded by the payment deadline. If financial aid does not cover the entire semester enrolled, students must pay in full the remaining balance by the payment deadline.

Student Health Insurance Policy

Long Island University requires all clinical, intercollegiate athletes, and international students to maintain health insurance. The University sponsors a Student Health Insurance Plan with below-market rates that provides students with health coverage at school, at their permanent residence, and while traveling or studying abroad. The plan is fully compliant with the Affordable Care Act and provides students access to a network of doctors, hospitals, and pharmacies. All eligible students are automatically enrolled in the University-sponsored Plan, but may waive their participation by providing evidence of coverage under a family plan or other policy that meets or exceeds coverage set forth in the University-sponsored Plan.
Additional information regarding LIU's Student Health Insurance Plan can be found on the University's website: https://liu.edu/enrollment-services/tuition-fees/student-health-insurance

Third Party Payment Policy

The University allows third-party bill clearance to accommodate delays in receiving payments or for those entities that required the submission of completed grades for the term prior to the release of funds. In order for the University to recognize an anticipated third-party payment for a student's tuition, fees and/or other charges, written authorization is required on corporate letterhead. All letters are subject to review by the Office of Enrollment Services and must include the following information:

- Student name
- Student ID and/or social security number
- Term or academic year covered
- Number of credits or coursework covered
- Dollar or percentage limit of total charges (if applicable)
- Sponsoring company's name, billing address, contact name, telephone number and e-mail address.

Students must submit the written authorization described above in person to the Office of Enrollment Services, along with a completed Third-Party Payment Form and payment for any remaining balance.

The University will place a student in good financial standing for the term if the student presents written authorization from a third party or sponsoring company that intends to make payment on their behalf.

Tuition and Fees Liability and Refund Policy

By registering for courses at LIU, a student enters into a legally-binding contract to pay all tuition and fees, including any non-refundable fees. A refund of tuition depends on when a student drops classes and whether the student adds other classes. Whether a student withdraws from a single course or withdraws from the University completely, refunds are directly tied to the University Academic Calendar as published on the LIU website.

To be eligible for a refund of tuition, program fees, and mandatory fees, students must drop courses by the specified refund dates published for each semester in the Academic Calendar. Sessions with beginning or ending dates different from the standard term schedule will have refund schedules specific to each session. Class start and end dates will identify the proper refund calendar to follow.

Tuition liability is the amount of money a student owes the University for tuition, fees, room, board, and miscellaneous charges based on the student's expected presence or participation in University activities. The following criteria apply to tuition liability:

- Zero liability results when a student properly drops or officially withdraws from classes in accordance with University policy prior to the start of the term or during the drop/add period. During zero liability, refunds will be processed and charges removed for tuition and all fees.
- Partial liability results when a student properly drops or officially withdraws from classes after the drop/add period. The amount due to the University will be prorated according to the published session liability schedule, and partial refunds will be processed.
- 100 percent liability results when a student is liable in full to the University for all tuition, fees, room, board, and miscellaneous charges. During 100 percent liability, no refunds will be processed and payment is due in full at the time of withdrawal.

Students are expected to pay for their classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. Non-attendance and/or non-payment do not constitute official withdrawal from the University. The calculation of tuition and fee liability, if any, is based on the date of the student's official withdrawal or drop in accordance with University's Adding or Dropping Courses Policy and Withdrawal from Courses Policy. The University offers tuition insurance for all registered students, which can be purchased directly through the University each term.

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Student health insurance charges cannot be refunded once the policy has been utilized (e.g., a claim has been filed on behalf of the student).

The University develops and publishes tuition liability schedules by term that are clear and consistently applied.

For withdrawals during traditional fall and spring terms:

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

For withdrawals during summer and other sessions seven weeks or greater:

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

For withdrawal during summer and other sessions three to seven weeks:

Withdrawal Date	Liability
Day 1-3	0%
Day 4-5	50%
Day 6+	100%

For withdrawal during winter and other sessions two weeks or less:

Withdrawal Date	Liability
Day 1	0%

Day 2	50%
Day 3+	100%

Students requesting a review of tuition and fee liability must complete the University's Student Appeals Form in accordance with University policy and submit all required supporting documentation. Students who withdraw with liability and have purchased tuition insurance can file a claim with the University after withdrawing to recoup the insured amount.

FINANCIAL AID

Long Island University awards financial aid to help students meet the difference between their 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 website at www.liu.edu/enrollment-services.

University scholarships or fellowships may be granted by themselves or in conjunction with federal and/or state aid, including scholarships, loans, and work-study. 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 and to notify immediately of any changes or corrections in their financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships, grants, and state-sponsored prepaid college savings plans.

Applying for Financial Aid

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 after a student completes the FAFSA online. The FAFSA, available on the web at studentaid.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 federal and/or state-based aid, students must be classified either as U.S. citizens or as eligible noncitizens, be officially admitted to LIU, or matriculated in a degree program, and make satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, university-administered aid is awarded to full-time students. Part-Time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for TAP, Aid for Part-Time Study (APTS), or Pell Grants.

RENEWAL ELIGIBILITY

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

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for the 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.

TUITION SCHOLARSHIP POLICY

Long Island University offers tuition scholarships to qualified undergraduate students based on evaluation of their admissions application and credentials. These scholarships are granted upon admission and detailed in the student's admission and scholarship offer letter. Scholarship offers are contingent on the receipt and evaluation of the student's final official transcript and test scores.

Duration of Scholarship

- First-Year Students: Scholarships may be awarded for up to eight (8) consecutive semesters (fall and spring) to support the completion of the student's first undergraduate degree, provided that the renewal criteria are met by the end of each spring semester.
- Transfer Students: Scholarships may be granted for up to six (6) consecutive semesters (fall and spring) toward the completion of the student's first undergraduate degree, contingent upon meeting the renewal criteria by the end of each spring semester.

Scholarship Terms

- Renewal Requirements: To continue receiving the merit scholarship, students must:
  - Maintain the cumulative GPA requirement outlined in the scholarship award letter.
  - Be enrolled full-time at Long Island University continuously.
  - Complete the FAFSA for each academic year.
- Additional Conditions:
  - Scholarships offered during the admissions process are applied to tuition and cannot be applied to fees, room, or board.
  - Total financial aid, including scholarships from LIU, cannot exceed the cost of tuition.
  - LIU scholarships are applied to a student balance after federal and state aid has been applied.
  - Students receiving full-tuition coverage to LIU through tuition remission or tuition exchange are not eligible for tuition scholarships.
  - Students receiving athletic scholarships may not receive more than $10,000 in tuition scholarships and must adhere to the terms of their National Letter of Intent (NLI) agreement.
  - Scholarship offers are only valid for the semester in which they are awarded. If students defer their enrollment, they will be subject to the scholarship terms and amounts available for the new semester of enrollment.
  - Students are responsible for maintaining the renewal criteria and continuous enrollment. Discontinuing enrollment without an approved deferment may result in loss of the scholarship.

Tuition scholarships offered during the admissions process are final and cannot be increased over subsequent semesters. Tuition scholarships and other financial aid offers may be viewed on a student's MyLIU account. Students who have questions related to their Tuition Scholarship or financial aid may seek assistance from their assigned admissions recruiter or success coach.

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

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 and jobs.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 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 6 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 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

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 U.S. 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 studentaid.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 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 elmselect.com

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.

Policies

Federal Student Aid Credit Balances and Refunds

It is the University's policy to ensure Federal Student Aid (FSA) credit balances are managed in accordance with Federal and other regulations. When the University disburses Title IV aid to a student's account and the total amount of all Title IV aid exceeds the amount of tuition and fees, room and board, and other billed charges, the University will pay the resulting credit balance directly to the student or parent via check as soon as possible but:

- no later than 14 days after the balance occurred if the credit balance occurred after the first day of class of a payment period; or
- no later than 14 days after the first day of class of a payment period if the credit balance occurred on or before the first day of class of that payment period.

The Office of Enrollment Services monitors FSA credit balances on a daily basis for all active financial aid years. Refund checks are processed at University Center each day after the receipt of refund lists from the campuses. If PLUS loan funds create the credit balance, the refund will be issued to the parent unless he/she has authorized the University in writing or through studentaid.gov to transfer the proceeds directly to the student for whom the loan is made. The University issues refund checks by mail to the student's and/or parent's permanent address on record. Students may also set up direct deposit refunding by adding their domestic bank account of choice to their MyLIU account. Refund checks that are unclaimed after 240 days will be returned to the Department of Education. The University does not require students to take any action to obtain their credit balance. It is the sole responsibility of the University to pay all FSA credit balance within the 14-day regulatory time frame. The University may use current year funds to satisfy prior award year charges for tuition, fees, room and board for a total that does not exceed $200.

Notwithstanding any authorization obtained by the University, LIU will provide students with any remaining FSA credit balances resulting from FSA loan funds by the end of the loan period and any other FSA program credit balances by the end of the last payment period in the award year for which the funds were awarded. Students of parents who receive an FSA refund triggered by the disbursement of Title IV funds may still owe a balance to the University, most often related to a prior term or a subsequent withdrawal from some or all of their classes. Upon receiving a refund, students and/or parents should verify whether any outstanding balance remains on the account and determine how best to satisfy payment obligations so as to avoid any holds or late payment fees being placed on the account. If a student or parent overpays a student's account, related credit balances will be refunded to the student, regardless of the source of payment. Overpayments resulting from credit card transactions will be refunded to the original credit card from which the payment was made. EFT and wire transfers will be refunded to the original bank account from which the payment was made. All other non-FSA credit balances will be refunded by check or via direct deposit if the student has added their bank account of choice to their MyLIU account.

New York State TAP Waiver

Full time students who are New York State (NYS) residents and have applied for the NYS Tuition Assistance Program (TAP) will receive an award notice from New York State. Each semester, the award must be certified by the University based on certain regulatory and academic requirements. Among the requirements is the obligation of the student to maintain "good academic standing" as defined in NYCCRR 8 §145-2.2 and as it relates to the following:

- Pursuit of Program is defined as receiving an 'A-F' letter grade in a certain percentage of courses each semester depending on the number of TAP/State awards the student has received.
- Satisfactory Academic Progress requires students to accumulate a specified number of credits and achieve a specified cumulative grade point average each term depending on the number of TAP/State award payments the student has received.

Students who fail to maintain good academic standing as the result of unforeseen or extraordinary circumstances, and who thus become ineligible for a TAP award, may apply to the University for a TAP Waiver. In certain cases, the requirements regarding Pursuit of Program or Satisfactory Academic Progress may be waived once during a student's undergraduate enrollment. Waivers are based on an undue hardship that has affected the student's ability to maintain good academic standing during a particular semester. A waiver may be granted only when there is a reasonable expectation that the student will meet future State requirements. Waivers are based on documented evidence of:

- a death or illness in the student's family
- serious illness of the student
- other extenuating circumstances beyond the student's control.

Waiver requests must be made in writing to the Office of Enrollment Services and must include:

- a letter stating the reasons for the student's failure to meet academic requirements and how conditions have changed so that future academic progress will not be impeded
- pertinent documentation supporting the waiver application (e.g., physician's written statement, death certificate, etc.)
- a written recommendation from the student's Dean

Return of Federal Funds

The University returns Federal funds in accordance with Federal regulations.

Students who receive Title IV federal aid and withdraw from all courses prior to completing 60 percent of the academic term will have their federal financial aid pro-rated in accordance with a Return to Title IV (R2T4) calculation. After the 60 percent point of the academic term, students are considered to have earned all of their Title IV aid for the term.

For students who officially withdrawal from the University, the last date of attendance will be either: 1) the date that the student submits to the Office of Enrollment Services a signed Official Withdrawal Application; or 2) the date that the student emails the Office of Enrollment Services requesting to withdraw and providing all required information. In cases where the student partially withdraws from some classes before fully withdrawing for the term, the University will use the latest date as the last date of attendance. Students who are granted an official leave of absence in accordance with the University's Leave of Absence Policy are not considered to have withdrawn for the term.

For students who unofficially withdraw from the University, the last date of attendance will be the midpoint of the term. For students who receive a combination of W, NC, UW grades and one F, the student will be considered to be in attendance unless the individual who submitted the F grade, upon request by the Registrar, does not change the grade to a NC.

The calculation of the amount of Title IV assistance earned by the student is based on the payment period associated with the term during which the student withdrew from classes. The payment period represents the duration between the start and end date of the term, less any scheduled breaks of five consecutive days or more.

To determine the amount of Title IV aid to be considered, the University will calculate the total amount of disbursed Title IV aid for the term in which the student withdrew. Aid is counted in the calculation if it has been applied to the student's account on or before the date the student withdrew or could have been disbursed had the student still been registered for classes. The amount of this Title IV aid earned is calculated on a pro-rata basis using the last date of attendance within the payment period.

The amount of unearned aid to be returned is based on the total institutional charges for the term, which includes tuition, fees, room, and board, less the amount of aid earned by the student. The University will return, in the order specified below, the lesser of the following:

- the total amount of unearned Title IV assistance to be returned; or
- the total amount of unearned institutional charges.

Title IV funds that are not the University's responsibility to return must be returned by the student. The University will notify each student in writing when they have a responsibility to return funds. In certain cases, the return of unearned aid will result in a balance due to the University, particularly if the student previously received and cashed one or more refund checks.

The portion of federal aid that is not earned by a student will be returned to the appropriate federal student aid program(s) in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct Graduate PLUS Loan
- Federal Direct Parent PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Once the University determines which federal student aid program(s) are to receive returns, a formal written letter is mailed to the student.

The University will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the student's last date of attendance as defined above. For students who unofficially withdraw from the University, Title IV funds will be returned no later than 45 days after the end of the term.

Returns of Title IV grant funds, other than funds that are being returned to stay in compliance with the excess cash requirements, are offset by a downward reduction in the student's records at the federal Common Origination and Disbursement (COD) system. Similarly, all returns of Direct Loan funds are offset by downward reductions to a student's record at COD. In addition, when all or a portion of a Direct Loan is cancelled (either because the borrower requested the cancellation within the regulatory time frames or to comply with statutory or regulatory requirements), the University will make the appropriate adjustment to the student's record in COD. All returns of FSA Grants and Direct Loan funds previously disbursed are also performed by the University through the federal G5 system. If the total amount of Title IV aid that the student earned is greater than the total amount of Title IV aid that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the student's last date of attendance, the difference between these amounts must be treated as a post-withdrawal disbursement.

If outstanding charges exist on the student's account, the University will obtain written confirmation from the student and/or parent to determine if they wish to have a Title IV post-withdrawal disbursement processed. Upon receipt of written approval, the University will apply the funds directly to the outstanding balance due. If the student and/or parent does not respond, no post-withdrawal disbursement will occur.

Standards for Satisfactory Academic Progress (SAP)

Students are required to make satisfactory academic progress (SAP) toward the completion of a registered degree or certificate program in order to receive federal financial aid and state tuition assistance. Satisfactory academic progress is measured by a student's cumulative grade point average (GPA) and the amount of credits they have earned.

Standards for 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 Federal Pell and SEOG Grants, Federal Work Study, Federal Perkins Loans and the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the above criteria are eligible to appeal this decision if extenuating circumstances played a factor in their academics. An appeal must be made in writing to the University and include an explanation of the circumstance that may have adversely affected the student's ability to meet the academic requirements, and the 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: 1) be placed on probationary status for one semester after which the student must meet SAP guidelines; or 2) be successfully adhering to an individualized academic plan that was developed for them 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 satisfactory academic progress will have their summer aid cancelled and will be liable for all assessed charges unless an appeal is filed and granted as outlined above.

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

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

The criteria below outline the progress that is required for a full-time graduate or dual degree student in their graduate phase of studies to be considered in good standing:

Completion Rate Requirement: All students must earn at least 67 percent of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined in the Academic Catalogs under the specific degree program.

GPA Requirement: Students who have earned fewer than 13 credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

The criteria below describe the progress that is required for a full time professional Pharm.D. student to be considered in good standing:

SAP Completion Requirements **SAP GPA Requirements**

Credits Attempted	*Credits Earned*	*Total Credits Earned*	*Cum GPA Required*
0 - 29	50%	0- 29	1.8
30-208	67%	30- 59	1.9
209 and above	80%	60- 138	2.0
		139 and above	2.0

The criteria below outline the progress that is required for a full-time Doctor of Veterinary Medicine student to be considered in good standing:

- Completion Rate Requirement: All students must earn at least 67 of their attempted hours. Students may not receive federal aid for classwork that exceeds 150 percent of their degree requirements.
- GPA Requirement: Students must maintain a 2.0 GPA

Federal SAP requirements also include the following criteria:

- 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), NC (No Credit Earned), INC (Incomplete), and IF (Incomplete Fail) 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 percent of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

Standards for New York State Awards

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

The basic measures for good academic standing for TAP 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 required 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 academics.

Waivers may be granted in accordance with NYCCRR 8 §145-2.2.

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

Before Being Certified for Payment

Semester	Must accrue this many credits	With at least this 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

New York State SAP requirements also include the following criteria:

- Students must be registered for a minimum of 12 credits per semester.
- Students 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 students must meet are dependent upon when they first received an award from NY State, as well as their remedial status.
- Students are evaluated according to their total TAP points received, including any awards received at previous institutions.
- Students must complete a minimum number of credits each term, as well as on a cumulative basis, to continue to receive TAP funding.
- Students who have accrued 60 credits are required to declare a major to maintain their TAP eligibility.
- Students must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as students progress in payment points.
- All students must have a cumulative GPA of 2.0 or better after accumulating 24 or more payment points (e.g., four full time semesters).
- Students who are not making progress, and/or not meeting the "C" average requirement may request a one-time waiver if extenuating circumstances affected their academic performance.

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 Loan Counseling

The University follows federal regulations 34 CFR 685.304 governing federal direct loan programs and 42 CFR Part 57 governing the HRSA health professions student loan program.

In accordance with these provisions, LIU manages the loan counseling process by identifying:

- students who require entrance and exit counseling;
- methods by which the University communicates with students regarding entrance and exit counseling;
- process by which students will receive counseling; and
- procedures to be followed by students who do not complete the loan counseling process.

Verification of Financial Aid Information

There is a process for verifying application information and making corrections on a student's Free Application for Federal Student Aid (FAFSA) with the Department of Education's Central Processing System (CPS). The regulations in 34 CFR Part 668 Subpart E govern institutional verification of information submitted by applicants for federal student financial assistance.

In accordance with the provisions of Subpart E, LIU has established verification procedures that address the following:

- the time period within which an applicant must provide any documentation requested by the University;
- the consequences of an applicant's failure to provide the requested documentation within the specified time period;
- the method by which the University notifies an applicant of the results of its verification if, as a result of verification, the applicant's Expected Family Contribution (EFC) changes and results in a change in the amount of the applicant's assistance under the Title IV, Higher Education Act (HEA) programs;
- the procedures the University will follow or the procedures the University will require an applicant to follow to correct FAFSA information determined to be in error; and
- the procedures the University will follow for making referrals to the Office of Inspector General.

Institutional Responsibility: The University must require an applicant whose FAFSA information is selected for verification to submit supporting documentation to verify specified data elements of the FAFSA, unless the applicant qualifies for a federal exclusion.

Applicant Responsibility: If the University requests documents or information from an applicant under this Subpart E, the applicant must provide the specified documents or information.

Expected Time to Credential for University Programs

Undergraduate Programs

The expected length of an undergraduate program is eight terms (four academic years). A student's remaining Expected Time to Credential is based on the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Graduate and Professional Programs

The University establishes the expected length of each program of study. A student's remaining Expected Time to Credential is based on the published program length and the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Program	Terms to Completion
Adult Gerontology Primary Care Nurse Practitioner MS	4 terms
Artificial Intelligence MS	4 terms
Biology MS	4 terms
Business MBA	4 terms
Clinical Psychology PhD	10 terms
Computational Science & Artificial Intelligence PhD	8 terms
Computer Science MS	4 terms
Data Analytics & Strategic Business Intelligence MS	4 terms
Exercise Science MS	4 terms
Family Nurse Practitioner MS	7 terms
Health Administration MPA	4 terms
Marriage & Family Therapy MS	4 terms
Mental Health Counseling MS	7 terms
Occupational Therapy BS/MS	10 terms
Physical Therapy DPT	12 terms
Physician Assistant Studies MS	7 terms
Psychology MA	4 terms
Public Adminstration MPA	4 terms
Public Health MPH	6 terms
School Psychologist MSED	7 terms
Social Work DSW	5 terms
Social Work MSW	7 terms
Speech-Language Pathology MS	8 terms
Sports Management	4 terms

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 the Center for Student Success & Coaching, 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-post.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 the Center for Student Success & Coaching each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit www.liu.edu/campus-life.

Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 39 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 a combined 24 national championships, 248 conference championships, and 380 All-Americans. For more information on Athletics, visit liuathletics.com.

Student Organizations

LIU seeks to educate, challenge, and cultivate students by providing services and promoting programs that encourage student involvement, and offer both personal and academic support for student growth. With nearly 100 active student organizations, there is an opportunity for every student. Students may also start a new student organization by working with Center for Student Success & Coaching and the Student Government Association.

Students may participate in academic, social, media, leadership, and special interest organization. In addition, many honor societies recognize outstanding student accomplishments. For a full list of student organizations, visit www.liu.edu/campus-life.

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 or visit the Center for Student Success & Coaching.

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)

To learn more about residential life, visit https://liu.edu/campus-life/residence-life.

Campus Recreation and Intramurals

Campus Recreation and Intramurals serves as an integral part of campus life. Campus Recreation provides engaging programs and state-of-the-art facilities and equipment to enrich the student experience and foster a lifetime appreciation of and involvement in wellness and recreational sports. Campus Recreation offers student and community membership, open gym and pool hours, access to the fitness center, opportunities for club sports and intramural events, and health and wellness programs for students. To learn more about University Recreation, visit www.liu.edu/university-recreation.

Student Code of Conduct

Long Island University students are expected to abide by the five principles of the Student Code of Conduct: respect for oneself, respect for others, respect for property, respect for authority, and honesty. Students who violate the policies of Long Island University may be subject to appropriate

disciplinary action.

Student Affairs, through designated hearing officers, oversees the enforcement of the Student Code of Conduct. The University recognizes that disciplinary jurisdiction may extend to off-campus activities. The University has the discretion to exercise jurisdiction over off-campus behavior if it: 1) adversely affects the health, safety, or security of any member of the University community; or 2) adversely affects the interests of the University.

In determining whether to exercise off-campus jurisdiction, the University will consider the seriousness of the alleged harm, the risk of harm involved, whether the victim(s) are members of the University community or whether the off-campus conduct is part of a series of actions which occurred both on and off campus.

Students are accountable for adhering to all regulations in the LIU Student Handbooks. As noted under item "U", 'Violation of University policies' in "Respect for Authority" in the Code of Conduct, students must understand that they are subject to "all policies communicated elsewhere in this Handbook, University publications, verbal directives by University officials or as posted by any department."

Students enrolled in specific schools or colleges may be subject to the code of conduct established within that school or college and as overseen by the academic dean or an applicable accreditation body. If there is a conflict the more restrictive code applies.

To read the full Student Code of Conduct, please see the LIU Student Handbook or visit www.liu.edu/policy.

FACILITIES

Career Bar

Located on the third floor of the 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

Food service 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 www.liu.edu/campus-life/campus-dining

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 with 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.

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.

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, administrators, and members of the Brooklyn community at large.

The Wellness, Recreational & Athletic Center {WRAC}) features a 2,500-seat arena that hosts the campus's Division I basketball and volleyball games, high school athletic events, and a variety of other special events. The fitness center features state-of-the-art cardio and strength equipment, as well as a group exercise studio offering complimentary 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, a rooftop track, and tennis courts.

The WRAC encompasses the Health and Wellness Institute, which provides activities and programs that promote good health and wellness behaviors that reduce health disparities and improve the quality of life for members of the campus community and the community at large. The Health and Wellness Institute houses one of New

York City's only state-of-the-art HydroWorx 2000 therapeutic pool, which includes an elevating floor to allow for easy access and 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.

Student-Run Businesses

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

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

Special discounts are available for LIU community members for personal 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.

Trading Floor

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 making 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.

Division of Student Affairs

The Division of Student Affairs is a collaborative and innovative division dedicated to providing 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 the Center for Student Success & Coaching, 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 studentaffairs@liu.edu. For more information on key resources, visit https://liu.edu/student-success.

Student Success

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 https://liu.edu/student-success/learning-center or call 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 students to brainstorm, plan, edit, revise and proofread their 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 be 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.

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), 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 https://liu.edu/student-success/learning-center/veteranservices. The Veterans School Certifying Official can be reached at 718-488-1200 or by email at veteran@liu.edu.

Study Abroad

At LIU, studying abroad is not just encouraged—it's an opportunity we strongly recommend every student consider. Whether through year-long programs, semester-long programs, or short-term study tours, LIU makes global learning accessible, ensuring students can gain these life-changing experiences while staying on track academically. LIU's Global College provides in-house options for quality learning, student support, and a seamless experience for LIU students from all majors with its own learning centers and programs on three continents. Students engage in experiential learning—developing a deep understanding of global challenges by working directly with local communities, organizations, and experts. Our program emphasizes cultural immersion and learning by doing, helping students develop lasting connections in the places they study. Students gain valuable insights that set them apart academically and professionally by focusing on how global issues manifest locally and how communities address them.

Long-Term Study Abroad with LIU Global College

LIU Global College offers year-long and semester-long study abroad opportunities at LIU Global College Centers. These Centers employ LIU staff and faculty – they are not from another university! Study abroad students take classes and work alongside an established cohort of Global Studies majors. Each location hosts a cohort of 10-20 Global Studies majors (Costa Rica – First Year, Europe – Sophomores, and Australia-Pacific – Juniors). LIU Brooklyn and Post students can study abroad at any location regardless of their class year. Students interested in studying abroad should start by consulting with their Success Coach, who will help integrate study abroad into their academic plan. While some majors allow for semester- or year-long study abroad, others may be better suited for short-term travel during winter or summer breaks. You will need email confirmation from your Success Coach that you can study abroad to move forward. If studying abroad is an option for you, please meet with your Success Coach, who will connect you with the Global College team at **Global@liu.edu** to help fill out our one-page approval form.

Short-Term Study Abroad Programs

LIU Global College also offers annual study abroad courses that include a travel component during academic breaks. Students can find updated short-term course offerings at **www.liu.edu/study-abroad**.

Career Success

Preparation for jobs and internships begins as soon as a student starts at the University. Students will work with their success coach to build their resume, practice job, and interview skills, and apply for various opportunities. The Center for Student Success & Coaching 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.

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 all Career Success resources, visit liu.edu/career-success.

English Language Institute

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.

International Student Services

The University is home to international students from countries around the globe. Student Affairs is committed to providing a supportive and exceptional student experience for all international students. International Student Services, housed within the Center for Student Success & Coaching, 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.

To view a copy of the International Student Handbook for information on maintaining F-1 Visa status, visit liu.edu/student-success.

Bookstore

The University Bookstore is conveniently located online where students can purchase or rent their textbooks.
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: https://bncvirtual.com/liu

Public Safety

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

The Department of Public Safety at LIU Brooklyn 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 in accordance with 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 the 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, website 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 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

LIU Information Technology (LIU IT) facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, academic computer labs and smart classroom spaces, and video and telecommunications infrastructure that includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, departments, 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 help desk centralized through Browse, LIU's technology store.

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

Teaching & Learning Experience

My LIU
My LIU is the university's portal which provides students with convenient access to information about their records. By logging onto https://my.liu.edu, students may view the schedule of classes, register for courses, obtain their grades, and 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. For more information, please visit or contact Browse, Student Helpdesk.

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 students have any trouble accessing the designated My LIU account, students are encouraged to check with the helpdesk at Browse at one of our campus locations: 2nd floor Hillwood Commons at Post Campus or 3rd floor Library Learning Center in Brooklyn Campus. Additional resources are available on IT's website: https://it.liu.edu.

Modern Classrooms
Smart classrooms across the campuses are outfitted with audiovisual equipment such as overhead projectors, smart whiteboards, monitors, video recording equipment, and data projectors that are available to students and faculty for internship projects and presentations. Additionally, cutting edge 3D simulation space is available in partnership with Dassault Systemes to provide exact digital models of human anatomy for students in LIU Health Science programs. For support in utilizing university classrooms, LIU Information Technology helpdesk is available to faculty. Faculty computers are provided and maintained by the University, with upgrades according to a 4-year replacement policy and upgrades as necessary for full-time faculty.

Computer Labs
Teaching and learning at LIU is also supported by the continual upgrade and maintenance of computing laboratories. Computer labs for students' use are available at various locations throughout the campus. All students are required to use their LIU e-mail account for communication with faculty and staff. Students may also connect to MyLIU, the University-wide computer network, and Brightspace from dormitory rooms. Whenever necessary, students can access computer accounts, software, and the internet from personal computers and mobile devices using the University's wireless access.

Learning Management System
LIU students and faculty utilize Brightspace learning management system for course instruction, coursework submission, and collaboration. All class materials are posted in Brightspace.

Network Services
LIU students and faculty are provided wireless connectivity to LIU's network LIUNET allowing connectivity of personal laptop computers or mobile devices to the internet across campus residential spaces, classrooms, and facilities. The wireless network at LIU Post has continuously been upgraded and expanded throughout the campus.

IT Support
Information Technology Teaching & Learning Center (TLC)

Faculty members have a specialized resource in Information Technology's Teaching & Learning Center. The Teaching & Learning Center locations at each campus facilitate utilization of the Brightspace learning management system along with other teaching and learning tools. The Information Technology Teaching & Learning Center (TLC), located in the B. Davis Schwartz Memorial Library at Post campus and Metcalfe Building – Room M407, has been established to assist faculty in the design, programming, and implementation of various media in coursework. In addition, the TLC conducts year-round technology-focused workshops for faculty and staff on how to use information technology in the educational process, such as Brightspace, Teams, and Microsoft Office.

LIUIT Tutorials
Online tutorials are available 24/7 for students and faculty to access for support. For students, tutorials topics range from how to use: MyLIU, the university-wide computer network; Brightspace, the learning management system; e-mail; Career Connect, the career services management system; Google Apps; and Adobe Express. In addition, tutorials for faculty provide information about LIU's Oracle PeopleSoft Enterprise Resource Planning (ERP) system, which is used for grading, and Learning Spaces for Smart Classroom Technology. Furthermore, IT security resources are available on LIU IT's website to promote security awareness and support utilizing newly implemented security tools such as Duo, for multi-factor authentication.

Browse
Following a single one-stop shop model, Browse, LIU's technology store has recently been expanded to include helpdesk services, with students serving as the front line for service desk request handling. Browse's helpdesk, run by student store associates, offers campus community members with technology purchasing support and IT helpdesk services. Escalation to various tiers and divisions of Information Technology takes place based on the type of request being handled.

Contact Information

IT Website: https://it@liu.edu

IT Email: IT@LIU.edu

Phone: 516-299-3300/ 718-488-3300

Alumni Engagement

Long Island University boasts an active network of over 200,000 alumni worldwide. Whether students graduate from Brooklyn, Post, or the regional campuses in Riverhead and Hudson, to the former Southampton campus, the Alumni and Employer Engagement Team continues to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

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, stimulate interest in the chemical profession, and 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 (an 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 at 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, and 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 Brightspace 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 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 Speech Language Pathology.

Academic Honor Societies

Alpha Lambda Delta

The LIU Brooklyn chapter of Alpha Lambda Delta was installed in 1995. Students of all majors with 24 to 36 core credits and a minimum grade point average of 3.5 can join. Members can apply for grants in the sophomore year and for graduate study. Applications for travel grants are 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 for graduate and professional study, participation in national conferences, and other awards. All inductees are lifetime members and have their names added to the national membership registry.

Omicron Delta Kappa

Omicron Delta Kappa (ODK), founded in 1914, is a national leadership honor society dedicated to recognizing and encouraging superior scholarship, leadership, and exemplary character. A member of ODK fosters collaboration among student leaders and promotes campus and community service. The Long Island University chapter was established in 2015. Membership is highly exclusive and extended to sophomores, juniors, and seniors who demonstrate outstanding leadership in areas such as scholarship, athletics, service, communications, creative and performing arts, and campus or community leadership. Only students in the top 5% of each class are invited to apply.

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 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.

SPECIAL PROGRAMS

Outreach Programs

Liberty Partnerships Program (LPP)

Roland H. Robinson
S Building, Room 301
718-488-3399
Email: roland.robinson@liu.edu

History

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

LPP at LIU Brooklyn

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

Programming

LPP coordinates day school, after-school and summer programming. Day school and after-school programming 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 in early July and concluding in mid-August. Please contact the LPP office regarding student enrollment.

LIBRARY

The LIU Libraries serve a combined total of over 16,000 students, more than 300 full-time faculty members, and over 1,300 part-time faculty across residential and regional campuses, as well as the university's international sites. The university's libraries share numerous online resources that can be accessed remotely from anywhere at any time, including subscriptions to over 343,000 online journals, 260 online databases, 369,000 electronic books, and 89,000 files of streaming media.

Collectively, the university's libraries house approximately 606,000 print books and more than 13,700 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, but not available at a particular campus, can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can be obtained through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries administer the Digital Commons @ LIU, an open-access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

As the intellectual center of each campus, the LIU Libraries prepare LIU students for academic success, lifelong learning, and being responsible global citizens. The LIU Libraries are committed to supporting the University's mission, as well as promoting learning, inquiry, and the creation of new knowledge, and its dissemination.

The LIU Libraries provide reference, instruction, research, circulation, reserves, and interlibrary loan services. The LIU Libraries have computers for student use, wireless access, a variety of seating options, including individual study carrels, quiet and group study spaces, and copy and scanning facilities. These computers and other computers in the library are also equipped with productivity software, including word processing, spreadsheet, and presentation programs. The university's libraries also feature instructional labs equipped with computers that provide access to databases, the library catalog, and the Internet, as well as up-to-date word processing, spreadsheet, presentation, and database software. Printing and scanning facilities are available for student use.

Archives and Special Collections are available at the LIU Brooklyn and LIU Post libraries. Highlights of the Special Collections at the LIU Brooklyn Library include the Artist Books Collection, the New York African Society for Mutual Relief Collection, the Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection. The LIU Post Library houses more than 30 distinguished rare book collections and 75 major archival collections. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; the Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O'Neill Personal Library; and the Winthrop Palmer Collection: French & Irish Literature. The Digital Initiatives (DI)/Art Image Collection at the LIU Post Library features a collection of slides in multiple formats, as well as a growing collection of digital images, including the William Randolph Hearst Archive.

The LIU Libraries also have a media collection at each of their campus libraries. The multimedia collections and media equipment are available to support curricular needs. The Instructional Media Center (IMC) is the multimedia resource center and the K-12 curriculum center for LIU Post. In addition, the university's libraries have the LIU Brooklyn Library's Cyber Lab, a "green" lab, its "smart" instructional labs, and the LIU Post Library's Instructional Lab.

The LIU Libraries provide 24/7 remote access and offer specialized tools, such as Journal Finder and LibGuides, to support the teaching, learning, and research needs of faculty and students. Additionally, the university's libraries are members of several consortia, which provide additional resources and services to LIU users.

In addition to information literacy classes and curriculum-integrated instruction, the LIU Libraries provide a wide range of reference services including drop-in, telephone, email, chat, and text reference services. Research consultations by appointment are also available to users. Library faculty and staff are available to help students and faculty with reference questions and research strategies.

HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

The Harriet Rothkopf Heilbrunn School of Nursing is committed to educating nurses who can provide top-quality care to populations in challenging and ever-changing social, political, and economic environments worldwide. The school offers full-time tracks to help students achieve their goals.

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.

The program admits first-year and transfer students and offers a 15 to 16-month accelerated track to qualified students with a baccalaureate degree in another discipline. Admissions are rolling, and most courses are available each semester.

The baccalaureate degree program in nursing/master's degree program in nursing at Long Island University Brooklyn are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791
Graduates are eligible to take the NCLEX/RN licensure examinations upon completion of requirements.
For information, please contact the School of Nursing at 718-488-1031 or visit the website at https://liu.edu/brooklyn/academics/harriet-rothkopf-heilbrunn-school-of-nursing.

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 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 10 years from the term enrolled for students entering the program in Fall 2026 or later.

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, 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) completed within the past 10 years for students entering Fall 2026 and beyond.

- 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 nursing courses, a C+ or higher in all science 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 nursing courses, a C+ or higher in all science 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 April 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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Requirements

Must take all of the following courses and earn C+ or higher :

BIO	205	Microbiology	4.00
BIO	237	Anatomy & Physiology I	4.00
BIO	238	Anatomy & Physiology II	4.00
CHM	101	Chemistry for Health Sciences I	4.00
PSY	231	Lifespan Developmental Psychology	3.00
		Free Electives (2)	6.00

Must take one of the following courses and earn C+ or higher:
MTH 100 Introductory Statistics 3.00
PSY 250 Statistics for the Social Sciences 3.00

Major Requirements

Must take all of the following courses and earn C or higher :

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	231	Principles of Nursing Practice - Lecture	6.00
NUR	235	Pathophysiology for Nursing Practice	3.00
NUR	240	Pharmacology for Nursing Practice (Lecture & Lab)	4.00
NUR	262	Introduction to Health Care Systems and Policy	3.00
NUR	263	Research/Evidence for Nursing	3.00
NUR	270A	Maternity/OB Nursing (Lecture, Lab & Clinical)	3.00
NUR	270B	Pediatric Nursing (Lecture, Lab, & Clinical)	3.00
NUR	275	Behavioral and Mental Health Nursing (Lecture & Clinical)	4.00
NUR	280	Nursing Leadership and Management (Lecture & Clinical)	3.50
NUR	285	Medical Surgical Nursing I (Lecture, Lab & Clinical)	6.00
NUR	290	Medical Surgical Nursing II (Lecture, Lab & Clinical)	7.00
NUR	295	Community/Population Health Nursing (Lecture & Clinical)	5.50

Credit and GPA Requirements

Minimum Total Credits: 122
Minimum Liberal Arts and Sciences Credits: 61
Minimum Major Credits: 59

Minimum Nursing Major GPA: 2.75
Minimum Overall GPA: 2.75

Accelerated B.S. Nursing Track

Major Requirements

Must complete all courses below with a grade of C or higher.

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	231	Principles of Nursing Practice - Lecture	6.00
NUR	235	Pathophysiology for Nursing Practice	3.00

NUR	240	Pharmacology for Nursing Practice (Lecture & Lab)	4.00
NUR	262	Introduction to Health Care Systems and Policy	3.00
NUR	263	Research/Evidence for Nursing	3.00
NUR	270A	Maternity/OB Nursing (Lecture, Lab & Clinical)	3.00
NUR	270B	Pediatric Nursing (Lecture, Lab & Clinical)	3.00
NUR	275	Behavioral and Mental Health Nursing (Lecture & Clinical)	4.00
NUR	280	Nursing Leadership and Management (Lecture & Clinical)	3.50
NUR	285	Medical Surgical Nursing I (Lecture, Lab & Clinical)	6.00
NUR	290	Medical Surgical Nursing II (Lecture, Lab & Clinical)	7.00
NUR	295	Community/Population Health Nursing (Lecture & Clinical)	5.50

Credit and GPA Requirements

Minimum Total Credits: 122
Minimum Liberal Arts and Sciences Credits: 61
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 110 or HEG 121/122
Credits: 2
Every Fall, Spring and Summer

NUR 211 Informatics for Nursing
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.
Prerequisite: Student must be in Nursing plan code, BIO 123, 237, 238, CHM 101, PSY 231, BIO 205, MTH 100 OR PSY 250
Co requisite: NUR 235 & 240
Credits: 3.50
Every Fall, Spring and Summer

NUR 231 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 231L and NUR 231C.
Pre requisites: NUR 210, 211, 220, 235, 240
Credits: 6
Every Fall, Spring and Summer

NUR 235 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.
Prerequisite: Student must be in Nursing plan code, BIO 205, BIO 237, BIO 238, CHM 101
Corequisite: NUR 220 & 240
Credits: 3
Every Fall, Spring and Summer

NUR 240 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 240L Pharmacology for Nursing Practice lab.
Prerequisites: BIO 205, 237, 238, CHM 101, MTH 100, 106
Corequisites: NUR 220, 235
Credits: 4
Every Fall, Spring and Summer

NUR 262 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 110 and a writing-intensive course in the major.
Prerequisite: Student must be in Nursing plan code; ENG 110
Corequisite: NUR 231
Credits: 3
Every Fall, Spring and Summer

NUR 263 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 250; Student must be in Nursing plan code Pre or Co requisite: NUR 231
Credits: 3
Every Fall, Spring and Summer

NUR 270A Maternity/OB 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.
Prerequisites: PSY 231, NUR 231
Corequisites: NUR 285, NUR 270B
Credits: 3
Every Fall, Spring and Summer

NUR 270B Pediatric Nursing
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.
Prerequisites: PSY 231, NUR 231
Corequisites: NUR 285, NUR 270A
Credits: 3
Every Fall, Spring and Summer

NUR 275 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 275C.
Prerequisites: NUR 210, 211, 231 & PSY 103
Credits: 4
Every Fall, Spring and Summer

NUR 280 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 280C.
Prerequisites: NUR 210, 211, 231, NUR 285
Co Requisite: NUR 290 & 295
Credits: 3.50
Every Fall, Spring and Summer

NUR 285 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 285L and NUR 285C.
Prerequisites: NUR 210, 211, 231
Corequisites: NUR 270A, 270B
Credits: 6
Every Fall, Spring and Summer

NUR 290 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 290L and NUR 290C.
Prerequisites: NUR 210, 211, 270A, 270B, 231 & 285
Corequisites: NUR 280, 295
Credits: 7
Every Fall, Spring and Summer

NUR 295 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 2030 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 295C.
Prerequisites: NUR 210, 211, 231, 275, 285
Corequisites: NUR 280 & 290
Credits: 5.50
Every Fall, Spring and Summer

COLLEGE OF LIBERAL ARTS

Courses offered through the College of Liberal Arts explore the human condition and the world through cultural, social, historical, political, and philosophical lenses. Students are prepared for a host of future pursuits by learning transferable skills in communications, problem solving, creative thinking, argumentation, deep analysis, and more. Courses overlap in using quantitative and qualitative methods, experimental, experiential, and interpretive knowledge, for better comprehending how humans interact with one another and the world to shape lived experience in different historical, cultural, and social settings. The College of Liberal Arts thus incorporates traditional disciplines such as English, history, philosophy, languages, sociology, and anthropology.

DEPARTMENT OF LIBERAL ARTS

The Department of Liberal Arts offers courses in English language and literature, philosophy, and modern languages. The department serves the Core Curriculum by developing skills in reading, writing, critical thinking, knowledge of global cultures, and linguistic competence. Classes in a variety of disciplines provide a thorough grounding in the humanities and liberal arts.

The liberal arts develop human-centric skills needed in an AI-infused age: complex ethical decision-making, synthesis of multiple perspectives, formulations of fairness and legality, and development of creative solutions.

English Courses

ENG 110 Writing I: Composition & Analysis
English 110 is an introductory writing course that uses interpretation and analysis of texts to promote clear thinking and effective prose. Students learn the conventions of academic writing. In addition, students learn how to adapt writing for various audiences and rhetorical situations. Prerequisite: placement exam or high school GPA and English grade review.
One of the following prerequisites is required: ENG 14, Placement Exam, or High School GPA and English grade review.
Credits: 3
Every Fall and Spring

ENG 110C Writing 1: Composition & Analysis
English 110C is an accelerated class for students who do not place into English 110 but whose academic profile qualifies them to enroll in English 110C with additional support. English 110C is an introductory writing course that uses interpretation and analysis of texts to promote clear thinking and effective prose. Students learn the conventions of academic writing. In addition, students learn how to adapt writing for various audiences and rhetorical situations. Prerequisite: placement exam or high school GPA and English grade review. Credits: 3. Every Fall and Spring. Part of core requirement. This course has an additional fee. Prerequisite: placement exam or high school GPA and English grade review.
Credits: 3
Every Fall and Spring

ENG 111 Writing II: Research and Argumentation
Writing II, a course in research and argumentation focuses on scholarly research and the citation of information supporting sustained rhetorically effective arguments. Students will learn to use sources and resources effectively and ethically, including library holdings and databases, in service of scholarly arguments grounded in research. No Pass/Fail option.
The pre-requisite of ENG 110 is required.
Credits: 3
Every Semester

ENG 112 World Literature I
This course introduces students to world literary masterpieces from Antiquity to the Renaissance. Students will examine evolutions of thought in significant works of literature across various genres such as epics, sacred books, poems, plays and tales. Students will explore world literature as an ongoing debate on the central issues of human experience. All texts read in English.
Pre-requisite of ENG 110 is required.
Credits: 3
Every Semester

ENG 113 World Literature II
This course provides an introduction to significant works of world literature, from the 18th Century to the present. Students will examine literary masterpieces for their insights into human nature and society. Readings from a variety of texts - novels, poems, plays and essays - will be examined in light of the intellectual, social, literary, and political contexts in which they developed. All texts read in English.
Pre-requisite of ENG 110 is required.
Credits: 3
Every Semester

ENG 114 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 110 is required.
Credits: 3
Every Semester

ENG 115 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. All texts read in English.
Pre-requisite of ENG 110 is required.
Credits: 3
Every Semester

ENG 140 Introduction to Literature
An introduction to the study of literature, including poetry, fiction, creative nonfiction and drama. Emphasis will be placed on basic terminology used in discussing literature, on the study of a variety of critical theories, and on techniques for writing about literature.
Prerequisite: One of the following courses is required: ENG 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

ENG 167 Nature Writing
This course explores the genre of nature writing. Students will examine the way writers in different eras and genres construct the natural world and describe humanity's relationship with the environment. Students will learn different techniques of nature writing and produce original writing of their own.
Prerequisite: One of the following courses is required: ENG 110, 111, 112, ENG 113, ENG 114, ENG 115
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 110, 111, 112, ENG 113, ENG 114, ENG 115
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.
Pre-requisite of ENG 110 is required.
Credits: 3
Every Semester

ENG 182 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
Every Spring

ENG 183 Creative Non-Fiction
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 110, 111, 112, ENG 113, ENG 114, ENG 115
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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

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 110, 111, 112, ENG 113, ENG 114, ENG 115
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.
Pre-requisites: ENG 110 and PHI 100; or HEG 121 or HEG 122 and HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 380, PHI 380
On Occasion

ENG 216 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.
Requisites: English 16 or Department Permission
Credits: 4
Every Fall and Spring

ENG 238 British Modernism
This course will cover British Literature between 1880-1945. This period is known for it's 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 110, 111, 112, ENG 113, ENG 114, ENG 115
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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

ENG 297 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 112, ENG 113, ENG 114 and or ENG 115; or HEG 121 and 122. Permission from the Departmental Chair is also required.
Credits: 1 to 4
On Demand

ENG 298 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 112, ENG 113, ENG 114 and or ENG 115; or HEG 121 and 122. Permission from the Departmental Chair is also required.
Credits: 1 to 4
On Demand

ENG 428 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

ENG 464 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
Annually

ENG 465 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
Annually

ENG 466 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
Annually

ENG 468 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

ENG 469 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

Humanities Courses

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 110 is required.
Credits: 3
Every Spring

HUM 170 Philosophy of Sex and Love
This course is a survey of historically influential philosophical (and poetic) writings about sex and love. Students will study some recent attempts to reconceptualize love and sexuality using evolutionary biology and psychology (sexual selection as a mechanism of evolution, pair bonding and cooperative child rearing as reproductive strategies, etc.)and discuss contemporary ethical questions surrounding the expression of love and sexuality such as the moral status of prostitution and pornography, rights and duties of marriage (whether heterosexual or same-sex), sex education, and the "sexualization" of children and adolescents in modern capitalistic advertising. Students who participate actively and study carefully should enrich their philosophical understanding of their own and others' capacities for sexual expression and loving devotion, as well as improve their analytical and argumentative writing skills.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 1
Cross-Listings: ENG 203, HUM 203
On Occasion

HUM 380 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.
Pre-requisites: ENG 110 and PHI 100; or HEG 121 or HEG 122 and HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 380, PHI 380
On Occasion

HUM 389 Gender and Communication
This course examines the communication behaviors of women and men in same sex and gender contexts. It 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, and gender across culture, age and ethnicity.
Credits: 3
Cross-Listings: COMS 220, HUM 389
On Occasion

HUM 397 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 398 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 401 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 110 or HEG 121 or HEG 122.
Credits: 3
Every Fall

HUM 402 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 402, PHI 402
Every Spring

HUM 403 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 110 or HEG 121 or HEG 122.
Credits: 3
On Occasion

HUM 404 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 404, PHI 404
Every Spring

Language Courses

FRE 111 Introductory French I
Introductory speaking, reading and understanding French with emphasis on contemporary culture.
Credits: 3
Every Fall and Spring

FRE 112 Introductory French II
Introductory speaking, reading and understanding French with emphasis on contemporary culture.
Pre-requisite of FRE 111 is required.
Credits: 3
Every Fall and Spring

ITL 111 Introductory Italian I
Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.
Credits: 3
Every Fall

ITL 112 Introductory Italian II
Introductory speaking, reading and understanding Italian with emphasis on contemporary culture.
Pre-requisite of ITL 111 is required.
Credits: 3
Every Spring

ITL 397 Independent Study
Independent work for students of Italian offered under the guidance of a Faculty Member. Department permission required.
Credits: 3
On Demand

SPA 111 Spanish Language and Culture I
Introductory speaking, reading, writing and understanding Spanish.
Credits: 3
Every Fall, Spring and Summer

SPA 112 Spanish Language & Culture II
Introductory speaking, reading, writing and understanding Spanish. Pre-requisite: SPA 111, HLS 121 or its equivalent.
The pre-requisite of SPA 111 or HLS 121 is required.
Credits: 3
Every Fall, Spring and Summer

SPA 303 Advanced Conversation and Composition
Intensive oral and written work to develop ease and style in writing and speaking Spanish.
Credits: 3
On Demand

SPA 350 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

Philosophy Courses

PHI 100 Beginning Philosophy
PHI 100 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 105 Bioethics
This course explores the ethical dimensions of medicine and the philosophical issues raised by modern medical technology. Students investigate ethical issues related to abortion, euthanasia, experiments on humans and animals, genetic engineering, transplants, the responsibility of the hospital to the community, equitable health care, and patient rights. 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.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
Every Fall and Spring

PHI 113 Philosophy and Film
This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing

popular films.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 163 Philosophy of Art
A study of how different philosophical traditions have answered such perennial questions as: What is beauty? What is art? How is art to be judged? Can judgments of artistic merit be shown to be true or false? How do works of art themselves achieve philosophical importance by conveying distinctive visions of reality?
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 170 Philosophy of Sex and Love
This course is a survey of historically influential philosophical (and poetic) writings about sex and love. Students will study some recent attempts to reconceptualize love and sexuality using evolutionary biology and psychology (sexual selection as a mechanism of evolution, pair bonding and cooperative child rearing as reproductive strategies, etc.)and discuss contemporary ethical questions surrounding the expression of love and sexuality such as the moral status of prostitution and pornography, rights and duties of marriage (whether heterosexual or same-sex), sex education, and the "sexualization" of children and adolescents in modern capitalistic advertising. Students who participate actively and study carefully should enrich their philosophical understanding of their own and others' capacities for sexual expression and loving devotion, as well as improve their analytical and argumentative writing skills.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 172 Philosophy of Mind
A consideration of such central philosophical questions as: What is the relation of the mind to the body? What constitutes personal identity over time? What is the exact role of beliefs, intentions and desires in human actions? Philosophical theories on the nature of mind, such as dualism, behaviorism, eliminative materialism, and others will be examined.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 179 Social and Political Philosophy
A study of the moral aspects of political and social theory and a careful discussion of such classic philosophical topics as freedom, coercion, authority, rights, responsibility and justice. Readings selected from Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Marx, Dewey, Arendt, Rawls and others. Contemporary economic, social and political problems are considered.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 213 Philosophy and Film
This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 303 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

PHI 380 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.
Pre-requisites: ENG 110 and PHI 100; or HEG 121 or HEG 122 and HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 380, PHI 380
On Occasion

PHI 402 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 402, PHI 402
Every Spring

PHI 404 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
Cross-Listings: HUM 404, PHI 404
Every Spring

PHI 419 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.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
Cross-Listings: PHI 419, SPE 419
On Occasion

PHI 495 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Demand

PHI 497 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Demand

PHI 498 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 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Demand

Anthropology Courses

ANT 109 Social Change
This course examines the major economic, political, and social forces that shape and change society. Students explore how social change occurs, who directs it, and how it influences community life and culture. Students apply sociological theories and research to their understanding of how societies change. Topics include changes in the structures of the nation-state, economic relations, culture, technology, and revolutionary and religious movements.
Credits: 3
Cross-Listings: ANT 109, SOC 109
Alternate Semesters

ANT 112 Gender, 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
Every Fall

Sociology Courses

SOC 100 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 109 Social Change
This course examines the major economic, political, and social forces that shape and change society. Students explore how social change occurs, who directs it, and how it influences community life and culture. Students apply sociological theories and research to their understanding of how societies change. Topics include changes in the structures of the nation-state, economic relations, culture, technology, and revolutionary and religious movements.
Credits: 3
Cross-Listings: ANT 109, SOC 109
Alternate Semesters

SOC 112 Gender, 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
Every Fall

SOC 135 Culture and Society
This course examines different aspects of culture--such as food, art, music, sport--and examines their relationship with the economy, the environment, globalization, and social issues. The focus of the course may vary and will consider the way human behavior and personal choices are influenced in different social settings.
Credits: 3
On Occasion

SOC 161 Sociology of Sport
An investigation into and analysis of the significance of sports as social phenomena. Readings and discussions go beyond scores, statistics, standings and personalities to focus on the "deeper game" associated with sports, the game through which sports become an integral part of the social and cultural worlds in which people live.
Credits: 3
Cross-Listings: ANT 161, SOC 161
Every Spring

SOC 165 Culture and Society
This course examines different aspects of culture--such as food, art, music, sport--and examines their relationship with the economy, the environment, globalization, and social issues. The focus of the course may vary and will consider the way human behavior and personal choices are influenced in different social settings.
Credits: 3
On Occasion

SOC 211 Social Research
A general introduction to the methods used in designing, carrying out and analyzing social science research. The goal is to enable students to conduct small-scale studies and to be intelligent consumers of research. A broad range of qualitative and quantitative approaches are discussed.
Credits: 3
On Occasion

SOC 397 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

Economics Courses

ECO 101 Introduction to Macroeconomics
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 102 Introduction to Microeconomics
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 215 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 102 or Permission of Instructor is required.
Credits: 3
On Occasion

ECO 225 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 225).
Pre-Requisite of ECO 102 or Permission of Instructor is required.
Credits: 3
Cross-Listings: ECO 225, IBU 225
Alternate Spring

ECO 233 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 102 or Permission of Instructor is required.
Credits: 3
Alternate Spring

ECO 397 Independent Study
Independent reading and research in the chosen field of economics. Training is provided in techniques of critical analysis and independent research. Permission of the Chair and the Dean.
Credits: 3
On Demand

History Courses

HIS 100 American Civilization to 1877
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.
Credits: 3
Rotating Basis

HIS 101 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 102 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 104 Topics in American History
This course explores a specific period of American history or a topic within the context of American history. Students will investigate the impact of this period or topic on the origin and development of American culture, attitudes, and institutions.
Credits: 3
On Demand

HIS 107 Engaging the Past
An introduction to the study of history as a way of making sense of the world around us. Students learn to think historically through role-playing games and other intensive activities that reveal the complexities of a specific historical period.
Credits: 3
Rotating Basis

HIS 108 American Civilization Since 1877
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.
Credits: 3
Rotating Basis

HIS 116 History of Race and Society
This course will examine topics related to the history of African Americans from the origins of slavery to the present, including the impact of diasporic Africans on American society. Students will explore African American slavery, the experiences of blacks during Reconstruction, Jim Crow legislation, the rise of the "New Negro," anti-lynching campaigns, the "Great Migration," the Harlem Renaissance, African-American life during the Great Depression and World War II, the Civil Rights movement, Black nationalism, Black Power, Black urban politics and policing history and controversies.
Credits: 3
On Occasion

HIS 120 Topics in Medieval History
A study of Europe from the last centuries of the Roman Empire through the fifteenth century. Students will explore 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, art and architecture, and human emotions.
Credits: 3
On Occasion

HIS 144 Topics in Asian History
This course 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.
Credits: 3
On Occasion

HIS 157 Topics in Latin American History
This course examines specific periods or topics within the history of Latin America. Students will investigate the impact of this period or topic on the origin and development of Latin American culture, attitudes, and institutions.
Credits: 3
On Occasion

HIS 158 History of Power and Politics
A topic focused on the use of power in either domestic or foreign policy. Course may include a

survey of U.S. diplomatic history from 1789 to the present, covering the rise of the United States from thirteen Atlantic states into a transcontinental nation and global superpower. In addition to the traditional topics such as national security and economic interests, the course also examines the connection between human rights and national citizenship and how Americans have engaged with the rest of the world.
Credits: 3
On Occasion

HIS 164 History of Gender and Sexuality
The course takes a historical approach to the study of gender and sexuality. Drawing on disciplinary, interdisciplinary and cross cultural studies, students will engage critically with issues such as gender inequities, sexuality, families, work, media images, queer issues, masculinity, and reproductive rights, with a particular historical or geographical scope.
Credits: 3
On Occasion

HIS 167 History of Science and Technology
This course covers the historical foundations of science and technology, from their ancient beginnings to the present. Students will explore contemporary notions of humanity's place in nature and investigate the way science and technology influence culture, politics, and economic systems.
Credits: 3
On Demand

HIS 190 Research Problems in History
Reading and group discussion of a special topic in World History. Emphasis on new scholarly fields and interpretations. Students will evaluate and produce scholarly research. May be repeated for credit if subject matter differs.
Credits: 3
Rotating Basis

HIS 497/498 Independent Study
Student and faculty member will define a course of study and/or research project. Independent study enrollment requires Chair and Dean approval.
Pre requisites - One of the following: HIS 101, HIS 102,108, HHI 121, HHI 122 or BHNR 120 through 124
Credits: 3
On Demand

Social Science Courses

SSC 223 Capstone Seminar in the Social Sciences
The Capstone Seminar in the Social Sciences is required of all Social Science, Political Science, International Relations, 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 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 110, 111, 112, ENG 113, ENG 114, ENG 115
Credits: 3
On Occasion

GEORGE POLK SCHOOL OF COMMUNICATIONS

Named for CBS correspondent George Polk, the George Polk School of Communications 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. Murrow, Christine Amanpour, Peter Jennings, Diane Sawyer, Norman Mailer, Seymour Hersh, Jane Ferguson, Glenn Greenwald, Anna Deavere Smith, and other journalists of distinction.

The Polk School attracts global talent to the center of New York City's media landscape. Led by accomplished faculty and active professionals, the school shapes the future of media, communications, film, broadcast, and journalism.

The school consists of the following programs:

B.A. in Communications

B.A. in Journalism

B.F.A. in Acting for Theatre, Television and Film

B.F.A. in Film and Television

M.F.A. Creative Writing and Publishing

These programs share a foundation in storytelling, media, and performance, preparing students to succeed in today's communications landscape. They offer hands-on learning and access to state-of-the-art resources that foster creativity, innovation, and professional excellence across the fields of media, entertainment, publishing, and communications.

DEPARTMENT OF COMMUNICATIONS

The study of communications is vital for our public life as a nation, for individual professional careers, and for interpersonal relations. The Department of Journalism and Creative Writing 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 Communications. These programs prepare students for exciting careers in print, broadcast, digital, and multimedia media, as well as public relations, advertising, and corporate communications. These degrees also develop skills applicable to any field where strong communication is essential.

B.F.A. Acting for Theatre, Film & Television

This B.F.A. in Acting for Theatre, Film and Television program is designed for students interested in rigorous conservatory studio training in acting both on stage in a theatre and on-camera in film and television. The comprehensive sequence of study has a practical and professional application, preparing students for the modern acting industry. Classes in stage acting, voice and 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 theatre 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, network with industry experts, and participate in master classes and talk-backs 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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements

Required Courses

TFT	210	Theatre History and Play Analysis	3.00
TFT	202 A,B,C	Studio I - Acting, Voice and Movement	6.00
TFT	212 A,B,C	Studio II - Acting, Voice and Movement	6.00
TFT	222 A,B,C	Studio III - Acting, Voice and Movement	6.00
TFT	223 A,B,C	Studio IV - Acting, Voice and Movement	6.00
TFT	224 A,B,C	Studio V - Acting, Voice and Movement	6.00
TFT	225 A,B,C	Studio VI - Acting, Voice and Movement	3.00
TFT	230	The Contemporary Performance Industry	3.00
TFT	231	Business of Theatre, Film and Television	3.00
TFT	280	Performance in 21st Century Theatre and Media	3.00
TFT	287	Film and Television Studies	3.00
TFT	288	Production Lab I	1.00
TFT	289	Production Lab II	1.00
TFT	290	Production Lab III	1.00
TFT	291	Production Lab IV	1.00
TFT	292	Production Lab V	1.00
TFT	293	Production Lab VI	1.00
TFT	294	Production Lab VII	1.00
TFT	295	Production Lab VIII	1.00
TFT	296	Internship	3.00
TFT	297	Capstone I	2.00
TFT	298	Capstone II	3.00
TFT	299	Showcase	2.00
THE	291	On-Camera Performance I	3.00
THE	292	On-Camera Performance II	3.00
THE	293	On-Camera Performance III	3.00

Workshop/Production Requirement

One of the following:

MA	202	Television Production I	3.00
MA	206	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	221	Introduction to Playwriting	3.00

Required Directing Course

One of the following:

MA	255	Directing The Moving Image	3.00
MA	361	Directing I	3.00

THE	361	Directing I	3.00

Credit Requirements

Major Required Credits: 87

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

B.A. Communication

{Program Code: 40712} {HEGIS: 0601.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements

Required Communication Course (21 credits)

COMS	210	Critical Listening	3.00
COMS	220	Gender and Communication	3.00
COMS	221	Creative Problem Solving	3.00
COMS	222	Social Media Strategies and Analytics	3.00
COMS	231	Speech for Business and Organizations	3.00
COMS	294	Research Methodology in Communication	3.00
SPE	100	Oral Communication	3.00

Communication Electives - 12 credits (4 courses) from the list below:

COMS	300	Voice and Diction	3.00
COMS	301	Oral Interpretation: Performance Aesthetics	3.00
COMS	302	Intercultural Communication	3.00
COMS	306	Persuasion	3.00
COMS	307	Political Speech in American Life	3.00
COMS	316	Interviewing Strategies	3.00
COMS	324	The Culture and Art of Narration	3.00
COMS	327	Group Dynamics	3.00
COMS	332	Dynamical Communication & Cooperacy Building in the Conceptual Age	3.00
COMS	333	Introspection & Emotional Intelligence	3.00
COMS	353	Creative Listening and General Semantics	3.00
COMS	360	Organizational Communication	3.00
COMS	362	Communication and Public Relations	3.00
COMS	363	Rhetorical Criticism	3.00
COMS	495	Honors Study	3.00
COMS	499	Communication/ Performance Studies Internship	3.00
JOU	243	Visual Communication	3.00
JOU	322	Social Media in Theory and Practice	3.00
JOU	345	Introduction to Public Relations and Strategic Communication	3.00
MKT	233	Advertising and Marketing Communications	3.00
MKT	235	Digital Marketing	3.00
MKT	242	Social Media Marketing	3.00
MKT	250	Brand Management	3.00

Required Communication Capstone Requirements - 6 credits

COMS	298	Capstone Development	3.00
COMS	299	Communications Capstone	3.00

Credit Requirements

Major Required Credits: 39

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

B.F.A. Film and Television

The B.F.A. in Film and Television is a comprehensive degree that prepares students for rewarding careers in the film, digital video, and visual effects industries. Students begin their careers immediately and create films during every year of the program. The program provides a hands-on experiential learning approach that involves students in production projects spanning multiple genres throughout the plan of study. Starting in their first semester, students work with state-of-the-art production equipment and software. Under the mentorship of experienced faculty and industry professionals, students have the opportunity to pursue their unique creative aspirations while gaining the skills they need to enter the professional film production world with confidence.

The B.F.A. in Film and Television combines 36 credits of foundational and theory courses. This instruction provides students with the requisite understanding of the historical, technological, and aesthetic foundations undergirding the film and visual effects industries. While engaged in these studies, students will also have the opportunity to work on a variety of practical film projects each semester. In the fifth and sixth semesters of their studies, students begin taking the Filmmaking Studio sequence (A, B, C, D) involving twelve credits of focused production. In addition, students enrolled in the program are required to take 21 credits of specialized electives in the areas of directing, cinematography, screenwriting, producing, editing and/or visual effects. Before students graduate, they must also complete at least one internship assignment with a New York City-based media company, post-production company, or sound stage. In their final year students will create their thesis project (total of 6 credits) developed in conjunction with a mentor/advisor. Student thesis projects will be exhibited as part of their thesis review in their final semester.

B.F.A. Film and Television

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits

ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Film BFA Requirements

The following are required:

FIL	101	Early Films: 1900-1950	3.00
FIL	202	Films: 1950 through the Present	3.00
FIL	205	Film Theory	3.00
FIL	206	Film Production 1	3.00
FIL	207	Film Production 2	3.00
FIL	109	Screenwriting I	3.00
FIL	212	Intro to Editing and Sound Acquisition	3.00
FIL	214	Directing the Moving Image I	3.00
FIL	215	Cinematography	3.00
FIL	218	Production Management	3.00
FIL	223	Documentary Workshop I	3.00
FIL	225	Animation Comp Graphics & Visual Effects I	3.00
FIL	228	Components of Visual Storytelling I	3.00
FIL	235	Filmmaking Studio A	3.00
FIL	236	Filmmaking Studio B	3.00
FIL	237	Filmmaking Studio C	3.00
FIL	238	Filmmaking Studio D	3.00
FIL	297	Capstone	3.00
FIL	298	Thesis	3.00
FIL	299	Film Internship	3.00

Film Electives: 7 courses (21 credits) from the following:

FIL	203	Major Forces in Cinema	3.00
FIL	304	Major Figures in Cinema	3.00
FIL	310	Screenwriting II	3.00
FIL	313	Intermediate Editing & Sound Post-Production	3.00
FIL	313a	Advanced Motion Picture Editing	3.00
FIL	317	Advanced Screenwriting	3.00
FIL	324	Making a Documentary II	3.00
FIL	326	Animation Comp Graphics & Visual Effects II	3.00
FIL	327	Animation Comp Graphics & Visual Effects III	3.00
FIL	429	Directing the Moving Image II	3.00
FIL	330	Film Festivals, Markets, and Platforms	3.00
FIL	244	Directing the Screen Actor I	3.00
FIL	350	Pitches, Treatments, Grants, and Funding	3.00
FIL	351	The Business of Freelance	3.00

Credit Requirements

Major Credits: 81
Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 30

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements (26 credits)

Must complete all of the following courses:

JOU	200	Journalism History	3.00
JOU	201	Communications Law	3.00
JOU	219	Writing for News Media	4.00
JOU	220	Mass Communication in a Digital Age	3.00
JOU	235	News Reporting	3.00
JOU	236	Journalism Capstone	3.00
JOU	243	Visual Communication	3.00
JOU	260	Journalism Internship	1.00
JOU	215	Digital Media & Society	3.00

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	309	Mass Media & Culture	3.00
JOU	221	Feature Writing	3.00
JOU	144	Entertainment Journalism	3.00
JOU	333	Arts & Culture Reporting	3.00

Focus on: Multimedia Journalism

JOU	129	Radio Journalism & Podcasting	3.00
JOU	130	Television Journalism	3.00
JOU	339	Multimedia Journalism	3.00
JOU	460	Video Journalism I	3.00

Focus on: Public Relations & Social Media

JOU	318	Media Management	3.00
JOU	326	Principles of Advertising	3.00
JOU	345	Introduction to Public Relations	3.00
JOU	322	Social Media	3.00

Ancillary Requirements (3 credits)

Choose one course from the following:

JOU	411	Photojournalism	3.00

MA	206	Video Workshop I	3.00
MA	115	Introduction to Photography	3.00
MA	218	Digital Photo	3.00
MA	224	Computer Graphics I	3.00
MA	125	Digital Publishing I	3.00

Credit Requirements

Major Required Credits: 37
Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 90
Ancillary Course Requirements: See above

Acting/Theatre Courses

DNC 108 History of Dance
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.
Credits: 3
Every Fall and Spring

TFT 202A Studio I - Acting
Rigorous training in acting, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 202B Studio 1: Voice
Rigorous training in voice for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 202C Studio 1: Movement
Rigorous training in movement for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 210 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 comprise the art of theatre.
Credits: 3
Every Spring

TFT 212A Studio 2: Acting
Rigorous training in acting, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Spring

TFT 212B Studio 2: Voice
Rigorous training in voice for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Spring

TFT 212C Studio 2: Movement
Rigorous training in movement for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Spring

TFT 222A Studio 3: Acting
A continuation of the BFA Acting Studio sequence, with an emphasis on a variety of acting techniques and intermediate scene study, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 222B Studio 3: Voice
A continuation of the BFA Acting Studio sequence, with an emphasis on a variety of techniques of voice for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 222C Studio 3: Movement
A continuation of the BFA Acting Studio sequence, with an emphasis on a variety of techniques of movement for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 223A Studio 4: Acting
A continuation of the BFA Acting Studio sequence, with an emphasis on a variety of acting techniques and intermediate scene study, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Spring

TFT 223B Studio 4: Voice
A continuation of the BFA Acting Studio sequence, with an emphasis on a variety of techniques of voice for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Spring

TFT 223C Studio 4: Movement
A continuation of the BFA Acting Studio sequence, with an emphasis on a variety of techniques of movement for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Spring

TFT 224A Studio 5: Acting
A continuation of the BFA Acting Studio sequence, with an emphasis on Period styles for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Styles include Elizabethan, Restoration and Edwardian, with an emphasis on Shakespeare. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 224B Studio 5: Voice
A continuation of the BFA Acting Studio sequence, with an emphasis on dialects, Received Pronunciation and heightened language for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 224C Studio 5: Movement
A continuation of the BFA Acting Studio sequence, with an emphasis on Period movement for the actor, provided in collaboration with Off-Broadway's New Group Acting Studio. Movement styles include Elizabethan, Restoration and Edwardian. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 2
Every Fall

TFT 225A Studio 6: Acting
The final course in the BFA Acting Studio sequence, this course is dedicated to an in-depth exploration of acting for Shakespeare, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 1
Every Spring

TFT 225B Studio 6: Voice
The final course in the BFA Acting Studio sequence, this course is dedicated to an in-depth exploration of acting for Shakespeare, provided in

collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 1
Every Spring

TFT 225C Studio 6: Movement
The final course in the BFA Acting Studio sequence, this course is dedicated to an in-depth exploration of acting for Shakespeare, provided in collaboration with Off-Broadway's New Group Acting Studio. Courses are held in Manhattan and continue over the course of six semesters. Open to BFA Acting students only.
Credits: 1
Every Spring

TFT 230 The Contemporary Performance Industry: Audition Prep
Understanding one's type, essence and differentiators are key components to a successful acting career. By exploring these concepts and applying them to audition material and audition technique, the actor will be able to make strong choices in audition material and presentation, and increase their odds of success in an increasingly competitive landscape. Course modules include in-person audition technique, self-taping technique and resume preparation.
Credits: 3
Every Fall

TFT 231 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
Every Fall

TFT 244 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 260 Television Production I
Introduction to the principles and practice of multicamera TV studio production. This course covers the basic production roles and techniques including producing, directing, switching, scripting, shooting, audio, electronic graphics and on-camera performance. Students apply the skills learned in class to producing and directing a TV talk show and musical production.
Credits: 3
On Occasion

TFT 280 Performance in 21st Century Theatre and Media
This course provides students with the digital tools to enter the competitive landscape of the professional actor. Students will learn how to establish and maintain an online presence via casting platforms, websites and social media, as well as creating a filmed monologue and a scene to be used for their Senior Showcase. They will learn how to prepare headshots and resumes, and will learn to develop websites and profiles on casting platforms, as well as becoming effective stewards on their social media presence. Students will become proficient in virtual auditions, and will explore audition techniques that are specific to digital platforms, and explore ways to market themselves and their work in a digital landscape.
Credits: 3
Every Fall

TFT 287 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 287, TFT 287
Rotating Basis

TFT 288 Production Lab I
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Every Fall

TFT 289 Production Lab II
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Rotating Basis

TFT 290 Production Lab III
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Every Fall

TFT 291 Production Lab IV
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Rotating Basis

TFT 292 Production Lab V
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Every Fall

TFT 293 Production Lab VI
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Rotating Basis

TFT 294 Production Lab VII
This course offers a comprehensive immersion into the realm of theatre production. Students are

offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Every Fall

TFT 295 Production Lab VIII
This course offers a comprehensive immersion into the realm of theatre production. Students are offered the opportunity to engage with theatre, film and television industry professionals employed in the areas of the industry not seen onstage or on-camera (design, management, casting, producing, etc.). Students are also offered hands-on experience working backstage on departmental productions, as well as the opportunity to attend off-campus productions in New York City.
Credits: 1
Rotating Basis

TFT 296 Internship
This course provides students with an opportunity to gain field experience in theater, film, television and entertainment organizations. Students are guaranteed internships with The New Group, and additional internship opportunities may be made available based on individual student's area of interest.
Credits: 3
On Demand

TFT 297 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 298 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 297
Credits: 3
On Demand

TFT 299 Showcase
Students will perform scenes and monologues showcasing the skills that they have acquired during their artistic and educational career at LIU Brooklyn. Showcases are presented in a live invited setting in New York City for a panel of agents and managers, as well as in recorded form via Breakdown Services and the LIU Brooklyn Showcase Website.
Credits: 2
Every Spring

TFT 351 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

THE 111 The Art of Theatre
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 221 Introduction to Playwriting
An exploration of the art and craft of playwriting. Students will engage in the writing and structuring of monologues, scenes, one-act plays and, possibly, full-length plays. Emphasis is on the possibilities and specific techniques of writing for the stage. Students may be given the opportunity to see their writing produced in workshops.
Credits: 3
Every Fall

THE 291 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
Every Fall

THE 293 On-Camera Performance III
An advanced workshop designed to enable a small group to work collaboratively on mastery of techniques learned in On Camera Performance I and II. Emphasis is on advanced scene study for camera.
Credits: 3
Every Fall

THE 294 On-Camera Performance IV
An upper level workshop designed to enable a small group to work collaboratively on mastery of techniques learned in THE 293. Continued work on audition techniques with additional focus on practical On-Camera techniques employed on film and television sets.
Credits: 3
Every Spring

THE 361 Directing I
The study and practice of directing for the theatre, emphasizing play analysis, script preparation, staging, casting, rehearsal procedure, the director-actor relationship, the director-designer relationship and the evolution of a director's personal style and viewpoint.
Credits: 3
Cross-Listings: MA 361, THE 275
Every Spring

Film Courses

FIL 101 Early Films 1900 -1950 - History
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 108 Screenwriting I
This course includes an intensive program of screenwriting techniques, focusing on writing a short form screenplay.
Credits: 3
Every Spring

FIL 202 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
Every Spring

FIL 203 Major Forces in the Cinema
This course examines the influence of major cinematic movements. The subject changes each semester. Students may repeat this course for a maximum of 9 credits.
Credits: 3
Rotating Basis

FIL 205 Film Theory
Introduces major film theories and the multidisciplinary frameworks used to analyze cinema, including psychology, linguistics, history, sociology, and aesthetics. Traces the evolution of key theoretical branches—such as psychoanalysis, semiotics, feminism, and theories of ideology—while teaching students to analyze films within their historical and cultural contexts.
Credits: 3
Every Fall

FIL 206 Production I
Introduces fundamental concepts of visual storytelling through hands-on HD video production. Students learn the basics of shooting, directing, and editing by creating their own original film projects.
Credits: 3
Every Fall

FIL 207 Production II
A continuation of FIL 206. Expands upon introductory visual storytelling and small-crew production skills. Students deepen their knowledge of shooting, directing, and editing through more advanced project-based work.
Credits: 3
Every Spring

FIL 212 Introduction to Video Editing
This course provides an overview of motion picture editing and teaches basic skills in digital picture and sound editing. Students are also introduced to sound mixing and color correction.
Credits: 3
Every Fall

FIL 214 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 a script developed and nurtured 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 215 Cinematography
This course is an intensive study of motion picture camera and lighting technology.
Credits: 3
Every Fall

FIL 223 Documentary Workshop I
Students learn the basics of producing a short documentary film, including research, interviewing, budgeting, shooting styles and organizing footage for editing.
Credits: 3
Every Spring

FIL 225 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
Every Spring

FIL 228 Components of Visual Storytelling I
This course is designed to explore the impact of visual elements that control the audience's experience of film and other forms of 2D imagery. We will look at Space, Line, Shape, Tone, Color, Rhythm, and Movement. We will be 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 235 Filmmaking Studio A
This course is an intensive practicum in motion picture production where teams of students will develop and produce a film project that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices. Prerequisites of FIL 101, 202, 205, 206 & 109 and co-requisite of FIL 237 are required.
The co-requisite of FIL 237 is required. The pre-requisites of FIL 201, 202, 205, 206, and 209 are required.
Credits: 3
Every Fall

FIL 236 Filmmaking Studio B
This intensive motion picture production course is taught as a collaborative workshop series spanning two consecutive semesters, offered as sections A/C in the Fall and B/D in the Spring. Working in production teams, students actively develop, shoot, and edit a film project from conception to completion. The curriculum delivers structured, hands-on instruction in advanced cinematography, sound design, research, budgeting, and comprehensive post-production practices.
Prerequisites: FIL 101, 202, 205, 206, and 109
Co-requisite: FIL 238
The co-requisite of FIL 138 is required. The pre-requisites of FIL 201, 202, 205, 206, and 209 are required.
Credits: 3
Every Spring

FIL 237 Filmmaking Studio C
This intensive motion picture production course is taught as a collaborative workshop series spanning two consecutive semesters, offered as sections A/C in the Fall and B/D in the Spring. Working in production teams, students actively develop, shoot, and edit a film project from conception to completion. The curriculum delivers structured, hands-on instruction in advanced cinematography, sound design, research, budgeting, and comprehensive post-production practices.
Prerequisites: FIL 101, 202, 205, 206, and 109
Co-requisite: FIL 235
The co-requisite of FIL 235 is required. The pre-requisites of FIL 201, 202, 205, 206, and 209 are required.
Credits: 3
Every Fall

FIL 238 Filmmaking Studio D
This intensive motion picture production course is taught as a collaborative workshop series spanning two consecutive semesters, offered as sections A/C in the Fall and B/D in the Spring. Working in production teams, students actively develop, shoot, and edit a film project from conception to completion. The curriculum delivers structured, hands-on instruction in advanced cinematography, sound design, research, budgeting, and comprehensive post-production practices.
Prerequisites: FIL 101, 202, 205, 206, and 109
Co-requisite: FIL 236
The co-requisite of FIL 136 is required. The pre-requisites of FIL 201, 202, 205, 206, and 209 are required.
Credits: 3
Every Spring

FIL 244 Directing the Screen Actor I
This hands-on workshop teaches filmmakers how to understand the actor's internal process to take total command of on-camera performance. By exploring how actors build characters and "drop into" an authentic, believable place on camera, you will learn to craft dialogue that breathes on screen. Simultaneously, the course builds your technical authority as a director. You will master script analysis, blocking, and the relationship between camera and cast—knowing when to structure coverage around the performance, and when to direct actors to work within rigid, uninflected shots to hit precise dramatic units and beats.
Credits: 3
Every Fall

FIL 297 Film Capstone
Students meet weekly with their selected capstone advisor to plan and finalize the pre-production phase of their thesis film. Through casting, crewing, location scouting, and budgeting, students generate all necessary production elements. By the end of the semester, students must secure an official project greenlight from their advisor to begin production the following semester.
Credits: 3
Rotating Basis

FIL 298 Film Thesis
Students work with a professor to create an original work that showcases their main areas of interest in film.
Credits: 3
Rotating Basis

FIL 299 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: 1 to 3
Rotating Basis

FIL 304 Major Forces in Cinema II
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 308 Advanced Motion Picture Production
This course develops further exploration into the techniques of filmmaking and application of professional practice. Prerequisites of FIL 206 and 207 are required.
Credits: 3
Rotating Basis

FIL 310 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 313 Intermediate Editing
This course builds intermediate skills in digital picture and sound editing. Students advance their skills in mixing and color correction while exploring complex post-production workflows and editing techniques. Topics include integrating ADR, foley effects, voice-over, and visual effects into their video projects. Prerequisite: FIL 212
Credits: 3
Rotating Basis

FIL 313a Advanced Motion Picture Production
This course provides students with advanced skills in comprehensive film and digital media production. The curriculum focuses on essential production execution, including advanced camera operations, creative lighting design, and professional sound recording.
Credits: 3
Rotating Basis

FIL 316 Intermediate Cinematography
This course covers intermediate 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. Prerequisite of FIL 215 is required.
Credits: 3
Rotating Basis

FIL 317 Advanced Screenwriting
This course is an advanced workshop for Film Majors devoted to writing and developing an original full-length screenplay.
Credits: 3
Rotating Basis

FIL 322 Independent Producing
This course provides a hands-on approach to the core production management tasks required of independent producers in film, video, and multimedia. Students explore vital industry processes, including script breakdown, scheduling, budgeting, business plan development, marketing, and distribution. As a final project, students will synthesize these skills by creating a comprehensive Production Handbook and a mock Business Plan.
Credits: 3
Rotating Basis

FIL 324 Making of a Documentary II
This course guides students through the essential stages of producing medium- to long-form documentary films. Participants will master core production skills, including advanced research, interviewing techniques, and budgeting. The curriculum also covers diverse shooting styles and strategies for organizing footage to ensure a seamless transition into the editing phase.
Credits: 3
Rotating Basis

FIL 326 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
Rotating Basis

FIL 327 Animation Computer 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 330 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? We'll learn about distribution, marketing, and what you need to know as a Producer/ Director to survive in this industry.
Credits: 3
Rotating Basis

FIL 350 Pitches, Treatments, Grants and Funding
In this course students will develop an understanding and the facility to market their ideas as intellectual property. They will develop pitches with the corresponding documents and treatments. They will develop their understanding of 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 351 The Business of Freelance
The film industry is dominated by freelance entrepreneurs. This includes artists like Directors, Cinematographers, Production Designers, Editors, Special Effects Artist, Producers 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 429 Directing the Moving Image II
This course will take a deeper dive into the realm of directing. We will dig into the analysis of films from a variety of styles and genres, their structure, and the choices that directors made that creates the mise en scene.
The pre-requisites of FIL 201, 202, 205, 206, 209, and 214 are required.
Credits: 3
Rotating Basis

Communication Courses

COMS 220 Gender and Communication
This course examines the communication behaviors of women and men in same sex and gender contexts. It 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, and gender across culture, age and ethnicity.
Credits: 3
Cross-Listings: COMS 220, HUM 389
On Occasion

COMS 222 Social Media Strategies and Analytics
Social Media plays a major part in how we communicate or miscommunicate. This course teaches students the benefits and limitations of using social media data for marketing research. In addition, student will learn how social media data can be used to provide insights into marketing a brand and how companies can use this data to

achieve such objectives as increasing revenues, reducing customer service costs, getting feedback on products and services, and improving public opinion of a particular product, company and business
Credits: 3
Rotating Basis

COMS 298 Capstone Development
This course is designed to give students practical applications in entrepreneurship as their final preparation for entering the real world. Its focus is to allow students to use the competencies developed in the areas of communication, teamwork, critical thinking, research, problem-solving, and professional orientation in a variety of professional and entrepreneurial cultures.
Credits: 3
On Demand

COMS 299 Communications Capstone
Advance practical applications in entrepreneurship as their final preparation for entering the real world. It expands on the projects students completed in Capstone Development.
Credits: 3
On Demand

COMS 332 Dynamical Communication & Cooperacy Building in the Conceptual Age
Newly forming organizations are successfully using a multi-valued frame of reference found in Post-Aristotelian logic that contains innovative communication and collaboration models such as "lateral organization building" and "closed-loop" communication strategies. This course introduces dynamical systems of interpretation that contain Post-Aristotelian precepts and cooperacy building protocols to assist innovators and entrepreneurs in transcending the traditional `either/or¿-`top/bottom¿ mindset, for more efficient, effective, and all inclusive communication models. The `Conceptual Age¿ is a popular term describing a paradigm shift in human social awareness in where creative problem solving and collaborative job skills will be of paramount importance
Credits: 3
Rotating Basis

COMS 333 Introspection & Emotional Intelligence
Intrapersonal communication skills are vital for succeeding in a complex world. Introspection or ¿intrapersonal communication¿ takes place within a single person, often for the purpose of clarifying ideas or analyzing a situation, hence, it goes hand-in-hand with creative thinking and problem solving. Introspection is also a way to reflect upon something or someone to promote interpersonal communication. This course focuses on three aspects of intrapersonal communication: self-awareness, self-perception, and self-expectation. In conjunction with introspection, this course examines multiple kinds of intelligence including ¿emotional intelligence,¿ and a multitude of environmental settings that can foster or enhance introspection.
Credits: 3
Rotating Basis

COMS 353 Creative Listening and General Semantics
Creative listening is essential to communicating clearly. Creative listening is that ability to listen without prejudice while determining what the communicator is saying beyond the obvious. Students identify and examine individual listening styles and the various cultural, linguistic and social factors that hinder our ability to listen effectively. The importance of creative listening for enhancing both personal and professional life is illustrated through case studies, discussion, and practical application.
Credits: 3
Rotating Basis

Journalism Courses

JOU 110 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. Examines the role of algorithms in societal changes and their impact on publishing. Students develop news-literacy skills and learn to evaluate and curate their social-media newsfeeds.
Credits: 3
Every Fall and Spring

JOU 200 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 201 Media Law & Ethics
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, artificial intelligence, and the Internet.
Credits: 3
Alternate Spring

JOU 219 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.
Requisites: English 16 or Department Permission
Credits: 4
Every Fall and Spring

JOU 220 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 221 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 materials, 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 219 or permission of Department.
Credits: 3
Alternate Fall

JOU 235 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 publications. 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 219 / ENG 126 or permission of the Department
Credits: 3
Alternate Fall

JOU 236 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 235 or permission of Department.
Credits: 3
Alternate Spring

JOU 243 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 industry-leading software to produce individual or group projects.
Credits: 3
Rotating Basis

JOU 251 Camera Phone Photo and Video
A two-day workshop designed to help students develop skills in photo and video capturing and processing with mobile devices (cellphones, iPads, tablets, etc.). Students are introduced to Lightroom 4 and open-source software editing packages. After completing this class, students will be able to use devices to produce quality images and video packages for print output and/or posting on social media and photo/video sharing sites (YouTube, Instagram, etc.).
Credits: 1
Annually

JOU 260 Journalism Internship
Provides academic credit to journalism majors who engage in off-campus internships and on-the-job projects under the supervision of the 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 303 Public Opinion and Advocacy Journalism
Examines the formation, measurement and effects of public opinion relating to mass communication and other forms of collective behavior. Surveys different forms of research methodology. 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 307 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 309 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 318 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 326 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 326, MA 326
On Occasion

JOU 332 75th Anniversary Polk Award Winners
This course will introduce students to the work and writings of recent Polk Award winners, and examine the life and legacy of George Polk as well as the legacy and importance of his namesake awards.
Credits: 3
On Occasion

JOU 333 Arts & Culture Reporting
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 and 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 339 Multimedia Journalism
Students plan and execute multimedia journalism projects that incorporate photos, audio and videos elements. They develop skills in writing and storytelling across platforms, designing multimedia packages and creating information graphics. They colloborate on team reporting projects and improve user experience with effective content management, navigation and interactivity.
Credits: 3
On Occasion

JOU 345 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
On Demand

JOU 396 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 397 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 398 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 Dean.
Credits: 3
Every Fall and Spring

JOU 411 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 narative 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
On Demand

JOU 457 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 JOU219/ENG 126 or MA250 is required, or permission of the Department.
Credits: 3
Cross-Listings: JOU 457, MA 457
On Occasion

JOU 460 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 219 / ENG 126 or MA 250 is required.
Credits: 3
Every Fall

JOU 461 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.
The pre-requisite of JOU 219 / ENG 126 is required and permission of the Department Chair.
Credits: 3
Every Fall

JOU 462 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 219 / ENG 126 is required and permission of the Department Chair.
Credits: 3
Every Spring

Speech Courses

SPE 100 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

Media Arts Courses

MA 109 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 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 narative 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
On Demand

MA 113 Philosophy and Film
This course aims to engage theories of perception, movement of image and temporality through an analysis of avant-garde films and the history of cinema. Such philosophical issues as reality versus appearance, the nature of time, the relation of mind to body, and the possibility of artificial intelligence will also be explored through viewing popular films.
Pre-requisite: PHI 100 (PHI 61 or 62) or HHP 121 or HHP 122
Credits: 3
On Occasion

MA 140 Sports Information and Public Relations
This course explores the techniques of sports publicity, promotion, and marketing for both amateur and professional athletics. Students learn to produce sports statistics, press releases, press kits, and marketing strategies for print, digital, and broadcast media.
Pre-requisite: SPM 201
Credits: 3
Every Fall

MA 151 Content Creation in Sports and Entertainment
This course 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 sports coverage to evaluate trends and effectiveness. Students develop skills in crafting leads, reporting ethically, writing clearly, researching, cultivating sources, and conducting interviews. Guest speakers working in sports journalism are an integral part of the class.
Prerequisite: SCM 249
Credits: 3
Every Spring

MA 200 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 110 is required or the pre-requisites of HEG 121 and 122 are required.
Credits: 3
Every Fall and Spring

MA 201 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 202 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 206 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 207 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
Every Fall and Spring

MA 213 Media Arts in the Twenty-first Century
This required course is a survey of interrelated contemporary media art forms and technologies.
Credits: 3
Every Fall and Spring

MA 218 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
Every Fall and Spring

MA 219 Business of Media Arts
A required course that covers media business practices, strategies, operations and organizations. Topics covered include: media entrepreneurism, 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 222 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 218/ART 118 is required.
Credits: 3
Rotating Basis

MA 223 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 218 / ART 118 is required or permission of instructor.
Credits: 3
Rotating Basis

MA 224 Photoshop & Generative AI
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
Every Fall and Spring

MA 232 Advanced Computer Graphics
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 224 is required.
Credits: 3
Rotating Basis

MA 250 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.
Pre-reqs: MA 200
Credits: 3
Every Fall

MA 255 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 257 The Music Business
This course offers a comprehensive overview of the music business. Topics include artist royalties, copyright laws, recording contracts, record labels, artist management, booking agents, touring, and publicity. Students acquire the skills necessary to become successful professional musicians and gain the knowledge needed to build a career in the music industry.
Credits: 3
Cross-Listings: MA 257, MUS 380
Every Spring

MA 261 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.
The pre-requisite of MA 224 is required.
Credits: 3
On Occasion

MA 285 Communication/Voice Over Performance
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 287 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 287, TFT 287
Rotating Basis

MA 326 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 326, MA 326

On Occasion

MA 337 Social Media Content Design
An introductory level class in the use of the Adobe Creative Cloud and Generative AI for the creation of still and time-based social media content. Students will work with basic illustration/painting, photo compositing, and design in Photoshop in addition to the use of synthetic media and Generative AI. In the second half of the course, students will use mobile phones and Adobe tools to create short-form videos and motion graphics for social media art, storytelling, and branding.
Credits: 3
Rotating Basis

MA 361 Directing I
The study and practice of directing for the theatre, emphasizing play analysis, script preparation, staging, casting, rehearsal procedure, the director-actor relationship, the director-designer relationship and the evolution of a director's personal style and viewpoint.
Credits: 3
Cross-Listings: MA 361, THE 275
Every Spring

MA 397 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 and Spring

MA 398 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 399 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 and Spring

MA 439 Digital Design I
An introduction to Principles of Digital Design using the Adobe Creative Suite for Communications, Advertising, Branding, Digital Content Creation, and Entertainment. Students will learn and work with hands-on tutorials and assignments involving real world Design projects for Print, Web, Broadcast Video, NFTs, XR, and Metaverse projects. Students will learn the basics of still and time-based design, color, composition, layout, and effective visual communication for these media based on contemporary aesthetic and technical standards.
Pre requisites: MA 224
Credits: 3
Rotating Basis

MA 457 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 JOU219/ENG 126 or MA250 is required, or permission of the Department.
Credits: 3
Cross-Listings: JOU 457, MA 457
On Occasion

MA 481 Video Workshop II
This is an intermediate level course that will expand upon the material covered in MA 206, 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 206 is required.
Credits: 3
Rotating Basis

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
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 219 / ENG 126 or MA 250 is required.
Credits: 3
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
Every Fall

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.
Credits: 3
Every Spring

COLLEGE OF SCIENCE

The College of Science at Long Island University fosters a dynamic and supportive environment that nurtures students' unique talents and aspirations as future scientists, healthcare providers, and engaged citizens. We offer an intimate setting,with small class sizes and personalized training opportunities. Our degrees are designed for those who aspire to make a meaningful impact on the well being of our community, nation and planet.

Our 120-credit curriculum combines fundamental backgrounds in computing, life or natural sciences, enriched with hands-on experiences to participate in high-impact research. Courses in both basic and applied sciences further enhance students' academic excellence. Students collaborate with faculty members who are active scientists, investigating questions and challenges of real-world importance. They also have access to education and research opportunities on Long Island, in New York and around the world.

LIU maintains strong partnerships with industry, providing students with access to cutting-edge technology and real-world applications. These colaborations enhance our students' learning experiences and prepare them for successful careers in theor chosen fields.

Recognizing that each student has unique talents and goals, the College of Science is dedicated to providing personalized education and research experiences. Students design their own futures through meaningful research activities and individualized support.

The College of Science houses two schools-- the School of Natural and Life Sciences, and, the School of Engineering, Computer Science and Artificial Intelligence.

SCHOOL OF NATURAL AND LIFE SCIENCES

The School of Natural Sciences and Life Sciences provides students with both fundamental and applied knowledge across key physical science disciplines, including biology, biochemistry, chemistry, mathematics, and physics. Our mission is to cultivate future leaders with skills necessary to launch successful careers in STEM fields, emphasizing the intersections among various scientific disciplines.

Students engage in meaningful research, with opportunities to actively contribute to scientific learning and discovery, with the potential for new breakthroughs and scientific publications. In light of the pressing challenges linked to climate change, emerging and existing diseases, and the translation of fundamental knowledge into innovative solutions, a degree in Natural Sciences or Life Sciences opens numerous pathways to success and enables graduates to make significant contributions to society and the planet.

We offer degrees such as Bachelor of Science in Biology, Biochemistry or Health Science. The Health Science program also includes shared credits options in Public Health or Physical Therapy. Additionally, we provide robust pre-med experiences and dedicated advising.

DEPARTMENT OF NATURAL AND LIFE SCIENCESE SCIENCES

The Department of Life Sciences offers the Bachelor of Science in Biology (with an optional concentration in Molecular Biology) and a B.S. in Health Science.

Biology

The goal 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 Concentration

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.

Health Science

The B.S. in Health Science offers a strong foundation of coursework and practicum experience in the sciences, health and wellness. The B.S. in Health Science will prepare students for graduate study in a number of areas related to the health professions. The program is designed for students seeking entry-level positions in the health field, as well as those interested in advancing their education and career opportunities in the health professions such as nursing, public health, physical therapy, occupational therapy, physician assistant, social work, medicine, health administration, psychology, exercise science, nutrition and epidemiology.

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 Department of Natural Sciences and the Department of Life Sciences to formulate appropriate programs of study and to explore the numerous career paths available.

B.S. Biochemistry

B.S. Biochemistry

{Program Code: 22696} {HEGIS: 0414.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Distribution Requirements

The following courses are required:

BIO	120	General Biology I	4.00
BIO	122	General Biology II	4.00
CHM	103	General Chemistry I	4.00
CHM	104	General Chemistry II	4.00
PHY	131	General Physics	4.00
PHY	132	General Physics	4.00

Ancillary Requirements

The following courses are required:

CHM	213	Quantitative Analysis	4.00
CHM	221	Organic Chemistry	4.00
CHM	222	Organic Chemistry	4.00

CHM	235	Physical Chemistry I	4.00
MTH	140	Calculus I	4.00
MTH	201	Calculus II	4.00

Major Requirements

The following courses are required:

BIC	228/L	The Basis of Cell Function	4.00
BIC	253/L	Biochemistry	4.00
BIC	254/L	Biochemistry	4.00
BIC	260	Molecular Biology	2.00
BIC	261	Introductory Molecular Biology	3.00
BIC	286	Senior Research	3.00
CHM	236	Physical Chemistry II	4.00

Choose two (2) out of the following:

BIC/BIO	425	Physiology	4.00
BIC/BIO	226	Principles of Genetics	4.00
BIC/CHM	287	Senior Research	3.00
BIC/BIO	508	The Biology of Cancer	3.00
BIC/CHM	514	Bioanalytical Chemistry	3.00
BIC/CHM	531	Neurochemistry	3.00
BIC	541	Special Topics in Biochemistry	3.00

Credit Requirements

Major Required Credits: 30
Major Ancillary and Distribution Credits: 52
Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60

B.S. Biology

B.S. Biology

{Program Code: 06885} {HEGIS: 0401.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Requirement

The following courses must be fulfilled:

CHM	103	General and Inorganic Chemistry	4.00
CHM	104	General and Inorganic Chemistry	4.00
MTH	130	Pre-Calculus Mathematics	4.00
MTH	140	Calculus I	4.00
PHY	131	General Physics	4.00
PHY	132	General Physics	4.00

Distribution Requirement

The following courses must be fulfilled:

CHM	221	Organic Chemistry	4.00
CHM	222	Organic Chemistry	4.00

Major Requirements

The following courses must be fulfilled:

BIO	120	General Biology	4.00
BIO	122	General Biology	4.00

In addition, a total of 22 credits of advanced biology credits (numbered >200 and not including BIO 205, 237, 238) are required.

Molecular Biology

The following courses must be fulfilled:

BIO	226	Principles of Genetics	4.00
BIO	260	Molecular Biology	2.00
BIO	261	Introductory Molecular Biology	3.00
BIO	493	Honors Research	5.00
BIO	494	Honors Research	6.00
BIO	550	Molecular and Cell Biology	2.00
BIO	551	Molecular and Cell Biology Laboratory	2.00
CHM	235	Physical Chemistry I	4.00
BIC	253	Biochemistry	4.00
BIC	254	Biochemistry	4.00

Credit Requirements

Major Required Credits: 30
Major Ancillary and Distribution Credits: 32
Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60

B.S. Health Science

B.S. Health Science

{Program Code: 89168} (HEGIS: {1201.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Course Requirements (15 credits):

Must complete all the following Biology courses.

BIO	237	Anatomy & Physiology I	4.00
BIO	238	Anatomy & Physiology II	4.00

Choose one of the following Chemistry courses.

CHM	101	Chemistry for Health Science I	4.00
CHM	103	Principles of Chemistry I	4.00

Choose one of the following Mathematics courses.

MTH	100	Introductory Statistics	3.00
PSY	250	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	200	Introduction to Health Professions	3.00
HS	225	Current Issues in Urban Health	3.00
HS	240	Nutrition and Wellness	3.00
HS	255	Diversity and Health Disparities	3.00
HS	210	Healthcare Organizations and Delivery	3.00
HS	230	Research in the Health Professions	3.00
HS	260	Ethical and Legal Aspects of Health Care	3.00
HS	271	Health Program Planning	3.00
HS	290	Practicum	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 27
Ancillary Course Requirements: See Above

ACCELERATED SHARED CREDIT PROGRAM

B.S. Health Science and M.P.H. Public Health

This 150-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 degree upon completing the 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 (core) 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 an overall undergraduate GPA of 2.8 or higher and a health science major GPA of 3.0

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Course Requirements:

Must complete one of following (4 credits):

BIO	122	General Biology	4.00
BIO	124	Life: Its Origin, Maintenance and Future	4.00
CHM	101	Chemistry for Health Science I	4.00
CHM	103	General Chemistry I	4.00

Must complete all the following Biology courses (8 credits):

BIO	237	Anatomy and Physiology I	4.00
BIO	238	Anatomy and Physiology II	4.00

Choose one of the following Mathematics courses (3 credits):

MTH	100	Introductory Statistics	3.00
PSY	250	Statistics in Psychology	3.00

Complete 10 additional liberal arts and science credits to reach the 60 credits needed for the bachelor of science degree

Major Requirements

Must Complete All Undergraduate Courses Below:

HS	200	Introduction to Health Professions	3.00
HS	225	Current Issues in Urban Health	3.00
HS	240	Nutrition and Wellness	3.00
HS	255	Diversity and Health Disparities	3.00
HS	210	Healthcare Organizations and Delivery	3.00
HS	230	Research in the Health Professions	3.00
HS	260	Ethical and Legal Aspects of Health care	3.00
HS	271	Health Program Planning	3.00
HS	290	Practicum	3.00

The following are the course requirements for the Master of Public Health plan. A minimum of 42 graduate credits are required (see below).

Must Complete All Graduate Courses Below:

MPH	600	Foundations of Public Health	3.00
MPH	610	Principles of Epidemiology	3.00
MPH	615	Principles of Biostatistics	3.00
MPH	620	Social and Behavioral Sciences in Public Health	3.00
MPH	625	Environmental Health	3.00
MPH	735	Research Methods and Applications	3.00
MPH	740	Program Planning, Implementation and Evaluation	3.00
MPH	745	Health Promotion and Education	3.00
MPH	750	Public Health Policy and Advocacy	3.00
MPH	755	Health Communications Issues and Strategies	3.00
MPH	798	Public Health Capstone Seminar: Promoting Health Equity	3.00
MPH	799	Public Health Field Practicum	3.00

Elective Graduate Courses in the Master of Public Health Plan

Of the following graduate elective courses, only two are required:

MPH	500	Public Health Application of Informatics	3.00
MPH	510	Public Health Preparedness	3.00

MPH	520	Public Health Nutrition	3.00
MPH	530	Global Public Health Challenges	3.00
MPH	535	Infectious Diseases and Public Health Practice	3.00
MPH	540	Current Issues in Public Health I	3.00
MPH	545	Current Issues in Public Health II	3.00

Credit Requirements

Minimum Total Credits: 150
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits Undergraduate: 27
Minimum Major Credits Graduate: 42
Ancillary Course Requirements: 15

B.S. Health Science/D.P.T. Physical Therapy

The B.S/D.P.T. is a shared credit program with a total of 215 credits. The 3 + 3 BS in Health Science (HS)/ Doctor of Physical Therapy (DPT) is an accelerated program that enables students at Long Island University to complete both their undergraduate degree in Health Science and their Physical Therapy doctoral degree in just six years, rather than the typical seven years. Students must complete all undergraduate HS requirements within three years to be considered for acceptance into the DPT program. The first year in the DPT program counts as both the fourth year of undergraduate and the first year of graduate study. After completion of the Bachelor of Science in Health Science requirements (typically in the fourth year), students will graduate with the Bachelor of Science degree, and the DPT will be awarded once the student has successfully completed all course requirements for the graduate PT degree (typically the sixth year).

B.S. Health Science/M.P.A Health Administration

This 150-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 degree upon completing the 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 (core) 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 an overall undergraduate GPA of 2.8 or higher and a health science major GPA of 3.0

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.A. Public Administration

{Program Code 89168 and 81214}
{HEGIS: 1201 and 2102.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Course Requirements:

Must complete one of following (4 credits):

BIO	2	General Biology	4.00
BIO	4	Life: Its Origin, Maintenance and Future	4.00
CHM	1	Chemistry for Health Science I	4.00
CHM	3	General Chemistry I	4.00

Must complete all the following Biology courses (8 credits):

BIO	137	Anatomy and Physiology I	4.00
BIO	138	Anatomy and Physiology II	4.00

Choose one of the following Mathematics courses (3 credits):

MTH	100	Introductory Statistics	3.00
PSY	150	Statistics in Psychology	3.00

Complete 10 additional liberal arts and science credits to reach the 60 credits needed for the bachelor of science degree

Major Requirements

Must Complete All Undergraduate Courses Below:

HS	300	Introduction to Health Professions	3.00
HS	325	Current Issues in Urban Health	3.00
HS	340	Nutrition and Wellness	3.00
HS	355	Diversity and Health Disparities	3.00
HS	410	Healthcare Organizations and Delivery	3.00
HS	430	Research in the Health Professions	3.00
HS	460	Ethical and Legal Aspects of Health care	3.00
HS	471	Health Program Planning	3.00
HS	490	Practicum	3.00

The following are the course requirements for the Master of Public Administration. A minimum of 42 graduate credits are required (see below).

Must Complete All Graduate Courses Below:

M.P.A. (PAD) Foundation: 15 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00

MPA	503	Government and the Economy	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (PAD) Advanced Core: 9 Credits

MPA	602	Human Resource Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00
MPA	604	Administrative Responsibility and Accountability	3.00

M.P.A. (PAD) Specialization: 12 Credits

The following course is required:

PM	728	Managing Human Behavior in Public Organizations	3.00

and

Three (3) advanced (700 level) elective courses

M.P.A. Capstone: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Credit Requirements

Minimum Total Credits: 150
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits Undergraduate: 27
Minimum Major Credits Graduate: 42
Ancillary Course Requirements: 15

Biochemistry Courses

BIC 226 Principles of Genetics
A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. Three hours of lecture per week.
Pre-requisite: BIO 122 or BIO 124. Co-requisite: BIO 126L.
Credits: 3
Cross-Listings: BIC 226, BIO 226
Alternate Fall

BIC 228 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. Three hours of lecture per week.
Pre-requisites: BIO 122 or BIO 124. Co-requisites: BIC/BIO 228L.
Credits: 3
Cross-Listings: BIC 228, BIO 228
Alternate Spring

BIC 253 Biochemistry
The first semester of a two-semester sequence. 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. Three lecture hours per week. This course has a laboratory component (BIC 253L) which has an additional fee.
Pre-req of CHM 222
Co-req: BIC/CHM 253L.
Credits: 3
Cross-Listings: BIC 253, CHM 253
Every Fall

BIC 253L Biochemistry Lab
Biochemistry Lab Component: The laboratory emphasizes biochemical instrumentation and subjects covered in BIC 253 (Lecture). This course has an additional fee.
Co-requisite: BIC/CHM 253.
Credits: 1
Cross-Listings: BIC 253L, CHM 253L
Every Fall

BIC 254 Biochemistry
The second semester of a two-semester sequence. 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. Three lecture hours per week. This course has a laboratory component BIC 254L, which has an additional fee.
Pre-requisite: BIC 253
Co-requisite: BIC 254L
Credits: 3
Cross-Listings: BIC 254, CHM 254
Every Spring

BIC 254L Biochemistry
Biochemistry Lab Component, one three-hour lab per week. Emphasis on biochemical instrumentation on subjects covered in BIC 254 (Lecture). This course has an extra fee.
Co-requisite: BIC/CHM 254
Credits: 1
Cross-Listings: BIC 254L, CHM 254L
Every Spring

BIC 260 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.
Pre-Requisite of CHM 4 is required.
Credits: 2
Cross-Listings: BIC 260, BIO 260
Alternate Spring

BIC 261 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 it¿s regulation and processing, protein synthesis, and the mechanisms of genetic engineering are reviewed. Three lecture hours per week.
The pre-requisite of BIO 122 or 124 is required.
Credits: 3
Cross-Listings: BIC 261, BIO 261
Alternate Spring

BIC 286 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 287 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 425 Physiology
An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. This course serves as a preparation for the health professions. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.
Pre-requisites of BIO 122 or BIO 124, and CHM 104 are required.
Credits: 4
Cross-Listings: BIC 425, BIO 225
On Demand

Chemistry Courses

CHM 101 Chemistry for Health Science I
CHM 101. 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. Three lecture hours per week. Not open to majors in Biology or Biochemistry. This course has a separate Lab component CHM 101L.
A co-requisite of CHM 101L is required.
Credits: 3
Every Semester

CHM 101L Chemistry for Health Science I
Chemistry for Health Science I Lab Component. Laboratory experiments that supplement the CHM 101 lecture material.
A co-requisite of CHM 101 is required.
Credits: 1
Every Semester

CHM 102 Chemistry for the Health Science II
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 per week. Not open to majors in Biology or Biochemistry. This course has a separate Lab component CHM 102L.
Pre-requisite: CHM 101. Co-requisite: CHM 102L.
Credits: 3
Every Semester

CHM 102L Introduction to Biochemistry for Health Sciences Lab
Introduction to Biochemistry for Health Sciences Lab Component. Laboratory experiments supplement the CHM 102 lecture material.
Co-requisite: CHM 102.
Credits: 1
Every Semester

CHM 103 General Chemistry I
A modern course in general chemistry, stressing the fundamental principles of atomic and molecular structure, stoichiometry, states of matter, and thermodynamics. Three lecture hours per week. This course has a separate lab component CHM 103L.
Pre/Co-requisite: MTH 130 & Co-requisite: CHM 103L Students in the PHR3 and PHR6 Student group are not allowed to register for this course.
Credits: 3
Every Semester

CHM 103L General Chemistry I
General Chemistry I Lab Component. A one three hour lab per week. The laboratory experiments supplement the CHM 103 lecture material.
Co-requisite: CHM 103
Credits: 1
Every Summer

CHM 104 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. Three lecture hours per week. This course has a separate lab component CHM 104L.
Pre-requisite: CHM 103 & Co-requisite: CHM 104L. Students in the PHR3 and PHR6 Student group are not allowed to register for this course.
Credits: 3
Every Semester

CHM 104L General Chemistry II Lab
General Chemistry II Lab Component. One three hour lab per week. Laboratory experiments supplement CHM 104 lecture material.
Co-requisite: CHM 104
Credits: 1
Every Semester

CHM 104L General Chemistry II Lab
General Chemistry II Lab Component. One three hour lab per week. Laboratory experiments supplement CHM 104 lecture material.
Co-requisite: CHM 104
Credits: 1
Every Semester

CHM 213 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. Three hours of lecture per week. This course has a separate lab component CHM 213L.
Pre-requisite: CHM 104.
Co-requisite: CHM 213L.
Credits: 3
Every Fall

CHM 213L Quantitative Analysis Lab
Quantitative Analysis Lab Component. A one three hour lab per week. The experiments are designed by the lecturer to supplement the CHM 213 lecture material.
Co-requisite: CHM 213.
Credits: 1
Every Fall

CHM 221 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. Three hours of lecture per week. This course has a separate laboratory component CHM 221L.
Pre-requisite: CHM 104 & Co-requisite: CHM 221L
Students in the PHR3 Student group are not allowed to register for this course.
Credits: 3
Every Semester

CHM 221L Organic Chemistry I
Organic Chemistry I Lab Component. A one three hour lab per week. Laboratory experiments supplement the CHM 221 lecture material.
Co-requisite: CHM 221
Credits: 1
Every Semester

CHM 222 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. 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 and the introduction to organometallic chemistry. Three hours of lecture per week. This course has a separate lab component CHM 222L.
Pre-requisites: CHM 104 and CHM 221 & Co-requisite: CHM 222L. Students in the PHR3 Student group are not allowed to register for this course.
Credits: 3
Every Semester

CHM 222L Organic Chemistry II
Organic Chemistry II Lab Component of CHM 222. one three hour lab per week. Laboratory experiments supplement CHM 222 lecture material.
Co-requisite: CHM 222
Credits: 1
Every Semester

CHM 235 Physical Chemistry I
A study of thermodynamics, solution equilibria, chemical kinetics, and electrochemistry and their application to biological systems. Three hours of lecture per week. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair. This course has a separate lab component CHM 235L.
Pre-requisites: CHM 213, CHM 222, PHY 132 and MTH 140. Co-requisite: CHM 235L.
Credits: 3
Every Fall

CHM 235L Physical Chemistry I Lab
Physical Chemistry I Lab Component. A one three hour lab per week. The experiments are desingned by the lecturer to supplement the CHM 235 lecture material.
Co-requisite: CHM 235.
Credits: 1
Every Fall

CHM 236 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. Open only to Chemistry and Biochemistry majors and to qualified students in other majors with the permission of the Department Chair. Three hours of lecture per week. This course has a separate lab component CHM 236L.
Pre-requisites: CHM 235 and MTH 101. Co-requisites: CHM 236L
Credits: 3
Every Spring

CHM 236L Physical Chemistry II Lab
Physical Chemistry II Lab Component. A one three hour lab per week. The experiments are desingned by the lecturer to supplement the CHM 236 lecture material.
Co-requisite: CHM 236
Credits: 1
Every Spring

CHM 253 Biochemistry
The first semester of a two-semester sequence. 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. Three lecture hours per week. This course has a laboratory component (BIC 253L) which has an additional fee.
Pre-req of CHM 222
Co-req: BIC/CHM 253L.
Credits: 3
Cross-Listings: BIC 253, CHM 253
Every Fall

CHM 254 Biochemistry
The second semester of a two-semester sequence. 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. Three lecture hours per week. This course has a laboratory component BIC 254L, which has an additional fee.
Pre-requisite: BIC 253

Co-requisite: BIC 254L
Credits: 3
Cross-Listings: BIC 254, CHM 254
Every Spring

CHM 286 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.
Pre-requisite of CHM 236 is required.
Credits: 3
Every Semester

CHM 287 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 236. Offered every semester.
Credits: 3
Every Semester

Biology Courses

BIO 120 General Biology
First semester of a two-semester lecture sequence (BIO 120, BIO 122). 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. Three hours of lecture per week. Co-requisite BIO120L. 3 credits.
A co-requisite of BIO 120L is required.
Credits: 3
Every Fall and Spring

BIO 120L General Biology Lab
General Biology Lab Component - First semester of a two-semester laboratory sequence (BIO 120L, BIO 122L). A biochemical and molecular approach to the study of concepts of general biology. Laboratory topics include the isolation, characterization, structure and function of biochemical molecules, cell structure, genetics and the cell cycle. Three hours of laboratory per week.
Co-requisite of BIO 120 is required.
Credits: 1
Every Fall and Spring

BIO 122 General Biology
Second semester of a two-semester lecture sequence (BIO 120, BIO 122). 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. Three hours of lecture per week.
A co-requisite of BIO 122L is required.
Credits: 3
Every Fall and Spring

BIO 122L General Biology
General Biology Lab Component - Second semester of a two-semester laboratory sequence (BIO 120L, BIO 122L). 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. Three hours of laboratory per week.
Co-requisite of BIO 122 is required.
Credits: 1
Every Fall and Spring

BIO 123 Life: Its Origin, Maintenance and Future
First semester of a two-semester lecture sequence (BIO 123, BIO 124). 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. Three hours of lecture per week.
A co-requisite of BIO 123L is required.
Credits: 3
Every Fall, Spring and Summer

BIO 123L Life: Its Origin, Maintenance and Future
Life: Origin-Future Lab Component - First semester of a two-semester laboratory sequence (BIO 123L, BIO 124L). 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. Three hours of laboratory per week.
A co-requisite of BIO 123 is required.
Credits: 1
Every Fall, Spring and Summer

BIO 124 Life: Its Origin, Maintenance and Future
Second semester of a two-semester lecture sequence (BIO 123, BIO 124). 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. Three hours of lecture per week.
A co-requisite of BIO 124L is required.
Credits: 3
Every Spring

BIO 124L Life: Its Origin, Maintenance and Future
Life: Origin-Future Lab Component - Second semester of a two-semester laboratory sequence (BIO 123L, BIO 124L). 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. Three hours of laboratory per week.
A co-requisite of BIO 124 is required.
Credits: 1
Every Spring

BIO 125 The Science of Sustainability
This course, designed as part of the 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. Skills and knowledge gained in this course, including scientific literacy and fluency in sustainability topics, will be beneficial for any career path, especially in a ¿greening¿ economy. Three hours of lecture per week.
Co-requisite: BIO 125L
Credits: 3
Every Fall

BIO 125L The Science of Sustainability Lab
The Science of Sustainability Lab Component - This course, designed as part of the 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. Labs build upon lecture topics through field excursions, computer exercises, and interactive group work. Three hours of laboratory per week. C
Co-requisite: BIO 125
Credits: 1
Every Fall

BIO 126 DNA and Human Life
This course, offered by the Natural Science Department, satisfies the Science and Mathematics Core Curriculum 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. Three hours of lecture.
A co-requisite of BIO 126L is required.
Credits: 3
Every Spring

BIO 126L DNA and Human Life
DNA and Human Life Lab Component - This course, offered by the Natural Science Department, satisfies the Science and Mathematics Core Curriculum for non-science major students. Laboratory topics include isolation of DNA, detection of genetic variants, genotyping, vaccine efficacy, observation of cells, and the effects of antibiotics. Students will gain understanding and insights about various aspects of modern life science that are closely related to our lives. Three hours of laboratory.
A co-requisite of BIO 126 is required.
Credits: 1
Every Spring

BIO 203 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. Three hours of lecture per week.
Pre-requisite: BIO 122 or BIO 124. Co-requisite: BIO 203L.
Credits: 3
On Occasion

BIO 203L Marine Biology Lab
Marine Biology Lab Component - 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. Three hours of laboratory per week.
Co-requisite: BIO 203.
Credits: 1
On Occasion

BIO 204 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. Three hours lecture per week.
Pre-requisites: BIO 122 or BIO 124 or permission of the Instructor. Co-requisite: BIO 204L.
Credits: 3
Alternate Fall

BIO 204L Human Functional Anatomy Lab
Human Functional Anatomy Lab Component - This course examines the structure and function of the human body using regional and systemic approaches. Laboratory sessions include microscopy, state of the art virtual cadaver dissections and simulations of physiology experiments. Laboratory consists of a systematic study, using slides, models and virtual cadaver dissections, of the various systems and tissues of the body. Three hours laboratory per week.
Co-requisite: BIO 204.
Credits: 1
Alternate Fall

BIO 205 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. Three hours of lecture per week. Not open to Biology majors.
Pre requisites: BIO 122 or BIO 123
Co requisite: BIO 205L
Credits: 3
Every Fall, Spring and Summer

BIO 205L Microbiology Lab
Microbiology Lab Component - 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. Laboratory techniques include use of the light microscope and preparing various stains, culture preparation and sterile technique, the identification of environmental and medically significant isolates and the microbiome of human tissues and organs. Two hours of laboratory per week. Not open to Biology majors.
Co-requisite: BIO 205
Credits: 1
Every Fall, Spring and Summer

BIO 206 Ecology
This course examines relationships between organisms and the environment. Fundamental principles in ecology are covered across the scale of ecological organization from individuals to populations, communities, ecosystems, and the biosphere. Topics include adaptations to the environment, population dynamics, species interactions, biodiversity concepts, and global processes such as climate change. In addition to ecological knowledge, this course emphasizes 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. Three hours of lecture per week.
Pre-requisite: BIO 122 or BIO 124. Co-requisite: BIO 206L.
Credits: 3
Alternate Fall

BIO 206L Ecology Lab
Ecology Lab Component - This course examines relationships between organisms and the environment. Fundamental principles in ecology are covered across the scale of biological organization from individuals to populations, communities, ecosystems, and the biosphere. Labs, which are often field-based, reinforce topics from lecture and allow students to participate in the entire process of scientific inquiry, from design of experiments to the collection, analysis and interpretation of data. Three hours of laboratory per week.
Co-requisite: BIO 206.
Credits: 1
Alternate Fall

BIO 208 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. Three hours of lecture per week.
Pre-requisites: BIO 122 or BIO 124. Co-requisite: BIO 208L.
Credits: 3
Alternate Fall

BIO 208L Molecular Biology of Plants Lab
Molecular Biology of Plants Lab Component - 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. Laboratories include quantification of gene expression, experiments on root and flower development, gravitropism, as well as a research project. Three hours of laboratory per week.
Co-requisite: BIO 208.
Credits: 1
Alternate Fall

BIO 209 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. Three hours of lecture per week.
Pre-requisite: BIO 122 or BIO 124 and CHM 104.
Co-requisite: BIO 209L.
Credits: 3
Alternate Spring

BIO 209L Bacteriology Lab
Bacteriology Lab Component - An introduction to the biology of Bacteria and Archaea with consideration of the principles and practices of bacteriological techniques. Laboratory techniques include use of the light microscope and preparing

various stains, culture preparation and sterile technique, biochemical assays for carbohydrates, lipids and proteins, and identification of environmental and medically significant isolates and environmental factors affecting growth. Three hours of laboratory per week.
Co-requisite: BIO 209.
Credits: 1
Alternate Spring

BIO 211 Virology
BIO211 - 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. Three hours of lecture per week plus collateral reading.
Pre-requisite: BIO 122 or 124. Co-requisite: BIO 211L.
Credits: 3
On Occasion

BIO 211L Virology Lab
Virology Lab Component - 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. Three hours of laboratory per week plus collateral reading.
Co-requisite: BIO 211.
Credits: 1
On Occasion

BIO 212 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. Three hours of lecture per week.
Pre-requisite: BIO 124 or BIO 122. Co-requisite: BIO 212L.
Credits: 3
On Occasion

BIO 212L Immunobiology Lab
Immunobiology Lab Component - A study of cellular and humoral immunology. Topics covered include antigen and antibody structure, ELISA, immunoprecipitation, Ig purification, protein expression. Three hours of laboratory per week.
Co-requisite: BIO 212.
Credits: 1
On Occasion

BIO 215 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 122 or BIO 124 is required.
Credits: 4
Alternate Spring

BIO 217 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. Three hours of lecture per week plus collateral reading.
Pre-requisite of BIO 122 or BIO 124 is required.
Co-requisite of BIO 217L required.
Credits: 3
Alternate Spring

BIO 217L Animal Development
Animal Development Lab Component - An advanced biology course that studies the fundamental questions of developmental biology ¿ how single-celled zygotes develop into multicellular organisms. Laboratory 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. Three hours of laboratory per week plus collateral reading.
Co-requisite: BIO 217
Credits: 1
Alternate Spring

BIO 219 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. Three hours of lecture per week plus a term paper.
Pre-requisite of BIO 122 or BIO 124 is required.
Co-requisite of BIO 219L required.
Credits: 3
Alternate Spring

BIO 219L Principles of Evolution
Principles of Evolution Lab Component - 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. Three hours of laboratory per week.
Co-requisite: BIO 219
Credits: 1
Alternate Spring

BIO 225 Physiology
An examination of the mechanisms and dynamics of living matter. Laboratory work consists of experimental exercises in the field of general and animal physiology. This course serves as a preparation for the health professions. Two lecture hours, one four-hour laboratory period per week, collateral reading and reports.
Pre-requisites of BIO 122 or BIO 124, and CHM 104 are required.
Credits: 4
Cross-Listings: BIC 425, BIO 225
On Demand

BIO 226 Principles of Genetics
A molecular approach to classical genetics, with the implications of current events in DNA research on human problems. Three hours of lecture per week.
Pre-requisite: BIO 122 or BIO 124. Co-requisite: BIO 126L.
Credits: 3
Cross-Listings: BIC 226, BIO 226
Alternate Fall

BIO 226L Principles of Genetics Lab
Principles of Genetics Lab Component - 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. Three hours of laboratory per week. Prerequisites
Co-requisite: BIO 126.
Credits: 1
Cross-Listings: BIC 226L, BIO 226L
Alternate Fall

BIO 228 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. Three hours of lecture per week.
Pre-requisites: BIO 122 or BIO 124. Co-requisites: BIC/BIO 228L.
Credits: 3
Cross-Listings: BIC 228, BIO 228
Alternate Spring

BIO 228L The Basis of Cell Function Lab
The Basis of Cell Function Lab Component - 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.
Co-requisite: BIC/BIO 228
Credits: 1
Cross-Listings: BIC 228L, BIO 228L
Alternate Fall

BIO 229 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.
The pre-requisite of BIO 122 or 124 is required.
Credits: 3
Alternate Fall

BIO 237 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.
Pre requisites: BIO122 or BIO123 and CHM101 or CHM103
Credits: 4
Every Fall, Spring and Summer

BIO 238 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 requisites: BIO122 OR BIO123 and BIO237
Credits: 4
Every Fall, Spring and Summer

BIO 239 Neuroanatomy
This course will examine the structure and function of the central and peripheral nervous systems. Students will be introduced to basic concepts in neuroanatomy including gross and microscopic organization of the central and peripheral nervous systems, as well as their functional relationships. Special topics will be studied such as learning and memory, attention, perception, language, and executive functions, with a principal focus on applying this knowledge to clinical situations. Two hours lecture, 4 hours laboratory per week
Pre requisites: BIO 122 or BIO 124
Credits: 4
Alternate Fall

BIO 248 Insects and Humans
As the most abundant and diverse animals on the planet, insects are of major economic, ecological, medical, and cultural importance to humans. Through lectures, shared readings, class discussion, and a group research project, this course explores the complex nature of insects and their many interactions with humans in four parts. Part I provides an overview of the fundamentals of entomology, including insect taxonomy, diversity, systematics, physiology, and ecology. In Part II, the course examines the beneficial roles of insects in human society, including as pollinators and biological control agents. Part III explores the negative aspects of insects, especially in their roles as pests and vectors of disease. Lastly, in Part IV the concept of Integrated Pest Management (IPM) is introduced. Students then work in teams to devise an IPM plan for an economically important invasive insect species found in North America. 3 hours lecture per week
The pre-requisite of BIO 122 or 124 is required.
Credits: 3
Alternate Semesters

BIO 251 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: BIO 122 or BIO 124
Credits: 3
Alternate Spring

BIO 252 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.
Pre-requisite of CHM 221 and BIO 122 or BIO 124 is required.
Credits: 3
Alternate Semesters

BIO 260 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.
Pre-Requisite of CHM 4 is required.
Credits: 2
Cross-Listings: BIC 260, BIO 260
Alternate Spring

BIO 261 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 it¿s regulation and processing, protein synthesis, and the mechanisms of genetic engineering are reviewed. Three lecture hours per week.
The pre-requisite of BIO 122 or 124 is required.
Credits: 3
Cross-Listings: BIC 261, BIO 261
Alternate Spring

BIO 269 Human Genetics
A basic course in the principles of human genetics and molecular biology. Lecture topics include techniques in molecular biology and cytogenetics; composition of the human genome; structure of the human chromosome; abnormal chromosomes in humans and their related diseases; karyotype analysis; inheritance patterns of human diseases; mapping human chromosomes; and human gene isolation.
Pre-requisite: BIO 2 or BIO 4
Credits: 3
Alternate Fall

BIO 497 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 498 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

Health Science Courses

HS 200 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 210 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 2020 as well as the future of health services delivery.
Credits: 3
Every Fall and Spring

HS 225 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 and Spring

HS 230 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 250 is required.
Credits: 3
Every Fall and Spring

HS 240 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 123, and CHM 103 or CHM 101 are required.
Credits: 3
Every Fall and Spring

HS 255 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 and Spring

HS 260 Ethical and Legal Aspects of Healthcare
This course will focus on the ethical and legal dilemmas facing health professionals and administrators in planning and delivering quality healthcare and prevention services. Basic principles and practices of health ethics and law will be presented and applied through the use of case studies and role play. Topics covered included: patient rights, government regulations, HIPPA requirements and confidentiality, ethics of quality care, incident reporting, protecting health information, precedent-setting court cases, financing healthcare and prevention services, tort reform and culture of compassion and truth telling. Students will develop critical thinking skills needed for the ethical decisions they will confront in the health care environment.
Credits: 3
Every Fall and Spring

HS 271 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 230 is required.
Credits: 3
Every Fall and Spring

HS 290 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 271 and must be a Senior in order to register for this course.
Credits: 3
Every Fall and Spring

HS 293 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 293, HS 293
Every Fall and Spring

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 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
Alternate Semesters

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 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 372 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 374 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 froma 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 comparision 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 377 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 postive 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 378 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 bokering 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 378, SWK 378
Every Fall

HS 380 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 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 to 3
On Demand

Mathematics Courses

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 110 or MTH 105 or MTH 106 are required.
Credits: 3
All Sessions

MTH 105 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 re-quired to use a calculator specified by the instructor.
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 106 Finite Mathematics
Selected topics from matrix algebra, linear programming, consumer mathematics, probability, sets and counting techniques.
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 110 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
On Demand

MTH 130 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 110
Placement Exam
560 or higher on MATH SAT
25 or higher on ACT Assessment
Credits: 4
All Sessions

MTH 140 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 130 is required.
Credits: 4
All Sessions

MTH 201 Calculus II
Methods of integration; limits, indeterminate forms; approximations; parametric and polar equations, infinite series.
Pre-requisite of MTH 140 is required.
Credits: 4
Every Spring

MTH 202 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 Fall

MTH 222 Linear Algebra
Vectors and vector spaces, matrices and determinants, eigenvalues and eigenvectors, linear systems, linear transformations.
Pre-requisite of MTH 140 is required.
Credits: 3
Every Fall

MTH 397 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 4
On Demand

Physics Courses

PHY 120 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 per week. This course has a separate lab component PHY 20L.
Pre-requisite: DSM 09 or MTH 105 or MTH 106 or MTH 130 or MTH 140 & Co-requisite: PHY 20L
Course not open to science majors.
Credits: 3
On Occasion

PHY 127 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. This course has a separate lab component PHY 127L. (Note: Students interested in premedical and pre-dental programs or in BIO, CHE or PT are required to take PHY 131-132.).
Pre-requisite: MTH 130
Co-requisite: PHY 127L
Credits: 3
Every Fall and Spring

PHY 127L Physics for Pharmacy
Physics for Pharmacy Lab Component. A three hour lab per week. Laboratory experiments to supplement the PHY 127 lecture material.
Co-requisite: PHY 127
Credits: 1
Every Fall and Spring

PHY 131 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. Three lecture hours per week. This course has a separate lab component PHY 131L.
Pre-requisite: MTH 130\nCo-requisite: PHY 131L
Credits: 3
Every Fall and Spring

PHY 131L General Physics
General Physics Lab Component. A three hour lab per week. Laboratory experiments to supplement the PHY 131 lecture material.
Co-requisite: PHY 131
Credits: 1
Every Fall and Spring

PHY 132 General Physics II
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. Three lecture hours per week. This course has a separate lab component PHY 132L.
Pre-requisites: PHY 131, PHY 131L and MTH 130
Co-requisite: PHY 132L
Credits: 3
Every Fall and Spring

PHY 132L General Physics II
General Physics Lab Component. A three hour lab per week. Laboratory experiments to supplement the PHY 132 lecture material.
Co-requisite: PHY 132
Credits: 1
Every Fall and Spring

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

The School of Engineering, Computer Science and Artificial Intelligence (AI) equips students with both fundamental and applied knowledge in computer science, artificial intelligence, and engineering. Our mission is to cultivate future leaders with the skills and experience necessary to launch successful careers to tackle real-world challenges and drive innovation across all industry sectors. Given the predominance of data in today's world, we emphasize the integration of digital engineering, computer science and artificial intelligence with other scientific discplines and real-world applications. This interdisciplinary approach allows students to apply computational techniques, AI methodologies, and digital engineering principles to analyze, design, and implement innovative solutions and systems. By bridging these areas, we prepare students to tackle complex problems, drive innovation, and create impactful solutions across various domains. Students engage in meaningful research, actively contributing to scientific learning and discovery, with the potential for new breakthroughs and scientific publications.

A degree from the School of Engineering, Computer Science, and Artificial Intelligence opens numerous pathways to exciting careers in technology and computing. Our graduates are exceptional professionals who make impactful contributions to society and the planet. We offer a variety of degrees, including a Bachelor of Engineering in Digital Engineering, Bachelor of Science and Master of Science in Artificial Intelligence, Bachelor of Science and Master of Science in Computer Science, and Ph.D. in Computational Sciences and Artificial Intelligence (AI).

DEPARTMENT OF DIGITAL ENGINEERING

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Required Math and Science Courses (30 credits)

BIO	126	DNA and Human Life	4.00
MTH	140	Calculus I	4.00
MTH	100	Introductory Statistics	3.00
MTH	201	Calculus II	4.00
MTH	202	Calculus III	4.00
MTH	122	Linear Algebra	3.00
PHY	131	General Physics	4.00
PHY	132	General Physics II	4.00

Artificial Intelligence, B.S. Requirements

All of the following are required (59 Credits):

AI	202	Object Oriented Programming I	4.00
AI	207	Object Oriented Programming II	4.00
AI	208	Algorithms and Data Structures	3.00
AI	209	Discrete Structures	3.00
AI	210	Database Systems	3.00
AI	211	Introduction to Artificial Intelligence	3.00
AI	212	Data Mining and Business Intelligence	3.00
AI	213	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	299	Artificial Intelligence Capstone Project	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits:

B.E. in Digital Engineering

The Bachelor of Engineering in Digital Engineering 128-credit degree program seeks to prepare the workforce of the future, through curriculum based on engineering principles, computing, and artificial intelligence, and their relationships to design and implement technological innovations. The program will produce students for Industry 4.0 and equip them with the skills needed to design, fabricate, assemble, integrate hardware and software, produce innovative and intelligent system solutions to address real world problems and challenges in various domains, especially digital health, personalized medicine, bioengineering, robotics, logistics and additive manufacturing, Internet of Things (IoTs) and unmanned vehicles (mechatronics).

The program employs a holistic approach to

integrate engineering foundations, computer science, AI and computational sciences and expose students to the foundational knowledge and its applications using project-based learning in an immersive learning environment- supported by industry tools in partnership with Dassault Systems.

The program builds on these engineering foundations to equip students with the knowledge, technologies and skills to push the boundaries of their applications of engineering to digital health, tissue engineering, additive manufacturing, drug discovery, IoTs and medical devices, personalized and regenerative medicine, and unmanned vehicles. Using novel pedagogy based on immersive and project-based learning, the program deploys a digital infrastructure and platforms that support student engineering design and implementation projects from conception to deployment and leverages existing laboratories, centers, and institutes in the College of Pharmacy, School of Veterinary Medicine, and Health Sciences for experiential learning and experimentation.

Digital Engineering B.E. - Core & Major Requirements

Digital Engineering B.E. - Major Requirements

Liberal Arts -

All of the following:

ENG	110	English Composition	3.00
ENG	112	European Literatures I	3.00
FYS	1	First Year Seminar	1.00

Math and Science -

All of the following are required:

BIO	126	General Biology	3.00
BIO	120L	General Biology Lab	1.00
CHM	103	General Chemistry I	3.00
CHM	103L	General Chemistry I	1.00
MTH	140	Calculus I	4.00
MTH	100	Introductory Statistics	3.00
MTH	201	Calculus II	4.00
MTH	202	Calculus III	4.00
MTH	122	Linear Algebra	3.00
PHY	131	General Physics	3.00
PHY	131L	General Physics	1.00
PHY	132	General Physics II	3.00
PHY	132L	General Physics II	1.00

Digital Engineering -

All of the following:

AI	202	Object Oriented Programming I	4.00
AI	207	Object Oriented Programming II	4.00
AI	211	Introduction to Artificial Intelligence	3.00
AI	250	Machine Learning	3.00
AI	250	Machine Learning	3.00
AI	260	Deep Learning	3.00
CS	264	Software Engineering	3.00
ENGR	205	Introduction to Engineering Graphics	3.00
ENGR	210	Fundamentals of Digital Design	3.00
ENGR	233	Computer Communications and Networks	3.00
ENGR	240	Circuit Analysis and Theory	3.00
ENGR	241	Circuit Digital Laboratory	1.00
ENGR	251	Introduction to Signal Processing	3.00
ENGR	255	Physical Foundations of Digital Engineering	3.00
ENGR	260	Statics and Dynamics of Rigid Bodies	3.00
ENGR	262	System Dynamics	3.00
ENGR	264	Engineering and Ethics	3.00
ENGR	266	Biochemical Engineering	3.00
ENGR	268	Introduction to Vision and Robotics	3.00
ENGR	269	Principles and Design of IoT Systems	3.00
ENGR	270	Multiscale Modeling and Simulation	3.00
ENGR	272	Advanced Computer Graphics	3.00
ENGR	274	Computational Cognitive Sciences	3.00
ENGR	276	Internet of Things (IoT) and Digital Implementation	3.00
ENGR	278	Biomaterials and Tissue Engineering	3.00
ENGR	280	Additive Manufacturing	3.00
ENGR	282	Speech Recognition	3.00
ENGR	284	Tissue Engineering for Regenerative Medicine	3.00
ENGR	286	Human Computer Interactions	3.00
ENGR	299	Capstone Design	3.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts and Sciences Credits: 41

Minimum Major Credits: 87

Minimum Major GPA: 2.00

Artificial Intelligence Courses

AI 105 AI Fundamentals
This course is designed to equip students with essential information and technological literacies within the context of Artificial Intelligence (AI). It will inform students about AI's role in educational settings and beyond, emphasizing its potential to enhance learning, generate insights, and foster critical thinking. Students will develop technological competence by learning to effectively and responsibly use AI models, such as ChatGPT, to generate natural language responses through prompt engineering. The curriculum covers core AI concepts, terminology, and tools, focusing on a systematic research process that includes assessing the efficacy, detecting biases, and applying ethical principles when utilizing AI. Through hands-on exercises and projects, students will learn to use AI tools for data collection, analysis, presentation, and producing discipline-specific artifacts in academic, creative, and business contexts, enabling them to find, evaluate, create, and responsibly share information.
Credits: 3
On Demand

AI 110 AI Ethics and Society
This interdisciplinary course delves into the fundamental principles of artificial intelligence (AI) and its technical foundations, emphasizing its broad applications and profound impact on society. Students will engage in the evaluation of ethical issues in conduct and thinking related to AI, fostering ethical self-awareness as they analyze challenges such as bias, fairness, privacy, and surveillance. The curriculum encourages the consideration of various perspectives on AI's societal, economic, and cultural impacts, particularly on local and global communities. Through this critical study, students will learn to formulate an ethical perspective and develop frameworks for responsible and humane engagement in AI development and deployment, ultimately striving for positive societal outcomes.
Credits: 3
On Demand

AI 202 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 207 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.
A pre requisite of AI 202 is required.
Credits: 4
Every Fall and Spring

AI 208 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 207 is required.
Credits: 3
Every Fall

AI 209 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 208 is required.
Credits: 3
Every Fall

AI 210 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 amanged 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 hours lecture; one-hour laboratory.
Credits: 3
Every Spring

AI 211 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 hours lecture; one hour laboratory.
A pre requisite of AI 207 or CS 217 is required.
Credits: 3
Every Spring

AI 212 Data Mining and Business Intelligence
The course provides a comprehensive overview of the concepts behind data mining, text mining, and web mining. The course surveys various data mining applications, methodologies, techniques, and models. The course covers data mining case studies using large data sets from various domains. Three hours lecture, one hour laboratory.
A pre requisite of AI 208 and AI 211 is required.
Credits: 3
Every Fall

AI 213 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 208 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.
Approximation algorithms are also briefly introduced. Three hours lecture; one-hour laboratory.
Pre requisites: AI 208 and 209 or CS 230 and CS 232
Credits: 3
Every Fall

AI 232 Theory of Computation
The course emphasizes theoretical models of computation and their analysis. The aim of the analysis is to identify and prove the capabilities and limitations of particular models 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 hours lecture; 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 hours lecture; one-hour laboratory.
A pre requisite of AI 211 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 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 hours lecture; 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 hours lecture; one-hour laboratory.
A pre requisite of AI 212 or CS 463 is required.
Credits: 3
Every Spring

AI 250 Machine Learning
Machine learning, a branch of Artificial Intelligence (AI), uses interdisciplinary techniques to create intelligent automated systems that can learn from examples, data, and experience. Such 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. Both supervised and unsupervised learning methods will be covered. Three hours lecture; one-hour laboratory.
A pre requisite of AI 211 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 hours lecture; 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, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. A range of topics are covered which 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 hours lecture; 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, e-voting systems, digital payment systems, and cryptocurrencies. Three hours lecture; one-hour laboratory.
Credits: 3
Every Spring

AI 299 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 are encouraged to work in teams and can pursue either an applied or theory-based project. 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. Students document their work in the form of written reports and oral presentations.
A co requisite of AI 260 is required.
Credits: 3
Every Spring

Digital Engineering Courses

ENGR 205 Introduction to Engineering Graphics
The course is an introduction to engineering graphics and computer-aided design (CAD) using the Dassault Systems 3DS platform and CAD capabilities, which are used to communicate engineering drawings and design concepts in accordance with ANSI standards. Topics include visual thinking and geometric construction, sketching, orthographic projection, isometric,

sectional and detailed views, geometric dimensioning and tolerancing, engineering drawings standards and computer-aided design. 3D-printing is briefly introduced. two-hour lecture and two-hour laboratory.
Credits: 3
Every Spring

ENGR 210 Fundamentals of Digital Design
The course introduces the many levels of abstraction that enable today's digital computing systems. It explores design at the layers of a computing platform from switches and wires to programmable machines. At each layer, the design process of transforming a specification into an implementation is introduced and practiced. Completion of this course will enable students to understand fundamentally how computers work and are applied to domains such as robotics and smart phones. two-hour lecture and two-hour laboratory.
Credits: 3
Every Spring

ENGR 233 Computer Communications and Networks
The course introduces basic networking concepts, including the protocol, network architecture, reference models, layering, service, interface, multiplexing, switching and standards. An overview of digital communication from the perspective of computer networking will also be provided. Topics covered in this course include Internet (TCP/IP) architecture and protocols, network applications, congestion/flow/error control, routing and internetworking, data link protocols, error detection and correction, channel allocation and multiple access protocols, communication media and selected topics in wireless and data center networks. It will cover recent advances in network control and management architectures by introducing the concepts of software-defined networking (SDN) and network (function) virtualization. Students taking this course will gain hands-on experience in network programming using the socket API, network traffic/protocol analysis, and an assessment of alternative networked systems and architectures. Three-hour lecture and one-hour laboratory.
Prerequisites: ENGR 240, ENGR 241
Credits: 3
Every Spring

ENGR 240 Circuit Analysis and Theory
The course is designed to introduce fundamental principles of circuit theory commonly used in engineering research and science applications. Techniques and principles of electrical circuit analysis including basic concepts such as voltage, current, resistance, impedance, Ohm's and Kirchoff's law; basic electric circuit analysis techniques, resistive circuits, transient and steady-state responses of RLC circuits; circuits with DC and sinusoidal sources, steady-state power and three-phase balanced systems, including Laplace and Fourier transforms applications for solving circuit problems. Three-hour lecture and one-hour laboratory.
Prerequisites: ENGR 205, ENGR 210
Credits: 3
Every Fall

ENGR 241 Circuit Digital Laboratory
The course addresses the design and implementation of digital systems, including a team design project, CAD tools, project design methodologies, logic synthesis, and assembly language programming.
Prerequisite: ENGR 210
Corequisite: ENGR 240
Credits: 1
Every Fall

ENGR 251 Introduction to Signal Processing
Digital Signal Processing (DSP) is concerned with the representation, transformation and manipulation of signals on a computer. After half a century advances, DSP has become an important field, and has penetrated a wide range of application systems, such as consumer electronics, digital communications, medical imaging and so on. With the dramatic increase of the processing capability of signal processing microprocessors, it is the expectation that the importance and role of DSP is to accelerate and expand. Discrete-Time Signal Processing is a general term including DSP as a special case. This course will introduce the basic concepts and techniques for processing discrete-time signal on a computer. By the end of this course, the students should be able to understand the most important principles in DSP. The course emphasizes understanding and implementations of theoretical concepts, methods and algorithms. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 240, ENGR 241, MTH 100 or 19, and MTH 102 or 9
Credits: 3
Every Spring

ENGR 255 Physical Foundations of Digital Engineering
The course addresses the basic principles governing the physical realization of computing systems and their relationship to characteristics such as performance, energy, and robustness. Computing concepts and implementation technologies are explored at different levels of abstraction. The concepts of quantum computing and biological computing are introduced and illustrated. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 240, ENGR 251, and AI 162
Credits: 3
Every Fall

ENGR 260 Statics and Dynamics of Rigid Bodies
The course is designed to introduce the fundamental principles of statics and dynamics of particles and rigid bodies to lay the foundations for robotics principles with emphasis placed on the foundations of mechanics and kinetics in two and three dimensions. Three-hour lecture and one-hour laboratory.
Prerequisites: PHY 31 or 11, PHY 32 or 12, and MTH 102 or 9
Credits: 3
Every Fall

ENGR 262 System Dynamics
The course is designed to introduce fundamental principles to lay the foundations for robotics principles with emphasis on modeling dynamic systems and designing control systems in various engineering domains. The 3DS platform is used for modeling, simulation and design to support learning and student design projects. Three-hour lecture and one-hour laboratory.
Prerequisites: MTH 122 or 22, ENGR 300 and ENGR 322
Credits: 3
Every Spring

ENGR 264 Engineering and Ethics
This course aims to introduce students to the concepts, theory, and practice of engineering ethics. It will allow students to explore the relationship between ethics and engineering and apply classical moral theory and reasoned decision making to engineering issues that they will face in their academic and professional careers. Also, the aim of this course is on increasing ethical awareness and improving moral reasoning within the engineering profession by introducing students to key challenges in engineering ethics. Additionally, students will study and analyze a set of case studies which includes previous cases as well as new cases concentrated on emerging technologies in different engineering fields. One-hour lecture and two-hour laboratory.
Prerequisite: 3rd year (Junior) status.
Credits: 3
Every Fall

ENGR 266 Biochemical Engineering
This course covers the interaction of chemical engineering, biochemistry, and microbiology, with no assumed background in biology. Students first survey foundational concepts from microbiology and biochemistry before applying core chemical engineering principles to biological systems. Topics include mathematical modeling of microbial systems, kinetics of growth, death, and metabolism, continuous fermentation, agitation, mass transfer, scale-up in fermentation systems, and enzyme technology. Computational tools for chemical and biological problems are introduced via the 3DEXPERIENCE platform. Two-hour lecture and two-hour laboratory.
Prerequisites: CHM 3, MTH 100 or 19, MTH 102 or 9, and MTH 122 or 22
Credits: 3
Every Fall

ENGR 268 Introduction to Vision and Robotics
This course is an introduction to the field of

robotics. It covers the fundamentals of kinematics, dynamics, and control of robot manipulators, robotic vision, and sensing. The course deals with forward and inverse kinematics of serial chain manipulators, the manipulator Jacobian, force relations, dynamics, and control. It presents elementary principles on proximity, tactile, and force sensing, vision sensors, camera calibration, stereo construction, and motion detection. The course concludes with current applications of robotics in active perception, medical robotics, autonomous vehicles, and other areas. Students are expected to have a background in linear algebra, calculus, and basic physics, as well as familiarity with the Python programming language. The course also involves hands-on practical projects in which vision and robot systems will be programmed. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 300 and ENGR 322
Corequisite: ENGR 323
Credits: 3
Every Spring

ENGR 269 Principles and Design of IoT Systems
This course examines the execution and storage mechanisms underlying embedded computing systems. Students learn how hardware platforms execute high-level programs through the lens of an instruction set architecture, using C and assembly language to analyze performance and resource constraints on constrained devices. Topics include operating system structures and services, processes and threads, real-time CPU scheduling, and path-based performance analysis. Design projects apply these concepts to embedded deployment scenarios such as sensor nodes, actuators, and edge devices. Two-hour lecture and two-hour laboratory.
Corequisite: ENGR 341
Credits: 3
Every Fall

ENGR 270 Multiscale Modeling and Simulation
The course aims to deliver a review of various length-scale computational analyses related to materials modeling in both pharmaceutical and health engineering problems. Emphasis upon projects and exercises. Students will experience all the stages in the design and implementation of a system using a variety of computational tools at different length and time scales. They will be exposed to advanced aspects of modeling, programming, algorithm development, user interface design. This course offers a variety of projects for students to combine different computational tools by studying different applications. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 322, 323, and 330
Credits: 3
Every Fall

ENGR 272 Advanced Computer Graphics
This course explores the three-dimensional viewing and construction capabilities of 3DS CAD, CAM and CAE modules and 3D printing. Topics covered include a review of point coordinate entry and the user coordinate system (UCS); spherical and cylindrical coordinate entry; 3D viewing techniques; 3D geometry construction; solid modeling surface meshes and regions; simulations. The use of multiple viewports for 3D constructions and a standard engineering layout are covered. The creation of presentation graphics using bitmap files, shading, and rendering are also introduced. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 121 and ENGR 323
Credits: 3
Every Fall

ENGR 274 Computational Cognitive Sciences
This course aims to introduce students to the basic concepts and methodology needed to implement and analyze computational models of cognition. It considers the fundamental issues of using a computational approach to explore and model cognition. In particular, the course explores the way that computational models relate to, are tested against, and illuminate psychological theories and data. The course will introduce both symbolic and subsymbolic modelling methodologies and provide practical experience with implementing models. The symbolic part will focus on cognitive architectures, while the subsymbolic part will introduce probabilistic models. Two-hour lecture and two-hour laboratory.
Prerequisites: AI 260, ENGR 328 and ENGR 341
Credits: 3
Every Fall

ENGR 276 Internet of Things (IoT) and Digital Implementation
Building on the foundations of embedded systems, this course examines the broader IoT ecosystem: communication and networking technologies, and the distributed systems needed to support connected devices at scale. Lectures cover the full data path — acquisition, local processing, communication, data streaming, storage, cloud integration, and analytics. Laboratory sessions guide students through the realization of a complete IoT application. Two-hour lecture and two-hour laboratory.
Prerequisites: AI 260, ENGR 371, and ENGR 450
Credits: 3
Every Spring

ENGR 278 Biomaterials and Tissue Engineering
This course provides students with a solid understanding of the challenges related to biomedical and health sciences. Students will become familiar with advanced technologies at the interface between engineering and health sciences and have the ability to develop innovative solutions to solve these challenges. Students will be able to demonstrate critical thinking and professionalism and pursue a career in industry, a hospital or continue their studies towards a doctoral degree. This course will be covering: Biomaterials and Tissue Engineering, Health Technology and Informatics, or Biomedical Micro- and Nanodevices using the 3DEXPERIENCE platform. The aim of this course is to combine a set of engineering skills with life science. 3DS platforms allow students to use their engineering skills in the medical field for discovery and innovations. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 323, ENGR 341, and ENGR 330
Corequisite: ENGR 400
Credits: 3
Every Fall

ENGR 280 Additive Manufacturing
This course provides the student with a general introduction to the underlying concepts of state-of-the-art 3D printing technologies. Students will utilize 3DS CAD software to design demonstrative 3D objects. Students will submit CAD designs, which will be printed using FABLAB on campus. The projects will provide students with an opportunity to observe print differences in terms of feature resolution, geometric complexity, and material versatility. Students will leverage these experiences to execute a final project that takes advantage of the unique capabilities of additive manufacturing. Students will also gain experience with skills through course deliverables including individual oral presentation and a written manuscript. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 121, ENGR 322, ENGR 323, ENGR 400, and ENGR 450
Credits: 3
Every Spring

ENGR 282 Speech Recognition
This course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modeling using hidden Markov models, language modeling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit. Two-hour lecture and two-hour laboratory.
Prerequisites: AI 260 and ENGR 251
Credits: 3
Every Spring

ENGR 284 Tissue Engineering for Regenerative Medicine
This course provides students from biological, engineering and/or medical-related backgrounds the specialist knowledge and research skills to pursue a career in this field. Students will learn on different strategies to repair, replace and regenerate various tissues and organs to solve major clinical

problems, gaining insights into topical issues including stem cells, polymer technology, biomaterial fabrication/characterization and gene delivery. Students will learn how to identify major clinical needs and formulate novel therapeutic solutions. This course will be using 3DEXPERINCE platform to combine the engineering computational tools into their projects. Two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 330, ENGR 400, and ENGR 420
Credits: 3
Every Spring

ENGR 286 Human Computer Interactions
This course introduces the principles and practice of human-computer interaction, with emphasis on designing usable, accessible, and effective interfaces. Topics include user-centered design methodologies, cognitive models of user behavior, prototyping and wireframing, usability evaluation, and accessibility standards. Students apply these methods through iterative design projects, moving from requirements gathering and low-fidelity prototypes to user testing and refinement. Consideration is given to interaction across platforms including desktop, mobile, and emerging modalities. Three credits; two-hour lecture and two-hour laboratory.
Prerequisites: ENGR 322, ENGR 341, ENGR 371, and ENGR 402
Credits: 3
Every Fall

ENGR 299 Capstone Design
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 work in teams participate in the identification of a real digital engineering 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. The problems are selected from a wide spectrum of interest areas: digital health, pharmaceutics, therapeutics, behavioral sciences, computer engineering, and robotics. Students document their work in the form of written reports and oral presentations and showcase their prototypes and products. One-hour lecture and three-hour laboratory.
Prerequisites: AI 260, ENGR 323, ENGR 371, ENGR 400, and ENGR 450
Credits: 3
Every Spring

DEPARTMENT OF COMPUTER SCIENCE

In today's interconnected, global world of transactions, technology powers our commerce, communication, connection to services and social lives. Companies rely on technologists to invent and optimize software algorithms, maintain hardware, provide support, ensure the integrity of systems in the face of cyber threats as the frontline of their business strategy team. Data analytics continually assumes a larger role in enterprises across the broader economy. In particular, the outlook for continued technological development is positive, especially in the fields of payment and financial services, augmented reality, big data, social communication, biotechnology and other service industries.

The Department Computer Science offers the Bachelor of Science (B.S.) in Computer Science and the Master of Science (M.S.) in Computer Science which are available to all LIU Brooklyn students.

B.S. Computer Science

The B.S. in Computer Science program provides students with the knowledge and technical skills necessary to design, develop and understand a variety of software systems and real-world applications.

The job prospects for B.S. Computer Science majors are very good. According to the Bureau of Labor Statistics (BLS), the computer and information technology field is expected to grow at 11%--which is faster than the national average and the pay is competitive.

B.S. Computer Science

{Program Code: 82160} {HEGIS: 0701.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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	201	Fundamentals of Computer Science and Information Sciences	3.00
CS	202	Programming I	4.00
CS	217	Programming II	4.00
CS	218	Computer Architecture	3.00
CS	230	Algorithms and Data Structures I	3.00
CS	232	Discrete Structures in Computer Science	3.00
CS	248	Database Management	4.00
CS	250	Operating Systems	4.00
CS	254	Networking	4.00
CS	264	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 202.

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

Computer Science Courses

CS 201 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 hours lecture, one hour laboratory.
Credits: 3
Every Fall and Spring

CS 202 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.
The pre-requisite of CS 201 is required.
Credits: 4
Every Fall and Spring

CS 217 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.
The pre-requisite of CS 202 is required.
Credits: 4
Every Fall and Spring

CS 218 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. Three hours lecture, one hour laboratory.
Pre-requisite of CS 202 is required.
Credits: 3
Every Fall

CS 220 Web Development
Web page and Common Gateway interface (CGI) application development. Topics include HTML, 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 202 is required.
Credits: 3
On Occasion

CS 228 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 217 is required.
Credits: 3
On Occasion

CS 230 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 217 is required.
Credits: 3
Every Fall

CS 232 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 230 is required.
Credits: 3
Every Spring

CS 248 Database Systems I
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 managed 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 hours lecture, one hour laboratory.
The pre-requisite of CS 201 is required.
Credits: 4
Cross-Listings: CIS 248, CS 248
Every Spring

CS 250 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 217 is required.
Credits: 4
Every Spring

CS 254 Computer Networks
An examination of the process used for data communication, including local area networks, satellite links, error handling, transmission capacity, circuit, packet and virtual networks, sliding window protocols, encryption, text compression, and distributed systems.
The pre-requisite of CS202 is required.
Credits: 3
Every Spring

CS 264 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.
Prerequisite: CS 230 or Digital Engineering Majors
Credits: 3
Every Spring

CS 368 Special Topics in Computer Science
Selected topics in computer science, chosen to reflect current developments in the field and the instructor's area of expertise. Areas have included machine learning, natural language processing, cryptography, security, distributed systems, and information systems, among others. Course content varies by section; the course may be repeated for credit when the topic differs. Three hours lecture, one hour laboratory may be included depending on the topic.
Credits: 3
On Occasion

CS 369 Special Topics in Computer Science
Selected topics in computer science, chosen to reflect current developments in the field and the instructor's area of expertise. Areas have included

machine learning, natural language processing, cryptography, security, distributed systems, and information systems, among others. Course content varies by section; the course may be repeated for credit when the topic differs. Three hours lecture, 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

CS 403 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 hours lecture, one hour laboratory.
The pre-requisite of CS 201 is required.
Credits: 4
Every Fall

CS 462 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 217 is required.
Credits: 3
Every Spring

CS 463 Data Mining and Business Intelligence
The course provides a comprehensive overview of the concepts behind data mining, text mining, and web mining. The course surveys various data mining applications, methodologies, techniques, and models. The course covers data mining case studies using large data sets from various domains. Three hours lecture, one hour laboratory.
Pre-requisites of CS 230 and CS 462 are required.
Credits: 3
Every Fall

ROOSEVELT SCHOOL

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. 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.

DEPARTMENT OF INTERNATIONAL RELATIONS AND DIPLOMACY

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements - 36 Credits

The following courses are required:

POL	101	Power and Politics	3.00
IR	200	Great Power Politics	3.00
IR	211	Theories of International Relations	3.00
IR	235	United Nations - Theory	3.00
IR	236	United Nations - Participation	3.00
POL	150	International Relations	3.00
POL	485	Seminar Political Inquiry	3.00
IR	210	International Political Economy	3.00

Electives (three courses from the list below, 9 credits)

ENG	469	Non-Western or Post-Colonial Literature	3.00
IR	201	Non-State Actors	3.00
IR	223	The Geopolitics of the Middle East	3.00
IR	234	The Geopolitics of South Central, and East Asia	3.00
IR	245	The Geopolitics of Africa	3.00
IR	301	Race, Nationalism and Identity	3.00
IR	321	Technology and International Relations	3.00
PSY	424	Cross-Cultural Issues in Psychology	3.00

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
Ancillary Course Requirements: See above

Certificate in International Relations

The International Relations and Diplomacy Certificate program provides proficiency in key thematic areas in international relations: foreign policy, global security, war and peace, defense policy, environmental studies/sustainability, peace and conflict, international economics and finance, and global health. The Certificate builds on selected core courses from social sciences, political science, and liberal arts. Certificate curricula highlights regional focus areas including East Asia, Russia and Eurasian Studies, Latin America, Middle East, Africa, the Islamic World, and the European Union; curricula also centers on further enhanced areas based on six United Nations Languages linguistic focus areas: Arabic, French, Spanish, Russian, Chinese, English.

B.A. Political Science

B.A. Political Science

{Program Code: 06958} {HEGIS: 2207.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Distribution Requirement

To satisfy this requirement, majors must complete two courses in any of the following subjects:
Economics - any courses except ECO 101 and 102
History - any courses except HIS 101 and 102
Psychology - any courses except PSY 103, 231 and 203
Sociology - any courses except SOC 100
Anthropology- any courses except ANT 100 and 101

Major Requirements - 30 credits

The following one (1) course is required:

POL	101	Power and Politics	3.00

The following one (1) course is required:

POL	150	International Relations	3.00

One (1) Course from the following:

POL	270	Classical Political Theory	3.00
POL	271	Modern Political Theory	3.00

The following one (1) course is required:

POL	485	Seminar: Political Inquiry	3.00

Additional Requirements:

- One (1) course required from American Institutions and Political Practices
- One (1) course required from International Relations-Foreign Policy
- One (1) course required from Foreign Political Systems Comparative Politics
- Two (2) additional POL courses from any category
- One (1) course from the Social Science (SSC) 223, 224 Capstone Series is required in the Junior or Senior year.

Credit Requirements

Major Required Credits: 30
Major Distribution Credits: 6
Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 90

International Relations Courses

IR 200 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 have 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 201 Non-State Actors
This course will examine the role of non-state actors in international relations. By examining a broad range of theoretical models and real-world exemplars, we will assess how non-state actors compromise the assumed universal authority of the state central to international relations doctrine. Over the course of the semester, we will investigate the nature of state formation and ascertain whether this is actually the necessary or even inevitable outcome of normative human sociopolitical evolution. We will identify the core features presumed necessary to the functioning of a viable state and explore whether the needs thus met could have been better satisfied through alternative means of structural governance. From this structural background, we will proceed to a thematic investigation of the non-state actors who have persistently, or recently, acted as rivals to the hegemony of a state over its own citizens and to geopolitics within the system of international relations.
Credits: 3
Alternate Years

IR 210 International Political Economy
International Political Economics 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.
Credits: 3
Alternate Years

IR 211 World Politics
This course introduces students to the systemic study of politics and international relations 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 international level.
Credits: 3
Alternate Years

IR 223 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.
Credits: 3
On Occasion

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.
Credits: 3
On Occasion

IR 243 Miscommunication: Lost in Translation
This course investigates the role of communication and miscommunication in politics and society. Communication is a defining trait of human identity and a critical building block in the construction of civilization. Communication across the broad categories of spoken, visual, and written is essential to the functioning of any viable community, spanning the spectrum of day-to-day interaction from religious doctrine to economic policy. Globalization and the increasingly immediate nature of networking online have made communication, in particular establishing the basis for mutually intelligible interchange, more important than ever. But these same forces have made the possibility of miscommunication both more likely and potentially much more dangerous. Using exemplars from history, this course will explore how miscommunication has shaped international relations, domestic politics, and cross-cultural boundaries.
Credits: 3
On Occasion

IR 245 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.
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.
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.
Credits: 3
On Occasion

IR 330 Diplomatic History and the UN
This course examines the history of classical diplomacy, the "integration" of regional diplomatic cultures through the League of Nations and United Nations, the establishment of foreign ministries and bilateral embassies, the Vienna Convention on Diplomatic Relations (1961), and the professionalization of diplomatic services.
Credits: 3
Alternate Years

IR 340 Global Language: Cross-Cultural Engagement
This course investigates the role of communication and miscommunication in politics and society. Communication is a defining trait of human identity and a critical building block in the construction of civilization. Communication – across the broad categories of spoken, visual, and written – is essential to the functioning of any viable community, spanning the spectrum of day-to-day interaction from religious doctrine to economic

policy. Globalization and the increasingly immediate nature of networking online have made communication, in particular establishing the basis for mutually intelligible interchange, more important than ever. But these same forces have made the possibility of miscommunication both more likely and potentially much more dangerous. Using exemplars from history, this course will explore how miscommunication has shaped international relations, domestic politics, and cross-cultural boundaries.
Credits: 3
Alternate Years

IR 351 UN Languages and Diplomacy
An adaptation of the ESP (English for Special Purposes) model, foreign language model for special purposes. Diplomacy is one of the very constitutive "orders" of the international system, a mainstay of civilization itself. This course examines classical diplomacy and its evolution in the West, the "integration" of regional diplomatic cultures through the League of Nations and United Nations, the establishment of foreign ministries and bilateral embassies, the Vienna Convention on Diplomatic Relations (1961), the professionalization of diplomatic services, the nuances of diplomatic language, public diplomacy and social media, educational exchanges and intercultural dialogues, engagement with non-state actors, and the question of the future of formal diplomacy in a networked global society
Credits: 3
On Occasion

Political Science Courses

POL 101 Intro to Political Science
This course is an analysis of the nature of the state, political power, law, sovereignty and political ideologies. Students will analyze contemporary topis including the family, the community, the evolution of the nation-state, and forms of political organization.
Credits: 3
Every Fall and Spring

POL 102 Intro to American Politics
This class explores the origins and evolution of American politics and government and how America interacts with the wider world. Students will study the Constitutional structure and the major functions and operations of the national government. They will consider presidents and parties, identity and representation, civil liberties and civil rights and America's role in international power politics.
Credits: 3
Annually

POL 123 Political Parties and Public Opinion
A study of the role of political parties in American government and the nature and formation of public opinion. Students examine political party organization, finance, campaigns, issues and candidates. Public opinion is also considered through a study of the citizen-voter, election research and political behavior, the influence of pressure groups, propaganda, and areas of consensus.
Credits: 3
Alternate Years

POL 147 Political Psychology
This course is an analysis of the relationship between psychological phenomena and the formation, maintenance and transformation of political beliefs and behavior, with a particular eye to identifying critical elements in the relationship between leaders and followers.
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.
Credits: 3
Alternate Years

POL 156 Conflict Resolution in World Politics
This course examines the nature and management of conflict in world politics. It covers theoretical and paradigmatic approaches used by scholars and practitioners to gain greater understanding of world politics. Throughout the semester, we will examine various approaches taken to the central challenges of world politics related to: the causes and resolution of wars; the role of individuals, states and international organizations; the nature and exercise of power; and examples of governmental cooperation to address pressing global and regional problems such as environmental destruction, poverty, disease and underdevelopment, civil conflict and violations of human rights.
Credits: 3
Alternate Years

POL 161 Introduction to 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.
Credits: 3
Alternate Years

POL 224 The Media and American Politics
This class explores the role of the media in American political life, from print to radio, TV, and social media, and its effect of the media on leading domestic and foreign policy issues. Media personalities who helped shape the national conscience are also examined.
Credits: 3
Alternate Years

POL 225 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.
Credits: 3
Alternate Years

POL 235 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 may undertake a field trip to UN headquarters during the semester to meet with UN executives and personnel.
Credits: 3
Cross-Listings: IR 235, POL 235
Alternate Years

POL 237 The Politics of Popular Culture
An examination of the political content and implications of selected areas of contemporary popular culture, from art, sports, music, theater, film and TV to the Internet and the influence of Social Media.
Credits: 3
On Occasion

POL 241 Future Politics - Utopia or Dystopia?
Drawing on a range of approaches, from historical analogy to scientific analysis and speculative fiction, this course will assess the critical debates that will shape the politics of the future. Issues under consideration will include environmental factors, from resource depletion to global pandemic; challenges to the sovereignty of the state by non-state actors, from corporate to theocratic alternatives; the prospects for human rights in an increasingly post-human future, and the trajectory of exploring and colonization beyond Earth.
Credits: 3
Alternate Years

POL 245 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.
Credits: 3
On Occasion

POL 259 Geopolitics
This course will introduce the basic principles behind the concept of geopolitics in order to help students gain a better understanding of the environmental and geological forces that have shaped the political, economic and social trajectories of human societies throughout recorded history. It will examine how our ongoing interaction with these forces continues to shape our world today and ask whether modern science and technology has altered this balance or if the same patterns are simply repeating themselves on a larger scale.
Credits: 3
Alternate Years

POL 268 Politics of the Middle East
This course offers an introduction to the contemporary politics of the Middle East. It will begin with a historical examination of the development of the region and the formation of the contemporary nation-state. The course will also focus on civil society and culture, the relationship between religion and politics, opposition movements, contemporary conflicts, US policies toward Middle Eastern states, and prospects for political liberalization and democracy.
Credits: 3
On Occasion

POL 270 Classical Political Theory
An analysis of the history of political thought from Socrates through the Middle Ages. Special focus is on the position of the individual, authority of the state, citizenship, liberty and order.
Credits: 3
On Occasion

POL 271 Modern Political Theory
An exploration of the history of political thought from Machiavelli through Marx. Questions of liberty, authority, obligation, the individual and the state are examined.
Credits: 3
Alternate Spring

POL 300 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.
Credits: 3
On Demand

POL 372 Islam and Democracy
An examination of the relationship between different schools of Islam and political democracy.
Credits: 3
On Occasion

POL 375 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.
Credits: 3
On Occasion

POL 397 Independent Study/Internship
Research associated with assignments related to the student's coursework. Students may develop internships. Requires approval of the Departmental Chair and the Dean.
Credits: 1 to 3
Every Fall and Spring

POL 398 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.
Credits: 1 to 4
Every Fall and Spring

POL 485 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.
This is a designated Writing Across the Curriculum (WAC) course, and all students will complete a research paper.
Credits: 3
Alternate Spring

POL 490 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 Department. Required for students wishing to graduate with honors as a Political Science major. Political Science 490 and 491 must be completed.
Credits: 3
On Demand

ROC NATION SCHOOL OF MUSIC, SPORTS & ENTERTAINMENT

Established in 2021, the Roc Nation School of Music, Sports & Entertainment, a groundbreaking partnership between Long Island University and preeminent global entertainment company, Roc Nation, empowers the next generation of creative and entrepreneurial leaders. With innovative undergraduate programs in Music Technology, Entrepreneurship & Production (B.F.A.), Vocal Performance (B.M.), Sports Communication & Marketing (B.A.), and Sports Management (B.S., M.S.), students benefit from elite faculty, robust industry partnerships, engaging programming, and a curriculum designed to reflect the future of entertainment and sports.

Degree programs prepare students for a wide range of careers in performance, entrepreneurship, music technology, sports management and marketing. Students receive training in critical and creative thinking, intercultural awareness, technological fluency, and business strategy—skills they apply in internships, live performances, studio productions, and real-world sports and media environments, ensuring they graduate with both hands-on experience and a network of professional contacts.

The School also boasts a robust collection of offerings to engage high school students passionate about music and sports through the Roc Nation Early Scholars Program and High School Summer Academies.

DEPARTMENT OF MUSIC

The Music Department at Long Island University's Roc Nation School of Music, Sports & Entertainment is redefining what it means to study music in the 21st century. Offering forward-thinking programs in Music Technology, Entrepreneurship & Production (B.F.A.), and Vocal Performance (B.M.), the department blends rigorous artistic training with real-world industry relevance that is accessible to a wide variety of artists and entrepreneurs.

Students learn from a world-class faculty made up of professional musicians, award-winning producers, vocal coaches, and executives—all actively shaping today's music landscape in the heart of the world's cultural capital, New York City. Whether in the studio, on stage, or in the office, students develop technical mastery, creative expression, and the entrepreneurial mindset needed to build a sustainable career in a competitive and ever-changing industry.

Students gain hands-on experience in musicianship, recording, songwriting, production, business strategy, and performance in state-of-the-art facilities. From day one, they are immersed in an environment that fosters innovation, cultural literacy, collaboration, and artistic identity, and they learn from their faculty, fellow students, and the dynamic creativity of New York City.

B.M. Vocal Performance

The Vocal Performance program is a Contemporary Commercial Music (CCM) program designed for talented vocalists ready to become tomorrow's trailblazers in music and performance. Through a combination of rigorous vocal instruction, entrepreneurial training, and industry-focused coursework, students sharpen their technical and interpretive abilities. Courses include Vocal Studios and Ensembles across genres, Vocal Coaching, Vocal Diction, Vocal Pedagogy, Vocal Literature, and a variety of music history and ensemble offerings.

Students engage with New York's dynamic music scene, build professional portfolios, and demonstrate mastery in stage presence, vocal health, and diverse styles. Emphasis on music business and professional practice ensures that graduates can market themselves, negotiate contracts, and navigate the global industry. Students present recitals and showcases throughout their four years, and they become graduates who are not only artists, but also leaders and cultural advocates.

Vocal Performance B.M. Requirements

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Vocal Performance B.M. Major Requirements

Required Prerequisite Course (3 Credits)*

MUS	102	Music Fundamentals	

*students with musical experience have the option to place out with a test provided during orientation or by contacting the department chair

Required Musicianship Foundations (16 Credits)

MUS	207A	Theory/Keyboard Harmony I	3.00
MUS	207B	Theory/Keyboard Harmony II	3.00
MUS	208A	Aural Skills I	3.00
MUS	208B	Aural Skills II	3.00
TEP	208	Piano I	2.00
TEP	210	Piano II	2.00

Required Vocal Performance Courses (15 Credits)

MUS	213	Vocal Pedagogy	3.00
MUS	214	Vocal Diction	3.00
MUS	417	Vocal Literature	3.00
TEP	207	Intro to Music and Producation	3.00
TEP	346	Songwriting I	3.00

Required Business/Entrepreneurship Courses (6 Credits)

ARM	262	Principles and Practices of the Music Industry	3.00
MUS	230	Professional Preparation for a Music Career	3.00

Required Music History/Literature (12 Credits)

MUS	147	HIstory of Rock and Roll	3.00

Choose 3 from the following:

MUS	101	Intro to Musical Concepts	3.00
MUS	103	Music in Wester Civ	3.00
MUS	145	Intro to World Music	3.00
MUS	146	History of Hip Hop	3.00
MUS	159	History of Country Music	3.00
MUS	248	History of Rhythm and Blues	3.00
TEP	200	History of the Recording Industry	3.00
TEP	225	Music of Black Americants	3.00

TEP	361	History of Motown and Soul Music	3.00

Required Applied Music Courses (16 Credits)

MUS	225	University Chorus (2 completions	4.00
MUS	254	Junior Recital Preparation	3.00
MUS	250	Junior Recital Ensemble	3.00
MUS	255	Senior Recital Preparation	3.00
MUS	251	Senior Recital Ensemble	3.00

Vocal Concentration

Vocal Studios (12 credits)

MUS	253	Voice Studio-Classical/Theatre	3.00

Choose 9 credtis from the following:

MUS	252	Voice Studio - Pop/Rock/Folk	3.00
MUS	256	Voice Studio - Jazz and R&B	3.00
MUS	257	Voice Studio - Hiphop	3.00
MUS	225	University Chorus (2 completions)	4.00

Ensemble Elections (4 credits)

Choose 4 credits from the follwing:

MUS	206	Brooklyn Soul Ensemble	2.00
MUS	207	Rock/Pop Ensemble	2.00
MUS	209	Country Music Ensemble	2.00
MUS	205	Musical Theatre Ensemble	2.00
MUS	210	Gospel Choir Ensemble	2.00
MUS	219	Improvised Music and Sound Ensemble	2.00
MUS	223V	Jazz Salon Ensemble	2.00
MUS	225	University Chorus	2.00

Credit Requirements

Minimum Liberal Arts and Sciences Credits: 30
Major Required Credits: 81
Minimum Total Credits: 120

B.F.A. Music Technology, Entrepreneurship & Production

The Music Technology, Entrepreneurship & Production (MTEP) program is a unique, forward-thinking B.F.A. program that bridges artistry and innovation. Students explore music production, songwriting, business strategy, and audio technologies to create compelling, market-ready content. From studio recording, production, and mixing to music entrepreneurship, monetization, promotion, and artist management, the cutting-edge curriculum blends theory with practical application to prepare students for a wide range of careers in the dynamic landscape of contemporary music.

Students participate in competetive internships, network with a robust group of industry professionals, and learn in state-of-the-art facilities, inclusive of one of New York's largest professional Dolby Atmos recording studios. Throughout their studies, MTEP students produce a portfolio of original work, learn to analyze and critique production styles across history and culture, and develop the business acumen to launch careers as producers, engineers, creators, and entrepreneurs.

B.F.A. Music Technology, Entrepreneurship & Production

{Program Code: 39355} {HEGIS: 1099.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Music Technology, Entrepreneurship & Production B.F.A. Major Requirements

Required Prerequisite Course (3 Credits)*

MUS	102	Music Fundamentals	

*students with musical experience have the option to place out with a test provided during orientation or by contacting the department chair

Required Musicianship Foundations (18 Credits)

MUS	207A	Theory/Keyboard Harmony I	3.00
MUS	207B	Theory/Keyboard Harmony III	3.00
MUS	208A	Aural Skills I	3.00
MUS	208B	Aural Skills II	3.00
TEP	208	Piano Lab I	2.00
TEP	211	Piano Lab II	2.00
TEP	222	Drum Proficiency	2.00

Required Music Production Courses (15 Credits)

TEP	207	Introduction to Music Technology / Production	3.00
TEP	210	Sequencing and Production	3.00
TEP	221	Foundations of Recording	3.00
TEP	348	Foundations of Mixing	3.00
TEP	365	Music Acoustics	3.00

Required Music History Courses (9 Credits)

Choose 9 credits 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	248	History of Rhythm and Blues	3.00
MUS	159	History of Country Music	3.00
TEP	225	Music of Black Americans	3.00
TEP	361	History of Motown and Soul Music	3.00
TEP	200	History of the Recording Industry	3.00

Required Entrepreneurship Courses (15 Credits)

TEP	280	Music Entrepreneurship	3.00
TEP	201	Professional Development Workshop	3.00
ARM	262	Principles/Practices of teh Music Industry	3.00
TEP	226	Record Company Operations	3.00
TEP	262	Legal Aspects of the Music Industry	3.00

Required Portfolio Development Courses (6 Credits)

TEP	205	Internship	3.00
TEP	299	Thesis	3.00

*Intership can be repeated with the approval of the department and be used as an elective.

MTEP Electives (6 Credits)

Choose 6 credits of any TEP or MUS courses

Musical Creativity and Craft Emphasis Electives

TEP	346	Songwriting I	3.00
TEP	464	Songwriting II	3.00
TEP	385	Studio Arranging	3.00

TEP	205	Internship	3.00
MUS	253	Voice Studio - Classical/Theatre	3.00
MUS	252	Vocial Studio - Rock/Pop/Folk	3.00
MUS	256	Vocal Studio - Jazz and R&B	3.00
MUS	257	Voice Studio - Hiphop	3.00
		Drum Proficiency II	

Producer/Engineer Emphasis Electives

MUS	231	Making of the Album	3.00
TEP	347	Music Production For Records	3.00
TEP	348	Foundations of Mixing	3.00
TEP	356	Making of Music Videos	3.00
TEP	365	Music Acoustics	3.00
TEP	385	Studio Arranging	3.00
TEP	204	Sound for Visual Media	3.00

Management/Marketing/Promotion Emphasis Electives

MUS	18	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	101	Women in Music	3.00
TEP	341	Social Media /Analytics	3.00
TEP	443	Creative Promotion in Media	3.00
TEP	363	Principles of Business Management	3.00
TEP	381	Concert Promotion	3.00
TEP	382	Accounting For Musicians and Artists	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Major Credits: 69
Minimum Liberal Arts and Sciences Credits: 30

Music Courses

MUS 101 Introduction to Musical Concepts
This course explores the topic of Women in Music from multiple perspectives, highlighting the contributions of female, trans, and non-binary musicians who have shaped popular contemporary Western music over the past century. Students examine the artistic journeys of these musicians within the broader historical, sociopolitical, and cultural contexts that have influenced their careers and work.
Credits: 3
Every Fall

MUS 102 Music Fundamentals
This course introduces basic music theory, notation, and terminology, covering topics like rhythm, scales, key signatures, and basic harmony, preparing students for further musical study. Students with a strong music background have an opportunity to test out. This is typically provided during orientation or through contacting the department chair.
Credits: 3
Every Fall

MUS 103 Music in Western Civilization
This course explores the characteristics and evolution of 19th-century classical music, beginning with the death of W.A. Mozart and extending to contemporary art music. Students gain a deeper understanding of the cultural and global trends that have shaped this period in music history.
Credits: 3
Every Fall

MUS 110 World Music
This course offers an introduction to musical styles, emphasizing the cultural contexts in which music is created and experienced. Students learn the fundamental elements of musical composition and explore the music, cultures, and customs of various peoples from around the world. Course materials include lectures, discussions, and live performances, providing a comprehensive examination of musical styles and forms.
Credits: 3
Every Fall, Spring and Summer

MUS 146 History of Hip Hop
This course traces the origins and evolution of hip-hop from the early 1970s to the present. It charts the growth of a unique youth culture from the streets, parks, and playgrounds of America's most influential city to the streets, beaches, pubs, dance halls, and parks across the globe. The class explores the transition of rap music from a counter-culture to a subculture, and ultimately to mainstream culture.
Credits: 3
Rotating Basis

MUS 147 History of Rock Music
This course covers the development of rock music from the 1950s to the present. Sub-genres covered include Rock and Roll, Classic Rock, Heavy Metal, Grunge, and Indie Rock.
Credits: 3
Rotating Basis

MUS 159 History of Country Music
This course highlights the singers and instrumentalists who have played a pivotal role in the development of country music. Students explore the historical, sociocultural, and stylistic factors that have shaped the genre, gaining a deeper understanding of country music's influence on contemporary music development.
Credits: 3
Rotating Basis

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
Every Fall and Spring

MUS 205 Musical Theater Ensemble
This audition-based ensemble course emphasizes both solo and ensemble performance, focusing on developing appropriate styles for the modern performer. Students will gain a well-rounded background in musicals from the mid-19th century Golden Age, as well as contemporary commercial genres such as Rock, Country, and Pop.
Credits: 2
Rotating Basis

MUS 206 Brooklyn Soul Ensemble
This audition-based ensemble course focuses on performing contemporary Black popular music styles, including Classic Soul, Funk, and NeoSoul. The Brooklyn Soul Ensemble prepares students for a vibrant and dynamic live performance experience.
Credits: 2
Rotating Basis

MUS 207A Theory/Keyboard Harmony I
This course focuses on the fundamental concepts of music theory and keyboard harmony. Students explore topics such as major and minor modes, simple and compound meters, basic rhythms, chords, and harmonization.
Credits: 3
Every Fall and Spring

MUS 207B Theory/Keyboard Harmony II
This course continues the fundamental concepts of MUS 207A, examining the basic components of music theory aimed to give students the skills to read, write, and perform basic musical concepts such as chords, scales, and rhythms as well as introductory musical terminology.
Credits: 3
Every Fall and Spring

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 208A Aural Skills I
This course includes the fundamentals of ear training, sight-singing, melodic dictation, rhythmic dictation, and harmonic dictation, as well as an introduction to intervals. Prerequisites: MUS 102, MUS 207A/TEP 206.
Credits: 3
Every Fall and Spring

MUS 208B Aural Skills II
This course is a continuation of Aural Skills I, focusing on ear training, sight singing, melodic dictation, rhythmic dictation, harmonic dictation, intervals, and the structure of chords. Two- and four-part sight-singing will be a significant component of the curriculum.
Prerequisites: MUS 207A, MUS 208A, and MUS 207B
Credits: 3
Every Fall and Spring

MUS 211 Monetization of Music
This course equips students with the essential knowledge and skills to navigate and succeed in the music business. Students will learn to identify market trends and generate revenue streams through royalties, advertising, streaming services, sales downloads, live performances, and merchandising.
Credits: 3
Rotating Basis

MUS 213 Vocal Pedagogy
This course offers an overview of vocal anatomy, physiology, and learning processes associated with healthy singing. A comprehensive understanding of the breathing apparatus, the larynx, the resonators, and articulators is the primary focus of anatomical study. Additionally, historical performance practices are emphasized, demonstrating how the student may apply the information in a functional manner for the specifics of teaching voice.
A prerequisite of MUS 417 is required.
Credits: 3
Every Spring

MUS 214 Vocal Diction
This course develops the introductory skills required as a vocalist in the current entertainment industry. Topics include an introduction to vocal health, the principal genres of contemporary singing, the development of listening skills to identify healthy versus damaged singing, an introduction to vocal anatomy, and an understanding of IPA (International Phonetic Alphabet) to gain the ability to sing in a foreign language.
Credits: 3
Every Fall

MUS 219 Improvised Music and Sound Ensemble
This dynamic ensemble fosters collaboration and innovative sound exploration, encouraging students to reimagine their primary instruments and experiment with creative improvisational strategies across diverse genres. Through hands-on performance and collective experimentation, participants will develop the confidence and skills necessary to become more daring and risk-taking performers, pushing the boundaries of their musical expression and collaborative potential.
Credits: 2
Every Fall and Spring

MUS 223V The Jazz Salon
This audition-based ensemble course focuses on performing jazz and improvised music through both solo and group singing. Students study the history of jazz vocals and develop music from various periods of jazz, including Swing, Be-Bop, and the Avant-Garde. Throughout the semester, students learn to improvise with confidence.
Credits: 2
Rotating Basis

MUS 225 University Chorus
This ensemble course is composed of dedicated singers who are committed to rehearsing, performing, and perfecting the choral art form at the highest level of mastery. Students sing a diverse repertoire from all periods of choral music to enrich their musical palette. The University Chorus is open to all students and does not require an audition.
Credits: 2
Every Fall and Spring

MUS 230 Professional Preparation for a Music Career
This course provides an overview of skills needed to make the transition from college study to professional life. Sessions cover identifying and researching publications and competitions; preparing resumes, cover letters, publicity photos, and demo recordings; planning a debut concert; and establishing an online presence.
Credits: 3
Every Spring

MUS 231 Making of the Album
This course explores the album production process, from the creation of a unique and innovative sound through lyric development, genre selection, and instrumental mixing, to the practical requirement of financing the project. Students also learn how to effectively brand, promote, and distribute an album.
Credits: 3
Rotating Basis

MUS 248 History of Rhythm and Blues
This course examines the history of R&B, one of the most influential music genres of the 20th century. Students explore the music, artists, business leaders, and practices that shaped R&B, as well as the lasting impact of R&B/soul music personalities on contemporary music.
Credits: 3
Rotating Basis

MUS 250 Junior Recital Ensemble
This course serves as the assessment method for the junior recital requirement in the B.M. in Vocal Performance program. Participation in the Junior Recital requires both a studio instructor assignment and permission from the Department.
Credits: 3
Every Fall

MUS 251 Senior Recital Ensemble
This Capstone-style course serves as the assessment method for the senior recital requirement in the B.M. in Vocal Performance program. Participation in the Senior Recital requires both a studio instructor assignment and permission from the Department
Pre-reqs: MUS 250.
Credits: 3
Every Fall

MUS 252 Vocal Studio - Rock/Pop/Folk
This course focuses on the vocal study of Pop/Rock/Folk styles. Students develop stage presence, creativity, ensemble skills, and authentic performance techniques. This course completes one of the four voice studios requirements as part of the Bachelor of Music: Vocal
Credits: 3
Every Fall and Spring

MUS 253 Vocal Studio - Theater Styles
his course focuses on the vocal study of Classical and Theater styles. Students develop healthy classical vocal technique, knowledge of the vocal system, musicianship skills, and stylistic interpretation of assigned repertory. This course completes one of the four voice studios requirements as part of the Bachelor of Music: Vocal Performance.
Credits: 3
Every Fall and Spring

MUS 254 Junior Recital Preparation
This course serves as the means of preparation for the junior recital ensemble requirement as part of the Bachelor of Music: Vocal Performance.
Credits: 3
Every Fall

MUS 255 Junior Recital Preparation
This course serves as the means of preparation for the junior recital ensemble requirement as part of the Bachelor of Music: Vocal Performance.
Credits: 3
Every Fall

MUS 256 Voice Studio - Jazz/R&B
This course focuses on the vocal study of Jazz and R+B styles. Students will study jazz vocal herstory and develop music from diverse periods such as Swing, Be-Bop and the Avant-Garde learning how to improvise. This course completes one of the four voice studios requirements as part of the Bachelor of Music: Vocal Performance.
Credits: 3
Every Fall and Spring

MUS 257 Voice Studio - Hip Hop
his course focuses on the vocal study of Hip Hop styles. Students focus on performing contemporary Black popular music styles, including Classic Soul, Funk, and NeoSoul. This course completes one of the four voice studios requirements as part of the Bachelor of Music: Vocal Performance.
Credits: 3
Every Fall and Spring

MUS 380 The Music Business
This course offers a comprehensive overview of the music business. Topics include artist royalties, copyright laws, recording contracts, record labels, artist management, booking agents, touring, and publicity. Students acquire the skills necessary to become successful professional musicians and gain the knowledge needed to build a career in the music industry.
Credits: 3
Cross-Listings: MA 257, MUS 380
Every Spring

MUS 417 Vocal Literature
This course gives a comprehensive overview of the Great American Songbook. Emphasis is placed upon significant historical performers, the primary composers, and a study of their compositions. Frequent class performance is at the core of the course.
Pre-requisites: MUS 208A and MUS 214
Credits: 3
Every Spring

Music Technology, Entrepreneurship & Production Courses

TEP 200 History of Recording Industry/Technology
This course familiarizes students with the history of

audio recording and instrumentation, as well as the practical aspects of the recording process. Students become well-versed in the practical workings of a contemporary recording studio, including acoustics, studio design, the audio production console, recording and mix-down processes, and studio instrumentation.
Credits: 3
Rotating Basis

TEP 201 Professional Development Workshop
This course challenges students to reflect on their academic and professional experiences. Students evaluate their knowledge, abilities, interests, and professional relationships, considering the role of the artist or entrepreneur in society and their role as musicians in their community. Guest lecturers will provide vital information, guidance, and wisdom to students as they prepare for professional careers.
Credits: 3
Rotating Basis

TEP 203 Songwriting III
This workshop-style course builds on the foundations established in Songwriting I and II.
Pre-requisites: TEP 346; TEP 464
Credits: 3
Rotating Basis

TEP 205 Internship
This individually-arranged course integrates traditional coursework with practical industry experience, enabling students to develop skills, network, and launch a career in music before graduation. While at their internship placements, students will be challenged to put theory into practice. Enrollment in this course requires students to have an internship secured.
Credits: 0
Every Fall, Spring and Summer

TEP 206 Music Theory and Application I
This course focuses on the fundamental concepts of music theory and keyboard harmony. Students explore topics such as major and minor modes, simple and compound meters, basic rhythms, chords, and harmonization.
Credits: 3
Every Fall and Spring

TEP 207 Introduction to Music Technology & Production
This course introduces the fundamentals of music technology tailored to the needs of today's professional musician. It provides an overview of current technology, aiming to equip students with the knowledge to make informed decisions about future technological needs.
Credits: 3
Every Fall

TEP 208 Piano Lab I
This group course is designed for beginners interested in learning the fundamentals of classical, popular, and jazz piano styles. Students learn basic piano technique, music theory, and repertoire from each of these styles, while developing a foundational understanding of notation, harmony, and structured improvisation.
Credits: 2
Every Fall

TEP 209 Aural Skills and Ear Training I
This course includes the fundamentals of ear training, sight-singing, melodic dictation, rhythmic dictation, and harmonic dictation, as well as an introduction to intervals.
Credits: 3
Every Fall and Spring

TEP 210 Sequencing and Production
This course is an extension of Introduction to Music Technology & Production. Students experiment with industry-standard DAWs (Digital Audio Workstations), including Ableton Live, Logic, and Pro Tools. Students also become familiar with advanced midi techniques for studio and live performance.
A prerequisite of TEP 207 is required.
Credits: 3
Every Spring

TEP 211 Piano Lab II
This group course is a continuation of Piano Lab I. Students explore fundamental-to-intermediate piano technique, music theory, and repertoire. Students continue developing an understanding of notation, harmony, and structured improvisation.
Pre requisites: TEP 206, TEP 208
Credits: 2
Every Spring

TEP 220 Music Theory and Application II
This course continues the fundamental concepts of MUS 207A, examining the basic components of music theory aimed to give students the skills to read, write, and perform basic musical concepts such as chords, scales, and rhythms as well as introductory musical terminology.
A pre requisite of TEP 206 is required.
Credits: 3
Every Fall and Spring

TEP 221 Foundations of Recording
This course explores the fundamentals of analog and digital audio. Students study recording console design, function, and signal flow; principles of signal processing, such as reverberation, delay, equalization, and compression; and microphone and loudspeaker technology. Students learn how to monitor and sculpt EQ settings, when to process input signals, how to select the correct microphone and polar pattern for each instrument, and how to choose the right outboard gear for the track.
A prerequisite of TEP 210 is required.
Credits: 3
Every Fall

TEP 222 Drum Proficiency
This course provides an introduction to beginning and elementary drum techniques. Students develop an understanding of playing a Trap Drum Kit, utilizing drums and cymbals via four-way independence. Students learn to identify the patterns, rudiments, and parts of the drum set by ear. This class embraces the beginner, intermediate, and accomplished drummer alike.
Credits: 2
Every Fall

TEP 223 Studio Recording Lab I
This workshop-style course focuses on the production of original works. Students collaborate to produce, compose, and record in various genres, styles, and configurations. Studio sessions are recorded, mixed, and critiqued.
A prerequisite of TEP 221 is required.
Credits: 1
Every Fall and Spring

TEP 224 Aural Skills and Ear Training II
This course is a continuation of Aural Skills I, focusing on ear training, sight singing, melodic dictation, rhythmic dictation, harmonic dictation, intervals, and the structure of chords. Two- and four-part sight-singing will be a significant component of the curriculum.
Prerequisites: MUS 207A, MUS 208A, and MUS 207B
Credits: 3
Every Fall and Spring

TEP 225 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 226 Record Company Operations
This course provides a critical analysis of the structure of record companies, focusing on the roles of various departments. Students become familiar with key roles, such as artists and repertoire (A&R), promotions, marketing, distribution, product management, and business affairs.
Credits: 3
Every Spring

TEP 262 Legal Aspects of the Music Industry
This course provides an overview of key business and legal concepts relevant to musicians, producers, and songwriters, with special emphasis on copyright and trademark law, drafting and negotiating

contracts, artist management and marketing, and the role of music publishers, record labels, and performing rights organizations.
Credits: 3
Every Fall

TEP 280 Music Entrepreneurship
This course provides an extensive overview of arts entrepreneurship. Through practical application, students develop the knowledge and skills required to pursue an entrepreneurial career, whether as the founder of a new business or a leader in any creative endeavor.
Credits: 3
Every Fall

TEP 298 Capstone
The Capstone course is a seminar in which students receive individual guidance in the preparation and completion of a professional project in the field of music technology, entrepreneurship and production.
Credits: 3
Every Fall

TEP 299 Thesis/ Culminating Project
This course represents the culmination of a student's work in the program and provides students with the opportunity to develop an original project in preparation for a career in music. Thesis projects may consist of a research or creative project.
Prerequisites: TEP 298; Must be in the Music Tech, Ent & Prod BFA (BMTEPBFA) plan.
Credits: 3
Every Spring

TEP 304 Sound for Visual Media
This course provides an introduction to sound intended for film, television, and multimedia. The course covers audio post-production with a focus on sound design, SFX editing, Foley, and ADR. Students learn how to spot, edit, and assemble dialogue, sound effects, foley, and music. Students also explore techniques for using sound effect libraries, editing production dialogue, and directing and recording.
Credits: 3
Rotating Basis

TEP 341 Social Media/Analytics
This course focuses on the metrics and analytics that allow music marketers, promoters, and managers to develop marketing campaigns for specific demographics. The course introduces students to the evolution of social media and branding opportunities available to artists.
Credits: 3
Rotating Basis

TEP 345 Jazz Theory & Application
This advanced music theory course is designed for songwriters and producers, focusing on the jazz idiom. Students explore fundamental musical concepts such as chord/scale relationships, bass pedals, substitute chords and harmonies, and various jazz styles. The course also introduces students to a more detailed approach to jazz improvisation.
Credits: 2
Rotating Basis

TEP 346 Songwriting I
This workshop-style course examines the craft of popular songwriting from an elementary and practical viewpoint. Song elements covered include fundamental song structures, lyric writing, melody, harmonic setting, and the basics of musical arrangement.
Credits: 3
Every Fall

TEP 348 Foundations of Mixing
This course introduces students to the aesthetic considerations and functional operation of equipment for multi-track mixdown of stereo masters. Topics covered 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.
Credits: 3
Every Fall

TEP 356 The Making of Music Videos
This course focuses on the production of music videos. Looking at music videos of the past and present, students learn how digital cameras, lighting, and set design interact to create a visual depiction of the music. Working in small groups, each student develops, directs, and edits their own music video.
Credits: 3
Rotating Basis

TEP 361 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 365 Music Acoustics
This course provides an overview of sound waves and vibration, sound propagation and room acoustics, sound level and measurement, human perception of sound, and tuning systems. Coursework is directed toward the contemporary musician's need to understand acoustical phenomena in various contexts, with performance, writing, and music applications.
Credits: 3
Rotating Basis

TEP 381 Concert Promotion
This course introduces the essentials of concert promotion and the live music industry. Students engage with industry-leading guest speakers to learn talent acquisition, event production, marketing, and strategic partnerships, and gain the practical skills and knowledge needed to succeed in this dynamic field. The course culminates with a student-produced concert.
Credits: 3
Every Spring

TEP 382 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 384 Artist Management
This course explores the role of an artist manager throughout the lifecycle of an artist and introduces the essential skill set needed for emerging managers to work effectively alongside industry stakeholders. Through case studies and skill-building exercises, students study sync licensing, brand partnerships, data analysis, marketing, and public relations. Additionally, students develop their professional networks by learning from guest lecturers from some of the most prominent and prestigious music companies in the world.
Credits: 3
Every Spring

TEP 385 Studio Arranging
This course introduces 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 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).
Credits: 3
Rotating Basis

TEP 386 Mixing II
This course is a continuation of Foundations of Mixing. Students examine advanced concepts in mixing through the use of mixing consoles and analog equipment. Prerequisite: TEP 348.
Credits: 3
Rotating Basis

TEP 398 Independent Study
This course gives students an opportunity to complete independent work while supervised by Roc Nation faculty. Students demonstrate learning through a creative production or research paper. Approval of Director and Department required prior to enrollment.
Credits: 3
On Demand

TEP 443 Creative Promotion in Media
Today's evolving media landscape is continuously transforming the ways in which people interact with commerce and each other. These transformations constitute a fundamental shift in the marketplace, necessitating a need for a new generation of creative talent to charter fresh creative canvases within sports, music, and beyond. This course takes an in-depth look at the possibilities of a creative career for today's brightest up-and-coming talent.
Prerequiste of Sophomore standing is required.
Credits: 3
Every Fall

TEP 464 Songwriting II
This workshop-style course is a continuation of TEP 346. Students develop their individual artistic sound by writing, producing, and recording an album of original songs throughout the semester. Students continue to build their proficiency in songwriting for various professional settings, including an intro to writing for commercials, TV, and film.
A pre requisite of TEP 346 is required.
Credits: 3
Every Spring

DEPARTMENT OF SPORTS

The Sports Department at Long Island University's Roc Nation School of Music, Sports & Entertainment is shaping the next generation of game-changers in sports media, marketing, and management. Offering immersive programs in Sports Communication & Marketing (B.A.) and Sports Management (B.S., M.S.), the department prepares students for high-impact careers at the intersection of business, media, and global sports culture.

Students learn from industry insiders—executives from major leagues and talent agencies, sports network producers and broadcasters, analysts, marketing and public relations strategists, and agents—who bring firsthand insight into the fast-paced, high-stakes world of collegiate and professional sports. Through courses in branding, law, finance, media production, ethics, and digital strategy, students learn to think critically, lead with integrity, and innovate in a growing trillion-dollar industry.

Located in the heart of Downtown Brooklyn, steps from Barclays Center and surrounded by premier teams, venues, and networks, LIU offers unrivaled access to internships, live sports experiences, and professional networking opportunities. With Division I Athletics right on campus, students may begin to gain practical experience immediately. With this context, graduates emerge as strategic thinkers, skilled communicators, and ethical leaders equipped to elevate the future of sports on and off the field.

B.A. Sports Communication & Marketing

The Sports Communication & Marketing program is a unique program designed to prepare students for careers across the dynamic and growing spectrum of sports media. With a curriculum grounded in marketing, storytelling, and digital innovation, students develop core communication skills through live sports coverage, brand strategy projects, and media production.

Guided by faculty experts, students engage in courses like Sportscasting, Branding, Fantasy Sports, and Digital Marketing, preparing them for success as broadcasters, content creators, publicists, analysts, and more. With engagement from top professionals, opportunities to participate in competitive internships and volunteer opportunities, and access to LIU's elite alumni network, which includes notable sports reporters, publicists, and global sports experts, graduates are uniquely positioned to shape the future of sports media.

B.A. Sports Communication & Marketing

{Program Code: 40028 } {HEGIS: 0601 }

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Sports Communication & Marketing

B.A. Major Requirements

Required Courses (36 Credits)

SOC	161	Sociology of Sports	3.00
JOU	219	Writing for News Media	3.00
JOU	235	News Reporting I	3.00
SCM	247	Sports Information and Public Relations	3.00
SCM	251	Sports Writing and Reporting	3.00
SCM	248	Public Speaking for Media	3.00
SCM	249	Introduction to Sportscasting	3.00
SCM	250	Sports Digital Production	3.00
SCM	252	Sports Communications Internship	3.00
MKT	201	The Fundamentals of Marketing	3.00
MKT	344	Sports Marketing	3.00
SPM	201	Introduction to Sports Management	3.00

Required Journalism Courses (6 Credits)

Choose 6 credits from the following:

JOU	130	Television Journalism	3.00
JOU	141	Online Journalism	3.00
JOU	243	Visual Communication	3.00
JOU	192	Covering High Profile Athletes: Challenges and Pitfalls	3.00
JOU	322	Social Media in Theory and Practice	3.00
JOU	460	Video Journalism I	3.00

Required Sports Courses (6 credits)

Choose 6 credits from the following:

SPM	236	Sports Facilities Management	3.00
SPM	291	Leadership in Sports Management	3.00
SPM	200	Sports Law	3.00
SPM	216	Professional Selling and Communications for Sports	3.00
SPM	296	Digital Sports Media & Marketing	3.00
SPM	290	Global Sports	3.00

Required Sports or Journalism Courses (6 Credits)

Choose an additional 6 credits from the following:

JOU	243	Visual Communication	3.00
JOU	322	Social Media in Theory and Practice	3.00
JOU	460	Video Journalism I	3.00
SPM	236	Sports Facilities Management	3.00
SPM	291	Leadership in Sports Management	3.00
SPM	200	Sports Law	3.00
SPM	216	Professional Selling and Communications for Sports	3.00
SPM	296	Digital Sports Media & Marketing	3.00
SPM	290	Global Sports	3.00

Liberal Arts Requirement (27 credits)

27 Credits Numbered Above 100 (Advanced Courses)

General Education Requirement (6 credits)

6 Credits

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 90
Minimum Major Credits: 54

B.S. Sport Management

New York City is home to one of the largest and most iconic sports markets in the world. Roc Nation Sports Management students earn their degrees while studying in a top market in the $500

billion sports industry.

The Sports Management program trains students in all aspects of sports management. Students study a variety of disciplines, including business, marketing, communications and management. They hone industry-specific skills, like representation, administration, branding, event planning, and public relations.

Students have the opportunity to gain exceptional career experience before graduating through premier internship opportunities, work opportunities with NCAA Division I teams, and access to the University's global alumni network. Shark Nation is well represented in the sports world, and LIU alumni have risen to the heights of the industry.

B.S. in Sport Management

{Program Code 37045} {HEGIS: 0599.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Liberal Arts Requirement (27 Credits)

27 Credits of Liberal Arts & Science Elective Courses

Sports Management B.S. Major Requirements

Required Sports Management Courses (51 Credits)

ANT	112	Race & Ethnicity	3.00
ACC	210	Accounting	3.00
BUS	201	Introduction to Business	3.00
SPM	201	Introduction to Sports Management	3.00
SPM	236	Facility Management and Event Planning	3.00
SPM	200	Sports Law	3.00
ESW	306	Customer Relations in Sports Management	3.00
SPM	216	Professional Selling and Communications for Sports	3.00
SPM	276	Sports Entrepreneurship	3.00
SPM	286	Sports Finance	3.00
SPM	291	Leadership in Sports Management	3.00
SPM	296	Digital Sports Media and Marketing	3.00
SPM	287	Sports Branding, Sponsorship, and Promotions	3.00
SPS	316	Global Sports	3.00
SPM	295	Esports and Alternative Sports	3.00
SPS	336	Sports Betting and Fantasy Sports	3.00
SPM	293	Internship in Sports Management	3.00

Required Sports Management or Sports Communication & Marketing Elective (3 Credits)

Students may choose from any SPM or SCM course in addition to the required courses listed above.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major Credits: 54

Sports Communication & Mareting Courses

SCM 247 Sports Information and Public Relations
This course explores the techniques of sports publicity, promotion, and marketing for both amateur and professional athletics. Students learn to produce sports statistics, press releases, press kits, and marketing strategies for print, digital, and broadcast media.
Pre-requisite: SPM 201
Credits: 3
Every Fall

SCM 248 Public Speaking for Media
This course offers an introduction to the art of public speaking for live events, radio, and television. Students utilize storytelling techniques with proper pacing, tone, body language, and supporting graphic media. Additionally, students learn the art of improvisation to effectively execute unscripted events.
Prerequisite: SCM 251
Credits: 3
Every Spring

SCM 249 Introduction to Sportscasting
This course explores the art of creating and executing a sportscast. Students gain hands-on experience in writing their own material, appearing on camera, and recording voice-over. Through practical exercises and projects, students develop the skills necessary to produce professional-quality sportscasts, including mastering the techniques of on-camera presence and voice modulation.
Credits: 3
Every Fall

SCM 250 Media Production in Sports
This course equips students with the essential skills needed to excel as professional photographers, videographers, and editors. Through hands-on training and practical assignments, students learn to create compelling multimedia packages for various media platforms.
Prerequisite: SCM 248
Credits: 3
Every Spring

SCM 251 Content Creation in Sports and Entertainment
This course 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 sports coverage to evaluate trends and effectiveness. Students develop skills in crafting leads, reporting ethically, writing clearly, researching, cultivating sources, and conducting interviews. Guest speakers working in sports journalism are an integral part of the class.
Prerequisite: SCM 249
Credits: 3
Every Spring

SCM 252 Sports Communications and Marketing Internship
This individually-arranged course aligns traditional coursework with practical industry experience and allows students to develop skills, network, and launch a career in sports before graduation. With more than 100 hours spent in the workplace, students are challenged to put theory into practice.
Pre-requisite: SPM 201
Credits: 3
Every Fall, Spring and Summer

SCM 296 Digital Sports Media & Marketing
This course introduces students to the fundamentals of search engine optimization (SEO) and the key factors that contribute to a strong searchable presence in digital media. Students learn to craft effective brand messages, ensuring their content resonates with target audiences. The course also delves into the components of designing targeted digital advertisements, focusing on strategies to attract and retain customers. Through practical exercises and real-world examples, students gain the skills needed to create impactful and engaging digital marketing campaigns.
Credits: 3
Every Spring

Sports Management Courses

SPM 200 Sports Law
This course provides an overview of the legal principles, business models, and regulatory frameworks governing the sports industry. This course is not intended to be a law school class, but rather an application of legal concepts important for sports managers. Topics introduced include contractual issues related to sponsorship, endorsement, licensing, and stadium signage and concessions; the importance of antitrust and labor laws; and legal issues involving injury and risk management.
Prerequisites: SPM 201, SPM 236
Credits: 3
Every Fall

SPM 201 Introduction to Sports Management
This course provides an overview of many topics in sports management. These include ethical and legal aspects, facility management, marketing, finance, media, critical thinking, and sports management research. Students begin to explore career navigation through learning activities, professional profiles, case studies, and international examples.
Credits: 3
Every Fall

SPM 236 Sports Facilities Management
This course provides 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 covers 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.
Pre-requisite: SPM 201
Credits: 3
Every Fall

SPM 276 Sports Entrepreneurship
This course introduces the primary concepts of entrepreneurship and innovation in sports. Students study successful entrepreneurs to identify distinguishable characteristics, behaviors, and skills. Using case studies, students learn how to identify gaps in the market, fund a sports business, structure a new venture, and manage growth.
Prerequisites: SPM 200, SPM 201
Credits: 3
Every Fall

SPM 286 Sports Finance
This course introduces the basic principles of fiscal responsibility and accountability as applied to the sports industry. Students learn how to estimate and measure the profitability of sports ventures using analytical techniques unique to sports. The course also addresses the process of financing sports ventures, from venture capital for startups to investment-grade debt for mature ventures.
Credits: 3
Every Spring

SPM 287 Sports Sales, Sponsorships, and Promotion
This course develops the core skills necessary for developing and implementing sales strategies in the sports industry. The course draws on marketing, sociological, psychological, and technological theories of consumer behavior. Awareness, acquisition, and retention of tickets, sponsorships, merchandise, and more are explored.
Prerequisites: SPM 201, SPM 296
Credits: 3
Every Fall

SPM 290 Global Sports
This course exposes students to sports in other countries and the institutions that govern international competition. Students gain an understanding of the International Olympic Committee (IOC) and the Federation Internationale de Football Association (FIFA). The course also explores popular international sports, such as soccer, cricket, rugby, table tennis, and more.
Credits: 3
Every Spring

SPM 291 Coaching and Leadership Strategies in Sports
This course examines the successful and powerful leadership methods of legendary coaches such as John Wooden and Mike Krzyzewski. Students learn

how to apply values, principles and lessons to the business of sport, including developing team culture, striving for personal excellence, improving productivity, and building trust and relationships. Students develop the skills to assess the strength of an organization and identify and address areas of need and growth. Topics 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, Sports Business Journal, Sportico, Journal of Sport Management, and other publications. Sports industry leaders guest lecture to share their leadership philosophy and experience with the class.
Prerequisites: SPM 201, SPM 216
Credits: 3
Every Spring

SPM 292 Web3 & Emerging Technologies in Sports Business
Emerging technologies have always had a significant impact on sports. This course explores the advances of technology and the impact on how sports leaders, teams, governing bodies, and officials can meet the challenges while harnessing a way to improve sports competition, participation, and events. Web3, Metaverse, De-Fi, and more are covered.
Prerequisites: SPM 201, SPM 296
Credits: 3
Every Spring

SPM 293 Internship in Sports Management
This individually arranged course aligns traditional coursework with practical industry experience and allows students to develop skills, network, and launch a career in sports before graduation. With more than 100 hours spent in the workplace, students are challenged to put theory into practice.
Pre-requisites: SPM 201
Credits: 3
Every Fall, Spring and Summer

SPM 294 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. To be eligible, students must have the permission of the Chair of the Department and the Dean.
Credits: 3
On Demand

SPM 295 eSports, Sports Betting, and Alternative Sports
eSports has transformed gaming into a global sport, generating more than $1 billion in revenue and 300 million viewers. This course introduces students to the fundamentals of eSports along with other emerging/alternative parts of the sports business ecosystem such as 'sports betting', 'fantasy sports', and more. Students identify best practices through case studies of these booming industries and their associated stakeholders, including leagues, owners, advertisers, and publishers.
Pre-requisites: SPM 201
Credits: 3
Every Spring

SPM 296 Digital Sports Media and Marketing
This course provides an extensive overview of media and marketing. Students learn about search engine optimization (SEO) and the factors that create a searchable presence in digital media. Students practice developing compelling brand messages through story-telling and designing digital advertisements to attract and retain customers.
Prerequisites: SPM 201, SPM 295
Credits: 3
Every Spring

SPM 343 Brand Building Through Visual Mediums
This course is taught in collaboration with media giant, Conde Nast. It is structured around producing a talent profile for print and online publications. Course assignments cover executing a photo and video shoot, designing the magazine layout, distributing the story online, and promoting it on social media. Additionally, this course explores the strong relationship between an individual story and the larger brand, and how it defines its values and mission within the current cultural landscape.
Credits: 3
Every Spring

SPM 386 Sports Analytics
Now more than ever, data is available to inform strategic business decisions in sports. This course provides an overview of the practices essential to predicting and assessing team, player, and event performance. Students learn how to conduct market research and master public relations strategies.
Credits: 3
On Occasion

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a student body that represents all walks of life. With strong ties to the community and to many health care facilities that support educational efforts, as well as research, our programs address clinical health care, community-based health, behavioral health, social and environmental issues. The school prepares students for careers in a variety of health professions, including exercise science, respiratory care, occupational therapy, social work, psychology, and pre-pharmacy. The rich educational environment at the LIU Brooklyn Campus allows our programs to introduce students to interprofessional education and practice. The School of Health Profession's faculty members are renowned experts in their fields who have vast experience in their respective areas of specialization, which contributes to their exceptional teaching abilities. Many faculty members are also engaged in research, greatly enhancing their students' learning experiences and professional growth. Graduates of our programs are in high demand in the current health care job market, and this is expected to continue for many years to come.

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.

EXERCISE SCIENCE

Exercise Science offers undergraduate and graduate programs for students who wish to embark on or advance their careers in the health professions. Our division offers a Bachelor of Science (BS) degree program in Exercise and Wellness Science and an MS in Exercise Science.

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. Exercise Science and Wellness

The 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).

B.S. Exercise Science and Wellness

{Program Code 85143} {HEGIS: 1299.3}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Course Requirements:

Must complete all the following courses:

BIO	237	Anatomy & Physiology I	4.00
BIO	238	Anatomy & Physiology II	4.00

Major Requirements

All Courses Listed Below Must Be Completed:

ESW	201	Sport, Functional Training and Performance I	1.00
ESW	202	Sport, Functional Training and Performance II	1.00
ESW	221	Introduction to Fitness and Exercise Science	2.00
ESW	139	Health and Wellness	2.00
ESW	340	CPR and First Aid for the Health Care Provider	2.00
ESW	256	Evaluation in Health and Fitness	3.00
ESW	303	Exercise Prescription I	3.00
ESW	220	Anatomy of Exercise	3.00
ESW	235	Resistance Training	2.00
ESW	348	Nutritional Aspects of Fitness and Sport	3.00
ESW	251	Functional Kinesiology	3.00
ESW	252	Exercise Physiology I	3.00
ESW	254	Adapted Physical Education I	3.00
ESW	355	Group Exercise Leadership	2.00
ESW	410	Personal Training Methods and Programming	3.00
ESW	264	Field Experience	3.00
ESW	275	Fitness, Marketing, Social Media and Management	3.00

Choose THREE additional courses from below:

HS	225	Current Issues in Urban Health	3.00
HS	240	Nutrition and Wellness	3.00

HS	350	Health Behavior Change	3.00
ESW	235	Exercise and Wellness for Individuals with MS	3.00
ESW	293	Exercise Training for Individuals with Parkinson's Disease	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 42
Ancillary Course Requirements: See Above

ESW 201 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.
Credits: 1
Every Fall

ESW 202 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 201 is required or permission of the Division.
Credits: 1
Every Spring

ESW 220 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.
BIO 137 must be taken as a Pre- or Co-Requisite
Credits: 3
Every Fall and Spring

ESW 221 Introduction to Physical Education and Exercise Science
This core 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 inter-professional practice within each field of study.
Credits: 2
Every Fall and Spring

ESW 235 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 235, HS 235
On Demand

ESW 251 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
Every Fall and Spring

ESW 252 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.
The pre-requisite of BIO 237 or CHE 1 is required.
Credits: 3
Cross-Listings: ESW 252, PE 252
Every Fall

ESW 254 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
Every Fall

ESW 256 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 256, PE 256
Every Fall and Spring

ESW 264 Field Experience
This course is an opportunity for students to apply knowledge and skills at an assigned field experience site according to their field of study. 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.
Credits: 3
Every Fall, Spring and Summer

ESW 293 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 293, HS 293
Every Fall and Spring

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

ESW 306 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 312 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 312, HS 312
Every Fall and Spring

ESW 315 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 323 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 323, HS 323
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 346 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.
Credits: 3
Every Spring

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.
Credits: 2
Every Fall and Spring

ESW 357 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 363 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 380 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 394 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 495 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 220 or ESW 251 are required.
Credits: 3
Every Fall and 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, participate in community-service learning, refine cultural sensitivity and practice skills, use health promotion in community settings, utilize an activity to promote health and independence, and 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 for 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 actively engages in advancing community community health and wellness through research and programs, aiding individuals in reaching 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) 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. 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 Occupational Therapy program 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, and 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 observation in more than one setting. Admission application and reference letterforms can be obtained from the OT Department (*2nd Floor, Pratts Building, Room 211*).

Transfer students need to apply via the OTCAS system: www.otcas.org. If you choose this system you do not need any additional applications or documents other than what the OTCAS requires. Please follow the directions that the OTCAS system provides and complete 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 observation in more than one setting. We are requiring that verification of these hours are provided. OTCAS has a function that allows applicants to have their hours verified by either uploading a document or electronically requesting verification from the OT. Please make sure verification is submitted for all hours for consideration.
- Curriculum Vitae

INTERVIEW

2. Due 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 Occupational Therapy program 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 I, II, 237, & 238). 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 I and II)	8 credits
Anatomy & Physiology I	(Bio 237)	4 credits
Anatomy & Physiology II	(Bio 238)	4 credits
Finite Math	(Math 106)	3 credits
Statistics	(Math 100 or Psy 250)	3 credits
General Psychology	(Psy 103)	3 credits
Developmental Psychology	(Psy 231)	3 credits
Abnormal Psychology	(Psy 310)	3 credits
Additional LIU Core Curriuculum Courses		*22 credits*
Liberal Arts Electives		7 credits

* Each Applicant is required to complete an additional 7 credits of *Liberal Arts or Science* courswork. Computer Science, Busniess, 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 of Arts or Science, or Bachelor's Degree)

General Biology (with lab)	8 credits
Anatomy & Physiology I	4 credits
Anatomy & Physiology II	4 credits
Algebra	3 credits
Statistics	3 credits
General Psychology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits
English Composition and/or Literature	6 credits
Intro Sociology or Anthropology	3 credits
	****40 credits***

*The total prerequisite credit requirement for entry into the program is ****60 credits***. Completion of the 20 additional required prerequisite credits of Liberal Arts or Science course work must be evident on your transcript. Business, 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 year 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 healthcare setting, practice selected aspects of occupational therapy, observe various types of healthcare 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

B.S./M.S. Occupational Therapy

B.S. / M.S., Occupational Therapy

{Program Code: 21843} {HEGIS: 1208.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning (must take BIO 120 or 123, and MTH 106)	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Requirements:

Must complete one of the following (completes sequence):

BIO	122	General Biology	4.00
BIO	124	Life: Its Origin, Maintenance and Future	4.00

Must complete both courses

PSY	231	Lifespan Developmental Psychology	3.00
PSY	310	Abnormal Psychology	3.00

Must complete one of the following courses

MTH	100	Introductory Statistics	3.00
PSY	250	Statistics in Psychology	3.00

Must complete both courses:

BIO	237	Anatomy & Physiology I	4.00
BIO	238	Anatomy & Physiology II	4.00

Liberal Arts & Sciences electives:

7 credits in LA&S electives are required.

Occupational Therapy Professional Phase Requirements

Occupational Therapy Professional Phase - Year 1 Requirements (45 credits)

OT	212	Introduction to Occupational Therapy	2.00
OT	213	Therapeutic Skills 1: Interpersonal Skills	2.00
OT	214	Human Development and Occupation 1: Pediatrics	3.00
OT	216	Human Development and Occupation 2: Adolescence/Adults	2.00
OT	217	Human Development and Occupation 3: Geriatrics	2.00
OT	218	Anatomy - Kinesiology	5.00
OT	219	Theory 1: Introduction	2.00
OT	220	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00
OT	236	Kinesiology 2	4.00
OT	251	Neuroscience	5.00

OT	222	Professional Development 1: Occupational Therapy Student Academic Experience	2.00
OT	223	Professional Development 2: Communication Skills	1.00
OT	224	Professional Development 3: Advocacy and Disability Perspectives	1.00
OT	226	Therapeutic Skills 2: Group Process	3.00
OT	229	Theory 2: Learning Theories Applied to Practice	2.00
OT	230	Skills for Living 1: Play and Leisure	3.00
OT	231	Skills for Living 2: Work	3.00

Occupational Therapy Professional Phase - Year 2 Requirements (49 credits)

OT	221	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00
OT	250	Fieldwork Level I: Geriatric Practice	1.00
OT	225	Professional Development 5: Health Promotion	1.00
OT	227	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00
OT	228	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00
OT	232	Skills for Living 3: Self Care	3.00
OT	233	Therapeutic Skills 3: Teamwork and Leadership	2.00
OT	234	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00
OT	235	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00
OT	242	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00
OT	243	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00
OT	244	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00
OT	245	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
Ancillary Course Requirements: See Above
Minimum Major GPA: 3.0
Minimum Overall GPA: 3.0

Occupational Therapy Courses

OT 211 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 214, OT 216 and OT 217 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 212 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.
Credits: 2
Every Fall

OT 213 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 kills in the experiential setting.
Credits: 2
Every Fall

OT 214 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.
Credits: 3
Every Fall

OT 216 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 214, OT 213, OT 223, OT 222, and OT 230 are required.
Credits: 2
Every Spring

OT 217 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.
Credits: 2
Every Summer

OT 218 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 212, OT 213, OT 214, OT 223, OT 222, and OT 230 are required.
Credits: 5
Every Spring

OT 219 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 empasized. 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 212, OT 213, OT 214, OT 223, and OT 222, and OT 230 are required.
Credits: 2
Every Spring

OT 220 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.
Credits: 3
Every Summer

OT 221 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.
Credits: 3
Every Fall

OT 222 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.
Credits: 2
Every Fall

OT 223 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 212, 213, 214, 222, and 230 are required.
Credits: 1
Every Spring

OT 224 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 212, 213, 214, 223, and 222 are required.
Credits: 1
Every Spring

OT 225 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 221, 221, 232, 233, 234, and 242 are required. Co-requisites of OT 227, 228, 235, 243, and 244 are required.
Credits: 1
Every Spring

OT 226 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 212, 213, OT 214, OT 223, OT 222 and OT 230 are required.
Credits: 3
Every Spring

OT 227 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 221, OT 232, OT 233, OT 234, OT 242 and OT 221 are required. The co-requisites of OT 225, OT 228, OT 235, OT 243 and OT 244 are required.
Credits: 1
Every Spring

OT 228 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 225, OT 227, OT 235, OT 243 and OT 244 are required. The pre-requisites of OT 220, OT 222, OT 232 and OT 242 are required.
Credits: 1
Every Spring

OT 229 Theory 2: Learning Theories Applied to Practice
This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transtheoretical Model (Prochaska & DiClemete), 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.
Credits: 2
Every Summer

OT 230 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.
Credits: 3
Every Fall

OT 231 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.
Credits: 3
Every Summer

OT 232 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 emphases 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.
Credits: 3
Every Fall

OT 233 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.
Credits: 2
Every Fall

OT 234 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.
Credits: 4
Every Fall

OT 235 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 227 is required. The pre-requisites of OT 221 and OT 234 are required. The student must be in the Occupational Therapy major in order to register for this course.
Credits: 5
Every Fall

OT 236 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.
Credits: 4
Every Summer

OT 242 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.
Credits: 5
Every Fall

OT 243 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 225, OT 227, OT 228, OT 235, OT 243 and 244 are required. The pre-requisites of OT 221, 220, OT 221, OT 232, OT 234 and 242 are required.
Credits: 5
Every Spring

OT 244 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 225, OT 227, OT 235, OT 228 and 243 are required. The pre-requisites of OT 221, OT 221, OT 232, OT 234 and 242 are required.
Credits: 4
Every Spring

OT 245 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.
Credits: 2
Every Summer

OT 250 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.
Credits: 1
Every Fall

OT 251 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).
Credits: 5
Every Fall

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,adoloscents, 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.
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.
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 Brightspace discussions will be incorporated for additional supervision amongst students and from the faculty.
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 Brightspace 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 Brightspace discussions will be incorporated for additional supervision amongst students and from the faculty.
Credits: 4
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.
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 assigments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).
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.
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.
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 hypothesese 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.
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.
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.
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 presention. 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 PSYCHOLOGY AND COUNSLING

B.A. Psychology

B.A. in Psychology

The 120-credit B.A. in Psychology provides students with a broad understanding of the principles that explain human behavior and interaction. Psychology addresses many problems including social issues (e.g., intergroup and interpersonal problems, violence, addictions), individual issues (e.g., interpersonal relationships, mental health) and more. Psychologists aim to describe, understand and explain behavioral problems and to contribute solutions to such problems. Psychologists employ scientific methods, including careful observation, experimentation and analysis, to develop and test theories through research as well as develop intervention strategies. Psychology has many subfields, including clinical, counseling, cognitive and perceptual, developmental, educational, experimental, evolutionary, and engineering psychology. Other subfields include forensic psychology, neuropsychology, industrial/organizational psychology, quantitative and measurement analysis, rehabilitation and social psychology.

Students in the program learn the science and theories that facilitate our understanding of human and nonhuman animal behavior. They also gain skills in research and writing, problem solving, and, well developed, higher-level critical thinking. Students typically work in psychology related fields such as counseling and teaching as well as in other areas as public affairs, education, business, sales, service industries, health, and the biological sciences and more.

Learn more about psychology and its many subfields, and career opportunities by visiting the website for the American Psychological Association at apa.org (https://www.apa.org/education-career/guide/careers).

B.A. Psychology

[Program Code: 06946] {HEGIS: 2001.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Distribution Requirement

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

Major Requirements

The following three (3) courses are required,

PSY	201	Research Design and Analysis I	4.00
PSY	203	Research Design and Data Analysis II	4.00
PSY	249	Writing in Psychology	3.00

A minimum of three (3) lower-level Psychology courses (300 level) totaling nine (9) credits are required.
A minimum of three (3) upper-level Psychology courses (over 400 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 103 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
Ancillary Course Requirements: See above

Psychology Courses

PSY 103 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 201 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.
The pre-requisite of MTH 105 or MTH 106 is required.
Credits: 4
Every Fall

PSY 203 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.
Pre-requisites of MTH 105 or 106 and PSY 201 (with C or better) are required.
Credits: 4
Every Spring

PSY 228 Fieldwork in Psychology
This course provides hands-on experiences in the field of psychology. Students will complete six hours of supervised fieldwork work in applied psychology at an approved community/social service agency. Students meet as a group once a week to integrate what they are doing with relevant theoretical perspectives and empirical work.
PSY 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
On Occasion

PSY 231 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 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 201 and 203 (or 250), 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 only to non-majors in Psychology.
The pre-requisite of MTH 105 or MTH 106 is required.
Credits: 3
Every Semester

PSY 307 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 PSY 231.
Credits: 3
Every Semester

PSY 308 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 309 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 310 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 312 Organizational Psychology
The application of psychological principles and techniques in business and industry, including standard personnel procedures and management-personnel problems.
Credits: 3
On Occasion

PSY 313 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 327 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 415 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
On Occasion

PSY 416 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
On Occasion

PSY 419 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
On Occasion

PSY 420 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
On Occasion

PSY 421 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
Alternate Years

PSY 423 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 421 is recommended before this course.
PSY 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
Alternate Years

PSY 424 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
Alternate Years

PSY 425 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
Alternate Years

PSY 426 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
Alternate Years

PSY 483 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
Alternate Years

PSY 490 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 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 3
On Occasion

PSY 497 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 497 and PSY 498) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
PSY 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 1 to 3
Cross-Listings: PSY 497, PSY 497
Every Semester

PSY 498 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 497 and PSY 498) is the maximum allowed. Prerequisite: Permission of the Chair of the Department and the Dean.
PSY 201 and 203 (or 250), and 9 credits in 100+ level electives
Credits: 1 to 3
Every Semester

DIVISION OF RESPIRATORY CARE

The four-year B.S. in Respiratory Care is designed to provide students with educational and clinical competence, emphasizing comprehension, versatility, and advanced clinical knowledge. The two-year, pre-professional phase of the program consists of preparation in the basic sciences and mathematics, as well as in the humanities and social sciences, providing students with a broad-based liberal arts foundation.

During the professional phase of the program – usually years 3 and 4 – students are engaged in the theoretical, practical, and clinical aspects of adult, pediatric, and neonatal respiratory care. They gain in-depth knowledge of clinical science and its application in health care. Through classroom, laboratory, and diverse clinical practical education, students develop the necessary knowledge, bedside skills, and problem-solving abilities to serve the health needs of patients from premature newborns to the elderly. Thus, students are prepared to address both acute and chronic diseases that affect the cardiopulmonary system as well as trauma, sub-acute disease, and public health issues, ranging from asthma and disaster management to tuberculosis and epidemic or pandemic diseases.

In addition, they learn about mechanical ventilatory support, the therapeutic use of medical gases and administration apparatus, environmental control systems, humidification, aerosols, medication, cardio-pulmonary rehabilitation, advanced cardiopulmonary resuscitation, airway management, pulmonary function testing, and hemodynamic monitoring. They also become well-grounded in disaster management and public health education.

Those who successfully complete the program are eligible to take the national board examinations given by the National Board for Respiratory Care (NBRC). The B.S in Respiratory Care is accredited by the Committee on Accreditation for Respiratory Care (CoARC) as program 200205 (www.coarc.com). It is registered with the New York State Department of Education.

The field of respiratory care is an ideal choice for individuals interested in healthcare who enjoy working with people and who have an aptitude for working with technology. Our program will provide those individuals with the opportunity to develop long and highly satisfying careers. Respiratory care professionals treat patients who exhibit a range of diverse health issues including asthma, pneumonia, emphysema, cystic fibrosis, lung cancer, sleep disorders as well as those who are having respiratory problems related to trauma, strokes, heart attacks, and premature birth.

B.S. Respiratory Care

B.S. Respiratory Care

{Program Code 06927} {HEGIS: 1299.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Course Requirements

Must Complete All Six (6) Science Courses Below:

NOTE: BIO 120 or 123 satisfies a Laboratory Science core requirement. A math and science GPA of 2.50 is required before starting RC courses in the professional phase.

BIO	126	General Biology or Life: Its Origin, Maintenance and Future	4.00
BIO	122 or 124	General Biology or Life: Its Origin, Maintenance and Future	4.00
BIO	205	Microbiology	4.00
BIO	237	Human Anatomy or Anatomy & Physiology I	4.00
BIO	238	Human Physiology or Anatomy & Physiology II	3.00 - 4.00
CHM	101 or 103	Chemistry for Health Science I or General Chemistry I	4.00

Must Complete One (1) Science Course Below:

CHM	102 or 104	Introduction to Organic and Biochemistry or General Chemistry II	4.00
PHY	120	The Physical Universe	4.00
PHY	127	Physics for Pharmacy	4.00
PHY	131	General Physics	4.00

Major Requirements

Respiratory Care Professional

Respiratory Care Professional Phase Year 3

RC	202	Cardiopulmonary Physiology I	3.00
RC	207	Cardiopulmonary Diagnostic Testing	3.00
RC	216	Clinical Experience I	3.00
RC	217	Theory and Practice of Respiratory Care I	5.00
RC	220	Cardiopulmonary Pathology	3.00
RC	221	Methods of Community Health Education	3.00
RC	226	Clinical Experience II	3.00
RC	228	Theory and Practice of Respiratory Care II	4.00
RC	230	Cardiorespiratory Pharmacology	3.00

Respiratory Care Professional Phase Year 4

RC	224	Research Design and Methodology	3.00
RC	227	Case Management in Clinical Practice	3.00
RC	232	Neonatal and Pediatric Respiratory Care	3.00
RC	233	Clinical Experience III	6.00
RC	242	Evidence-Based Practice in Respiratory Care	3.00
RC	243	Ethical and Legal Practice in Health Administration	3.00
RC	245	Clinical Experience IV	6.00
RC	246	Principles to Practice in Respiratory Care	3.00

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 202 Cardiopulmonary Physiology
A study of the anatomy and physiology of the cardiopulmonary system, specifically, the physiology of the lung, the function and enervation 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 127, 237, 238; CHM 101 or CHM 103 or CHM 102 or CHM 104; MTH 105 or 106 or 130 or 140; PHY 120 or PHY 127 or PHY 131; are required.
Credits: 3
Every Fall

RC 207 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, and electrocardiograph interpretation. 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 238 is required.
Credits: 3
Every Fall

RC 216 Clinical Experience I
This course focuses on infection control, HIPPA 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 127, 237, 238; CHM 101 or CHM 103 or CHM 102 or CHM 104; MTH 105 or 106 or 130 or 140; PHY 120 or PHY 127 or PHY 131; are required.
Credits: 3
Every Fall

RC 217 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 127, 237, 238; CHM 101 or CHM 103 or CHM 102 or CHM 104; MTH 105 or 106 or 130 or 140; PHY 120 or PHY 127 or PHY 131; are required.
Credits: 5
Every Fall

RC 220 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, head and neck trauma, diseases of the pleura, atelectasis, thoracic cavity diseases, infectious diseases, interstitial lung diseases, and sleep-disordered breathing. Case studies, pulmonary function evaluation, radiologic evaluation, and lung scans are used to elucidate the pathophysiology. This course is available to matriculate Respiratory Therapy students or those with the permission of the director. A letter grade of "C+" or better is required for graduation.
Prerequisites: RC 202 and RC 207.
Credits: 3
Every Spring

RC 221 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 management of asthma, COPD, cystic fibrosis, and neuromuscular disorders. 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.
Prerequisites: RC 202 and RC 207.
Credits: 3
Every Spring

RC 224 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 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.
Pre requisites: MTH 105 or MTH 106 and ENG 110 and RC 220
Credits: 3
Every Fall

RC 226 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 216 and 217 are required or the student must be an active member of the Respiratory Care Professional Student Group.
Credits: 3
Every Spring

RC 227 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.
Pre requisites: RC 220, RC 221, RC 228, RC 230
Credits: 3
Every Fall

RC 228 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 216 and 217 are required or the student must be an active member of the Respiratory Care Professional Student Group.
Credits: 4
Every Spring

RC 230 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 232 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 226 and 228 are required.
Credits: 3
Every Fall

RC 233 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 220, 226, 228 and 230 are required.
Credits: 6
Every Fall

RC 241 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 242 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.
Pre Requisites: RC 220, 226, RC 227 and RC 228
Credits: 3
Every Spring

RC 243 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.
Credits: 3
Every Spring

RC 245 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 232 and 233 are required.
Credits: 6
Every Spring

RC 246 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 228 and RC 233; and MAT 100 or PSY 250, are required; or the student must be an active member of the Respiratory Care Professional Student Group.
Credits: 3
Every Spring

DEPARTMENT OF SOCIAL WORK

The Bachelor of Science in Social Work program 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 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. in Social Work is accredited by the Council on Social Work Education (C.S.W.E.). Visit www.cswe.org for more information.

Social Work Program Mission

The mission of the 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 BS 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

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 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 201
- 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-ethichal-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 280 & SWK 281 Fieldwork), and participate in a field seminar course each of the two semesters (SWK 282 & SWK 283). **STUDENTS MUST BE REGISTERED FOR FIELDWORK AND FIELD SEMINAR BEFORE THEY CAN START THEIR FIELD PLACEMENT.**

B.S.S.W Social Work

{Program Code 20469} {HEGIS: 2104.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements

Must Complete All 13 Courses Listed Below.

SWK	201	Introduction to Social Work	3.00
SWK	314	Social Welfare History & Institutions	3.00
SWK	216	Diversity	3.00

SWK	221	Social Work Research	3.00
SWK	223	Human Behavior in the Social Environment I	3.00
SWK	224	Human Behavior in the Social Environment II	3.00
SWK	232	Human Rights and Social Justice	3.00
SWK	270	Social Work Practice I	3.00
SWK	271	Social Work Practice II	3.00
SWK	280	Social Work Fieldwork I	4.00
SWK	281	Social Work Fieldwork II	4.00
SWK	282	Fieldwork Seminar I	3.00
SWK	283	Fieldwork Seminar II	3.00

Social Work Electives: 6 credits required
Social Science Elective: 3 credit course numbered 200 or above from History, Sociology, Psychology or Anthropology
Health Professions Elective: 3 credit course numbered 200 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
Ancillary Course Requirements: See Above
Minimum Social Work Major GPA: 2.5

Social Work Courses

SWK 201 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 215 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 201 is required. Pre/Co-requisite of HIS 102 and POL 101, ECO 101, or ECO 102 is also required.
Credits: 3
Every Fall and Spring

SWK 216 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 221 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 105 or MTH 106 is required. Prerequisite of SWK 201 is also required. Seniors only.
Credits: 3
Every Fall

SWK 223 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 201, BIO 22.
Pre or Co-requisite: PSY 103
Credits: 3
Every Fall

SWK 224 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 223
Credits: 3
Every Spring

SWK 232 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, and economic, social, and cultural rights.
Credits: 3
Every Fall and Spring

SWK 270 Social Work Practice I
Beginning social work practice skills used with individuals, families, and groups are examined with an emphasis on engagement, particular focus assessment, intervention, and evaluation. Cultural and diversity issues in treatment, ethical dilemmas, and social justice as they impact and shape contemporary social work practice are identified. Methods of student learning include but are not limited to, case studies, role-play, group work, and class discussion.
Pre or Co requisite: SWK 223
Credits: 3
Every Fall

SWK 271 Social Work Practice II
This second practice course that follows Practice I (SWK 270) 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 224
Credits: 3
Every Spring

SWK 280 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 282.
Pre/Co-requisites of SWK 223 and SWK 270 are required. Co-req of SWK 282 is also required.
Credits: 4
Every Fall

SWK 281 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 283.
Pre/Co-requisites of SWK 224 and SWK 271 are required. Co-requisite of SWK 283 are required. Prerequisites of SWK 280 and SWK 282 are also required.
Credits: 4
Every Spring

SWK 282 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 223 and SWK 270 are required. Co-requisite of SWK 280 are also required.
Credits: 3
Every Fall

SWK 283 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 280 and SWK 282 are required. Pre/Co-requisites of SWK 124 and SWK 271 are required. Co-requisite of SWK 281 is also required.
Credits: 3
Every Spring

SWK 331 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 338 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 380
Credits: 3
Every Fall and Spring

SWK 378 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 bokering 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 378, SWK 378
Every Fall

SWK 397 Independent Study
Students are able to work intensively with faculty on a topic of interest.
Credits: 1 to 3
On Demand

SWK 435 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

SCHOOL OF BUSINESS

The School of Business, aligns with the mission of the University to support 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, the school 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 institutions have served as 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. The school has responded accordingly with extracurricular activities that more closely resemble internships than clubs, thereby bolstering student resumes.

The School of Business offers the following undergraduate degrees: Bachelor of Business Administration with concentrations in Accounting, Entrepreneurship, Finance, Management and Marketing. The school also offers Bachelor of Science (B.S.) degrees in Accounting, Finance, Entrepreneurship, Marketing, and Data Analytics.

Mission Statement

The School of Business 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, ACCOUNTING, DATA ANAYLTICS AND ENTREPRENEURSHIP

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, Accounting, Data Analytics and Entrepreneurship offers the Bachelor of Business Administration (B.B.A.) with concentrations in Accounting, Entrepreneurship, Finance, Management, and Marketing as well as the Bachelor of Science (B.S.) in Accounting, Culinary Arts, Data Anyalytics, Entrepreneurship, Fashion Merchandising, Finance, and Marketing.

B.S. Accounting

The B.S. in Accounting prepares students for the Certified Public Accounting examinations. Additionally, 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, accounting systems, taxation and auditing. The curriculum provides an integrated approach for 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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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 200) offered by Conolly College

Major Requirements

Business Core Requirements: 36 credits

The following eleven (11) courses are required:

ACC	211	Principles of Accounting I	3.00
ACC	212	Principles of Accounting II	3.00
BUS	209	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

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

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	229	Accounting Information Systems	3.00
ACC	231	Management Accounting	3.00
ACC	238	Advanced Accounting	3.00
ACC	242	Auditing	3.00
ACC	245	Federal Income Tax	3.00
ACC	254	Contemporary Topics in Accounting	3.00
FIN	205	Financial Statement Analysis	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 60

B.B.A. Business Administration

The goal of the Business Administration B.B.A degree is to provide students with an exceptional undergraduate business education that provides experiential and project-based learning, imparts in-demand and relevant professional skills, and provides 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 five areas: accounting, entrepreneurship, finance, 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 corporate 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.

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning (MTH 106 required)	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements

Business Core Requirements: 62 Credits

The following twenty-one (21) courses are required for all concentrations, *with the exception of* Accounting:

ACC	211	Principles of Accounting I	3.00
ACC	212	Principles of Accounting II	3.00
BUS	201	Introduction to Contemporary Business	3.00
BUS	209	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	230	Business Analytics	3.00
BUS	290	Business Practicum	3.00
DA	203	Programming in Python	3.00
DA	228	Introduction to Data Analytics	3.00
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	220	Business, Government, and Society	3.00
MAN	256	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: 47 Credits

The following sixteen (16) courses are required for the Accounting concentration:

ACC	211	Principles of Accounting I	3.00
ACC	212	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	209	Foundations of Business Information Systems	3.00
BUS	230	Business Analytics	3.00
BUS	290	Business Practicum	3.00
DA	228	Introduction to Data Analytics	3.00
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	220	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	229	Accounting Information Systems	3.00
ACC	231	Management Accounting	3.00
ACC	238	Advanced Accounting	3.00
ACC	242	Auditing	3.00
ACC	245	Federal Income Tax	3.00
FIN	205	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 satisy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS	299	Business Capstone	3.00

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	201	Developing a New Venture Value Proposition	3.00
ENT	202	Developing a New Business Model	3.00
ENT	203	Entrepreneurial Consulting	3.00
ENT	204	New Venture Planning	3.00
---	---	One (1) 300-level advanced business course.	3.00

Advanced Electives: 9 Credits

Choose three (3) advanced courses that meet the Advanced Credit Requirement outlined above. At least one (1) course must be taken in Conolly College to satisy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS	299	Business Capstone	3.00

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	205	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	215	Securities Industry Essentials (SIE) Exam Preparation	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	299	Business Capstone	3.00

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 satisy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS	299	Business Capstone	3.00

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	225	Consumer Behavior	3.00
MKT	231	Marketing Research	3.00
MKT	251	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 satisy the 30-credit liberal arts requirement.

Capstone Experience: 3 Credits

BUS	299	Business Capstone	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 30
Minimum Major Credits: 80

B.S in Culinary Arts

The 120-credit Bachelor of Science degree program in Culinary Arts at our Brooklyn campus is thoughtfully crafted to provide students with a strong foundation in culinary techniques, kitchen management, and the art of flavor composition. With access to state-of-the-art facilities and

guidance from industry-tested faculty, students will refine their skills in a dynamic and hands-on environment.

In addition to culinary skills and creativity, the curriculum incorporates significant entrepreneurial coursework to offer a well-rounded education. Students will understand what it takes operationally, managerially, and financially to thrive in the exciting world of food and hospitality. New York City is a hub for other industries that are a natural partner to food and restaurants, such as entertainment, finance, health and wellness, hospitality, media, real estate, tourism, and technology.

Many courses will take place in a kitchen lab. The kitchen lab requires strict adherence with policies that address student safety, compliance with the New York City Health Code, and proper use of all kitchen lab tools and equipment. The policies will be introduced through a program orientation upon enrollment in CUL 210 Culinary Arts Foundations. Copies of the policies will be distributed in a program handbook.

B.S. in Culinary Arts

B.S. Culinary Arts

[Program Code: 42756] {HEGIS: 0508.00}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Culinary Arts Major Requirements

Culinary/Food Service Management - 54 credits

CUL	210	Culinary Arts Foundations	3.00
CUL	214	Global Culinary Arts	3.00
CUL	220	Breakfast and Lunch Dining	3.00
CUL	240	Contemporary Cooking	3.00
CUL	250	Restaurant & Hospitality Management	3.00
CUL	260	Baking and Pastry Foundations	3.00
CUL	270	Corporate and Banquet Catering	3.00
CUL	280	Meat and Seafood Preparation Skills	3.00
CUL	285	Advanced Culinary Skills	3.00
CUL	290	Fine Dining Concepts and Skills	3.00
CUL	295	Culinary Capstone	4.00
CUL	298	Practicum	4.00
CUL	299	Culinary Arts Advanced Internship	4.00
FSM	210	Supervision for Food Service Professionals	3.00
FSM	220	Food Safety Management	3.00
FSM	280	Menu Design and Budget Controls	3.00
FSM	290	Business Principles & Entrepreneurship	3.00

Choose 2 additional electives in CUL or FSM : 6 credits

Co-Related Requirements: 14 credits

All of the following:

CHM	101	Chemistry for Health Science I	3.00
CHM	101L	Chemistry for Health Science I	1.00
ECO	101	Introduction to Economics	3.00
MTH	105	Mathematical Tools and Their Use	4.00
MTH	100	Introductory Statistics	3.00

Liberal Arts Electives - 18 credits required

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

B.S. Data Analytics

In today's society the need for Data Analysts is in huge demand. With the amount of data available in today's computer-driven society, businesses are increasingly learning that the need to manage this data is paramount. The B.S. in Data Analytics (BSDA) degree prepares students to be data-literate professionals. Students will learn to perform data analysis for informed decision making in any of a variety of fields.

Data Analytics, B.S. Requirements

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Required Math and Science Courses (26 credits):

BIO	126	DNA and Human Life	4.00
MTH	130	Pre-Calculus Mathematics	4.00
MTH	140	Calculus I	4.00
MTH	100	Introductory Statistics(*)	3.00
MTH	122	Linear Algebra	3.00
PHY	131	General Physics	4.00
PHY	132	General Physics II	4.00

*BUS 211 - Applied Busienss Statistics may be used in lieu of MTH 100

Liberal Arts Elecvtive (3 credits)

Introductory Arts & Sciences Electives (**)	3 credits

Data Analytics, B.S. Requirements

All of the following are required (48 Credits):

DA	203	Programming in Python	3.00
DA	228	Introduction to Data Analytics	3.00
DA	220	Data Analytics	3.00
DA	123	Multivariate Statistics	3.00
DA	231	Data Sructures and Algorithms	3.00
DA	240	Data Visualization	3.00
DA	148	Database Systems	3.00
DA	256	Data Analytics Ethics	3.00
DA	255	Introduction to FinTech	3.00

DA	266	Computational Genomics	3.00
AI	211	Introduction to Artificial Intelligence	3.00
AI	212	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 Major Credits: 60

B.S. Entrepreneurship

The B.S. in Entrepreneurship program is designed to engage students to think entrepreneurially while they learn how to execute their vision efficiently and effectively. Entrepreneurship majors 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.

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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 200) offered by Conolly College

Major Requirements

Business Core Requirements: 36 credits

The following twelve (12 courses) are required:

ACC	210	Accounting for Business Majors	3.00
BUS	201	Introduction to Contemporary Business	3.00
BUS	209	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	201	Developing a New Venture Value Proposition	3.00
ENT	202	Developing a New Business Model	3.00
ENT	203	Entrepreneurial Consulting	3.00
ENT	204	New Venture Planning	3.00

Advanced Business Electives: 9 Credits

Choose three (3) advanced business courses numbered over 300

Capstone Experience: 3 Credits

BUS	299	Business Policy	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 60

B.S. Fashion Merchandising

Fashion merchandisers drive the business of fashion by connecting consumer insights, product strategy, and brand experiences in a global marketplace. The B.S. in Fashion Merchandising prepares students for careers across the fashion, beauty, textile, accessories, and retail industries through an interdisciplinary curriculum integrating business, technology, creativity, and innovation. Located in Brooklyn and connected to the dynamic fashion ecosystem of New York City, one of the world's leading fashion capitals, the program combines academic study with experiential learning to prepare students for success in an evolving global industry. Students develop knowledge and skills in merchandising, buying, product development, branding, consumer behavior, digital marketing, sustainability, global sourcing, and retail operations while strengthening analytical, communication, technological, and strategic decision-making abilities. Coursework emphasizes critical thinking, collaboration, ethical business practices, and the application of emerging technologies to address contemporary challenges in the fashion marketplace.

Through internships, industry engagement, entrepreneurial projects, and a capstone experience, students apply classroom learning to professional practice while developing the competencies needed for careers in fashion merchandising, retail management, brand strategy, product development, and digital commerce.

B.S. Fashion Merchandising

[Program Code: 42953] {HEGIS: 0509.0}

Degree Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits

ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Major Requirements

All courses required from the following (36 credits):

FM	201	Introduction to the Fashion Industry	3.00
FM	220	The Business of Fashion Merchandising	3.00
FM	225	Math for Merchandising	3.00
FM	201	Buying for the Fashion Industry	3.00
FM	240	Fashion Trend Forecasting	3.00
FM	260	Global Produce Development and Strategic Planning	3.00
FM	320	Fashion Media	3.00
FM	280	Fashion Sustainability	3.00
FM	285	Fundamentals of Textiles	3.00
FM	290	Visual Merchandising and Display	3.00
FM	295	Fashion Law	3.00
FM	299	Capstone	3.00

Take both of the following (6 credits):

MKT	201	Principles of Marketing	3.00
FM	250	Brand Management	3.00

Choose three from the following Fashion Merchandising Elective Courses (9 credits):

FM	275	Computer Aided Design: CAD for Merchandising	3.00
FM	370	Fashion Style 3D	3.00
FM	361	Luxury Branding	3.00
FM	362	Style Writing	3.00
FM	363	Global Fashion Consulting	3.00
FM	240	Fashion Merchandising Internship	3.00

Liberal Arts and Free Electives: Students choose courses that are not being used to satisfy major or core requirements.27 credits must be in Liberal Art areas.

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 60

B.S. Finance

The B.S. in Finance degree prepares students to succeed in careers in corporate, public or personal finance. Students are taught to make sound investments using such skills as planning, strategizing, fund raising, risk management, etc. Students are also able to join the Student Management Investment Fund—one of the College's experiential learning programs where they have the opportunity to manage a real money porftolio investing in U.S. large capitalization stocks. This experiential leaning along with Securities Industry Examination preparation, Bloomberg Terminal training and internship opportunities provide students with real-world, hands-on experiences in the latest technologies and methodologies in finance today.

Because of LIU's proximity to Wall Street, students have access to high profile internship and job opportunities with leading financial industries. Members of the College's strong alumni base regularly mentor students in their job searches. The LIU Brooklyn B.S. in Finance program is taught by world-class faculty from highly reputable Universities.

B.S. Business Finance

{Program Code: 06895} {HEGIS 0504.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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 Economics Requirement: 6 Credits (Select 2)

ECO	225	International Economics	3.00
ECO	232	Comparative Economic Systems	3.00
ECO	233	Public Finance and Fiscal Policy	3.00

Major Requirements

Business Core Requirements: 39 credits

The following thirteen (13) courses are required:

ACC	210	Accounting for Business Majors	3.00
BUS	201	Introduction to Contemporary Business	3.00
BUS	209	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	205	Analysis of Financial Statements	3.00
FIN	225	Financial Strategies in an Uncertain Economy	3.00
FIN	215	Securities Industry Essentials (SIE) Exam Preparation	3.00
FIN	250	Seminar: Current Topics in Finance	3.00
FIN	4##	any 400-level Finance Course	3.00

Advanced Business Electives: 6 Credits

Two (2) advanced business courses numbered over 300

Capstone Experience: 3 Credits

BUS	299	Business Policy	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major Credits: 60

B.S. Marketing

The B.S. in Marketing program prepares students for careers in the marketing industry. Students in the B.S. in Marketing program have access to a network of experienced alumni who guide students in their internships and jobs searches.

The LIU Brooklyn B.S. in Marketing program is taught by world-class faculty from highly reputable Universities.

B.S. Marketing

{Program Code: 06898} {HEGIS: 0509.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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 200) offered by Conolly College

Major Requirements

Business Core Requirements: 39 credits

The following thirteen (13 courses) are

required:

ACC	210	Accounting for Business Majors	3.00
BUS	201	Introduction to Contemporary Business	3.00
BUS	209	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	225	Consumer Behavior	3.00
MKT	231	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 225, MKT 231

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

Accounting Courses

ACC 210 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 201; Co-requisite: BUS 209
Credits: 3
Every Fall

ACC 211 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 212 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 211 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 211 and 212 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 229 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 211 and 212 are required.
Credits: 3
Every Spring

ACC 231 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 238 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 242 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 245 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 254 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 Fall

Business Courses

BUS 201 Introduction to Contemporary Business
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

BUS 209 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 are integrated and managed to create competitive advantage. The course helps students develop practical competencies in the use of computer systems and software and provides a theoretical and practical introduction to systems development concepts, technology acquisition, and application software essential to today's business environment. Students also examine corporate social responsibility, ethics, and responsible data management as they relate to business information systems and organizational decision-making.
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 201 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 106 or MTH 130 or MTH 140 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 230 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.
Prerequisites: DA 228 or CS 202 and BUS 211 or BUS 228
Credits: 3
Every Spring

BUS 290 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. Students must secure their own internship and submit documentation to the Department, prior to enrollment.
Pre requisites: BUS 212, MAN 201, LAW 201 (or LAW 212), MAN 231 and MKT 201
Credits: 3
Every Fall

BUS 299 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

Finance Courses

FIN 201 Financial Markets and Institutions
This course is designed to familiarize students with the U.S. financial system - its financial institutions, financial markets, and financial instruments and its relationship to the aggregate economy with which the manager must interact when making financial or investment decisions on behalf of companies, nonprofit institutions, government agencies or individuals.
ACC 211, MTH 106 or MTH 130 OR BUS 201, BUS 209, MTH 106, or MTH 130.
Credits: 3
Every Fall

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 205 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 210 or 211 is required; and the pre-requisite of FIN 202 is also required.
Credits: 3
Every Fall

FIN 215 Securities Industry Essentials (SIE) Exam Preparation
The course is designed to prepare students for the Securities Industry Essentials (SIE) exam by providing a comprehensive overview of all the exam topics and a series of practice tests. The course content is divided into 3 learning modules with each module being made up of smaller sub-sections. Topics covered includes equity, debt, packaged products, trading market, options, customer accounts, retirement plans, new issues, and regulations.
The pre-requisites of FIN 201 and FIN 202 or Department Chair Permission are required.
Credits: 3
Every Spring

FIN 225 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 250 Seminar: Current Topics in Finance
Advanced financial topics.
The pre-requisite of FIN 225 is required.
Credits: 3
Every Spring

FIN 297 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 493 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

HRM 255 Human Resource Management
A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.
The pre-requisite of MAN 201 is required.
Credits: 3
Cross-Listings: HRM 255, MAN 255
On Occasion

International Business Course

IBU 221 International Business
This course presents a broad overview of the fundamentals of international business and trade, and familiarizes the student with the basic terminology, key concepts and issues unique to the subject. The student studies the global economy including international trade, investments, and the business environments. The management of multi-national firms is studied in the context of the international financial systems, global market research, and comparative advantage.
The pre-requisite of BUS 201 is required.
Credits: 3
Every Fall

Law Courses

LAW 201 Business, Law, and Society
This course explores the legal and social contexts within which businesses operate and the interaction between business entities and the American legal system. Students examine various areas of law that are inherently associated with operating a business enterprise, workplace issues, regardless of career path, and transactions that are commonplace in their daily lives. Topics include, but are not limited to, laws pertaining to contracts, sales, torts, antitrust, securities regulations, employment discrimination, as well as ethics, and the legal aspect of different business entities forms.
Pre-requisite: BUS 201; Co-requisite: BUS 209
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

Management Courses

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 201 is required.
Credits: 3
Every Spring

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 Spring

MAN 220 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 201, LAW 201 or LAW 212
Credits: 3
Every Spring

MAN 231 Managerial Communications
A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on communication both within the organization as well as outside it. This course develops the student's ability to read critically, to evaluate information, to present evidence to support conclusions, and to make recommendations in an effective written business style.
Prerequisites: SPE 100 and ENG 110.
Credits: 3
Every Fall and Summer

MAN 250 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 251 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 252 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 254 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 255 Human Resource Management
A study of basic personnel administration. Specifically considered are the recruiting, selecting, motivating and training of employees. Also discussed are employer-employee labor relations, handling of grievances, and employee benefits.
The pre-requisite of MAN 201 is required.
Credits: 3
Cross-Listings: HRM 255, MAN 255
On Occasion

MAN 256 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 257 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 497 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 201 or Accounting BS student.
Credits: 3
Every Fall

MKT 225 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 Spring

MKT 231 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 233 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 234 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 235 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 238 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 241 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 242 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 243 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 250 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 251 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
Every Spring

MKT 497 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 my 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

Culinary Arts Courses

CUL 210 Culinary Arts Foundations
Students are introduced to a professional kitchen environment through a series of lectures about the restaurant industry and basic culinary topics. This course also provides students with hands on learning experiences in a production kitchen to establish the foundation of their culinary education. Students will practice basic cooking techniques by understanding common culinary tools and equipment, knife skills, mise en place, and food safety procedures. This course requires a lab fee covering uniform and tools used throughout the remainder of the culinary program.
A prerequisite of CUL 201 is required.
Credits: 3
Every Fall

CUL 214 Global Culinary Arts
Students are invited to explore global cuisines through lectures encompassing technical, social, historical, geographical, and cultural topics. Additionally, students will apply culinary techniques to global dishes and flavors through hands-on learning in a production kitchen.
A prerequisite of CUL 240 is required.
Credits: 3
Every Spring

CUL 220 Breakfast and Lunch Dining
Students are introduced to the terminology, preparation, and techniques used at the garde manger and pastry workstations typical of a restaurant kitchen. Students will practice a la minute cooking, portioning, and plate presentation by executing a savory breakfast and lunch menu using a production kitchen. Additionally, students will practice basic sweet recipes as an introduction to pastry mise en place and baking ratios.
A prerequisite of CUL 210 is required.
Credits: 3
Every Spring

CUL 240 Contemporary Cooking
During this course, students will focus on the terminology, preparation, and techniques of hot preparation workstations typical of a restaurant kitchen, such as: sauce, sauté, grill, roast, fry, pasta, and vegetable. The majority of the course will be spent in a production kitchen executing a savory dinner menu as a vehicle to introduce the techniques and back-of-house operations applicable to these workstations.
A prerequisite of CUL 210 is required.
Credits: 3
Every Fall

CUL 250 Restaurant & Hospitality Management
Students are introduced to the operational food and beverage processes typical of the restaurant and hospitality industries. The course will explore customer-facing etiquette, the symbiosis between front-of-house and back-of-house operations, and business management concepts such as beverage programs, supplier selection, and food ordering.
Credits: 3
Every Fall

CUL 260 Baking and Pastry Foundations
This course further develops pastry and baking terminology, preparation, and techniques through the study of pastry history, ingredient properties, common equipment, mixing methods, textural elements, and design. Students will enhance their understanding of these concepts by executing batch recipes and plated desserts in a production kitchen.
Prerequisites: CUL 220 MTH 105
Credits: 3
Every Fall

CUL 270 Corporate and Banquet Catering
Students will understand how to create a full catering business plan. This course will marry operational, managerial, and financial knowledge relevant to a catering business with culinary practice in a production kitchen including menu creation, recipe scaling, portioning, and dietary alternatives.
Prerequisites: CUL 250, CUL 240, CUL 280, & CUL 251
Credits: 3
Every Fall

CUL 275 A La Carte Cooking
Through a combination of lectures and hands on experience in a production kitchen, students study the design of global à la carte menus by understanding restaurant concepts, flavor profiles, ingredient applications, and how to execute a balanced menu.
Prerequisites: CUL 240 & CUL 280
Credits: 3
On Demand

CUL 280 Meat and Seafood Preparation Skills
Students are introduced to the terminology, sourcing, preparation, and techniques used at fish and meat workstations typical of a restaurant kitchen. The majority of the course will be spent in a production kitchen to practice culinary techniques applicable to these workstations including butchery, fabrication, and proper tools and equipment selection.
A prerequisite of CUL 210 is required.

Credits: 3
Every Fall

CUL 285 Advanced Culinary Skills
During this course, students will focus on advanced culinary terminology, preparation, and techniques by practicing back-of-house operations - from production to management - following the brigade system. Students will accomplish this by executing a full restaurant menu in a production kitchen to refine their leadership, communication, and delegation skills.
Prerequisites: CUL 240 & CUL 280
Credits: 3
Every Spring

CUL 290 Fine Dining Concepts and Skills
Students will study fine dining restaurants and concepts such as sustainability, costing, and inventory management. Students will refine their technical culinary skills by executing tasting menus in a production kitchen.
Prerequisites: CUL 240 & CUL 280
Credits: 3
Every Spring

CUL 295 Culinary Capstone
This capstone course represents the culmination of the culinary education. Students will apply all skills and concepts learned throughout their coursework. They will develop, cook, and present a menu showcasing their culinary techniques and creativity in addition to all associated operational, managerial, and financial aspects required for execution.
Prerequisites: CUL 270, CUL 285, CUL 251.
Credits: 4
Every Spring

CUL 298 Practicum
Students will seek out a semester-long work experience, volunteer experience, or project under faculty supervision that applies to one specific industry concept learned during their theoretical coursework. Students will submit reflections about their experience and how it relates to a theoretical concept, in addition to evaluations from their on-site supervisor. If a project is chosen, students will work with a faculty advisor to define scope and deliverables. Department approval is required.
Prerequisites: CUL 220, CUL 250
Credits: 3
Every Fall

CUL 299 Culinary Arts Advanced Internship
This applied learning course aligns the culinary coursework with practical experience. Students will work for a minimum of three months in the food industry. Students submit reports about their experiences as interns and provide evaluations from their on-site supervisors to an assigned faculty member. Department approval is required.
A prerequisite of CUL 240 is required.
Credits: 3
Every Fall

CUL 312 Global Taste Mastery
Students are introduced global food and beverage products with a focus on regional flavor combinations, the influences of the local terroir, and sourcing through international supply chains.
Credits: 3
On Demand

CUL 313 International Externship
This applied learning course aligns the culinary coursework with practical experience. Students will work for an international business in the food industry. Students submit reports about their experiences as interns and provide evaluations from their on-site supervisors to an assigned faculty member. Department approval is required.
Prerequisites: CUL 240 & CUL 250
Credits: 3
On Demand

CUL 314 Food Styling
This course introduces students to food styling and its function in marketing and media.
Credits: 3
On Demand

CUL 315 Culinary Competition Team
This course offers students the chance to compete in culinary competitions which may cover technical culinary skills, time management, and/or operational knowledge. Department approval is required.
A prerequisite of CUL 285 is required
Credits: 3
On Demand

CUL 318 Advanced Baking and Pastry Skills
Through a combination of lectures and hands on experience in a production kitchen, students will develop advanced baking and pastry skills including an understanding of global pastry evolution, ingredient selection and accompanying technique, food science, and recipe development.
A prerequisite of CUL 260 is required.
Credits: 3
On Demand

CUL 319 Flavor Development
Through a combination of lectures and hands on experience in a production kitchen, students will examine flavor profiling and how to compose a balanced dish. The course will also explore consumer influences, culinary trends, and seasonality.
Credits: 3
On Demand

FSM 210 Supervision for Food Service Professionals
Students are introduced to the human resources function in the food service industry by understanding topics such as regulatory requirements, industry labor standards, employee relations, and management operational procedures.
Credits: 3
Every Spring

FSM 220 Food Safety Management
Students are introduced to the importance of food safety, the Hazard Analysis Critical Control Point (HACCP) approach, workplace hazards, implementing workplace processes, and government regulations. The topics covered establish the food safety foundation and will be practiced during all remaining courses that utilize a production kitchen. Students are required to pass a food safety certification exam to comply with New York City regulations as part of this class. Failure to pass the certification exam will disallow the student from proceeding with remaining culinary courses. A course fee is required for the certification exam.
Credits: 3
Every Spring

FSM 225 Beverage Management
Students will gain an understanding of beverage management operations and beverage menu development for both alcoholic and non-alcoholic options. Students will also be introduced to the local wine industry.
Credits: 3
On Demand

FSM 280 Menu Design and Budget Controls
Students will understand menu design from financial and operational perspectives by focusing on how managerial accounting and marketing concepts can influence business decisions. Analysis of profitability, sales metrics, and the use of controls to safeguard inventory will be explored.
A prerequisite of MTH 105 is required.
Credits: 3
Every Spring

FSM 290 Business Principles & Entrepreneurship
Students will explore common business principles relevant to the food and hospitality industries. Students will perform financial analysis to understand a business's cost-generating operations in addition to other functions such as budgeting, cash management, inventory, capital projects, and marketing.
A prerequisite of MTH 105 is required.
Credits: 3
Every Spring

Data Analytic Coures

DA 108 Applied AI: Strategy and Innovation
This course offers a comprehensive introduction to the world of Artificial Intelligence, exploring its core concepts, applications, and societal implications. Designed for students with no prior technical background, the course demystifies AI, explaining its various forms and how it is transforming industries, cultures, and everyday life. Students will learn about machine learning, natural

language processing, computer vision, and other key AI technologies, while also critically examining the ethical, social, and economic challenges and opportunities presented by this rapidly evolving field. Crucially, students will gain practical experience working with Large Language Models (LLMs) using Python, learning the fundamentals of prompt engineering and exploring the capabilities of these powerful AI tools. The course will also feature guest lectures from leading experts in the field of applied AI, providing students with valuable insights into current research and real-world applications. Through discussions, case studies, hands-on activities (including guided Python exercises), creative projects, and interactions with guest speakers, students will develop a nuanced understanding of AI's potential and its impact on the future. No prior coding experience is required.
Credits: 3
On Occasion

DA 203 Programming in Python
Problem solving, algorithmic dDA
Credits: 3
Every Fall

DA 220 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 228 is required.
Credits: 3
Every Spring

DA 225 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 Spring

DA 228 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 Fall

DA 231 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 an deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; skip lists. Three hour lecture, one hour laboratory.
A pre requisite of DA 203 is required.
Credits: 3
Every Fall

DA 240 Data Visulalization
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 Spring

DA 255 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 student 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 220 or AI 212
Credits: 3
Every Fall

DA 256 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 Spring

DA 266 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 126 and DA231
Credits: 3
Every Fall

DA 299 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 220, DA 240, DA 255
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 an 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 Spring

ENT 201 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 Spring

ENT 202 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 Fall

ENT 203 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 201 and ENT 202 are required.
Credits: 3
Every Fall

ENT 204 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, 201 and 202 are required or permission of the Instructor.
Credits: 3
Every Spring

Fashion Merchandising Courses

FM 201 Introduction to the Fashion Industry
This is a beginning course in the study of fashion merchandising within the free enterprise system. The course is designed to blend both concepts and applications from the field of fashion. Topics include the evolution of fashion, the consumer's interaction with the market, production and acquisition of raw materials, an introduction to the textile industry, an overview of fashion accessories, and the buying and selling functions within the field of fashion merchandising.
Credits: 3
Every Fall

FM 230 Buying for Omnichannel Retail
The Fashion Industry is in a state of rapid change, demanding new understanding and a skill set to meet its' challenges. In this course, students will acquire knowledge of what it takes to remain relevant in the Retail space of today and the future. They will gain insight into the new Customer Journey, from engagement to conversion, the selection and edit of assortment, and emerging technologies such as A.I., delivering innovation to the Fashion Business. Typical buying tasks, such as identifying and understanding potential customers, creating a six-month merchandising plan, and developing sales forecasts, will be discussed in the context of current business automated software. Students will study different Distribution Models and where they fit in the current landscape. They will define the difference between Fashion Trends and Market Trends. And lastly, they reflect on the advantages of Social Media in building loyalty, as well as the limitations and risks it poses to Brand Identity.
Pre-reqs: FM 201, FM 220
Credits: 3
Every Fall

FM 220 The Business of Fashion Merchandising
This course covers the business side of the fashion industry. It provides students with realistic information about the evolving landscape of the retailing and apparel merchandise industries. Whether working for a fashion brand or starting a business in fashion, this course explores how a line is created from the research and design stage to the marketing, sourcing, production and distribution stage. It provides insight on how the industry is organized, how apparel and accessory companies operate, and how they are affected by changing technology and globalization. To engage students with real world application, the course examines practices in Student Run Businesses and utilizes examples from current brand practices. Further to this, the course will include periodic excursions to trade shows, visits to vendors and showrooms.
Pre-req: FM 201
Credits: 3
Every Spring

FM 225 Merchandising Principles
This course develops the mathematical and EXCEL skills for individuals who will be directly or indirectly involved in the activities of merchandising and buying for a fashion company or at the retail level. This course explains the essential concepts, practices, procedures, formulas, calculations, and interpretations of figures that relate to producing profitable buying and selling operations. At the same time, this course uses real world examples often modeled using EXCEL that reflect current industry practices and trends, so students are prepared for merchandising careers.
Pre-req: FM 201
Credits: 3
Every Spring

FM 240 Fashion Trend 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.
Credits: 3
Every Fall

FM 250 Brand Management
Students will develop core skills needed towards understanding, crafting, measuring, and managing brand strategies within fashion and other related industries. The course draws on marketing, sociological, and psychological theories of consumer behavior and examines branding as a co-creation of consumers, marketers, and culture. The course objectives are to: 1) design effective brand identities and value propositions as part of overall business strategy; 2) develop brand-building strategies 3) apply brand licensing and creative elements for effective branding; 4) leverage digital technologies, such as social media marketing, to promote branding and licensing programs. Coursework may incorporate a live business case and project designed to develop collaboration, critical thinking and creativity in brand management.
A prerequisite of FM 201 is required.
Credits: 3
Every Fall

FM 260 Global Product Development and Strategic Planning
A global industry for sourcing, the fashion industry must take advantage of low-cost producing countries and their respective manufacturing. However, international trade is a necessity in order to grow and generate profits. The U.S. export import trade policies/ procedures, current trends and key trade relationships are covered in this course. Students will become skilled in what

research, resources and analysis skills come into play in order to decide whether to export or import and then how global trade issues affect the textile and apparel industries.
Pre-reqs: FM 201, FM 220
Credits: 3
Every Fall

FM 265 Fashion Media
This course will successfully cover how fashion media marketing communicates the value of a brand's product or service to their target customer. Presently, with the emergence of new media: ecommerce, social media, digital content, interactive media, and mobile apps, the marketing process is moving at light speed. Companies and marketers with this enhanced customer information must be prepared to engage dynamically. In this class, students will explore all facets of new media through discussions, readings and exploration of pertinent websites, blogs and Instagram accounts. Special emphasis will be placed on current new media applications, activities and campaigns, using topical articles and case studies. Students will learn to identify and differentiate key media platforms and understand the pros and cons of each to effectively build targeted marketing strategies.
Credits: 3
Every Spring

FM 275 Computer Aided Design: CAD for Merchandising
This fundamental course introduces the basic two dimensional and three-dimensional graphic design software platform, known as Computer Aided Design (CAD). This tool can be used in various design and technical applications to enable designers to create and produce various design presentation products, such as visual display concepts, retail design, space planning, digital trend and concept boards, textile color developments, among other things. This course offers students the opportunity to upgrade their digital visual merchandising skills to industry standards and add an additional
technical capability to their resumes.
Credits: 3
On Occasion

FM 280 Fashion Sustainability
Sustainability has emerged as a central issue for contemporary societies and for the world community as a whole. Furthermore, many of the social and environmental concerns that are embodied in the term 'sustainability'; are directly or indirectly related to design and the world of fast fashion. Sustainable fashion refers to fashion products that are manufactured,
marketed and used in the most sustainable manner possible, taking into account both environmental and socioeconomic aspects. Designers help to define our human made environment- how it is produced, how it is used, and how long it endures. This course provides students an opportunity to acquire a foundational understanding of the scientific, political and social issues related to the design of resilient urban futures. The topic of sustainability in textile manufacture has been the subject of considerable research. In this course, we will also explore the textile industry from the perspective of social sustainability, shifting the focus from the materiality of textile production to the industry's relationships with the communities from which the products originate.
Credits: 3
Every Fall

FM 285 Fundamentals of Textile
This course explores the science of textiles including information regarding fabric identification: fabric name, fiber content, yarn construction, count, coloration, finishes, weight, and list of characteristics. Students will learn the inherent performance properties and construction of fibers and yarns which are relevant for professionals in the fashion industry, such as product developers, stylists, buyers, designers, etc. This course brings together a wide variety of information enabling students to spend less time trying to connect the ideas and more time applying the concepts so they can make appropriate choices in textile selections for a product.
Pre-req: FM 201
Credits: 3
Every Fall

FM 290 Visual Merchandising and Display
This course will uncover the many techniques used in the visual merchandising industry. A hands-on approach is utilized whereby students design and construct interior displays. By the use of ingenuity and creative thinking, apparel items are employed to produce selling displays. Institutional and abstract concepts will be discussed and practiced. The language of the retail industry will also be used to explain and familiarize each student to this discipline. Discussions on digital retailing, Pop Up shops and Brick and Mortar will be explored and may include possible on site retail visits. Weekly projects and presentations on window prep and store design will be integrated into the coursework.
Pre-reqs: FM 201, FM 220
Credits: 3
Every Spring

FM 295 Fashion Law
From fashion start-ups to ongoing business, fashion professionals must be savvy regarding the legal decisions and regulatory developments that affect fashion companies. This course explores intellectual property protection, licensing, anti-counterfeiting and litigation. It also covers the legal aspects for start-ups, and commercial transactions in local, custom, and international settings. Just as importantly, students will learn about the legal challenges and caveats in fashion advertising, marketing and celebrity endorsements.
Prerequisites: FM 220 and FM 250
Credits: 3
Every Spring

FM 299 Capstone
The Capstone Project integrates experience, knowledge and skills acquired and developed during the course of study. This project reflects the many ways fashion merchandisers connect with business, media, and communication professionals within the fashion, textile and luxury sectors. Over the course of the semester, students will develop a Fashion Start-up Entrepreneurial
Venture by analyzing their target market and competition that culminates in a comprehensive business plan. Students will learn how to craft a mission statement, company name, product description, SWOT analysis, samples, merchandising plan, timeline, marketing strategy, and pitch. The final work can be used to demonstrate to future employers and other interested parties
the students' skills and aptitude for similar independent external work assignments. A written and oral presentation will be required.
Prerequisites: Senior status with a GPA of 2.0 or with permission of the program director
Credits: 3
Every Spring

FM 320 Fashion Merchandising
This course provides a comprehensive look at the merchandising environment including the functions and objectives of the merchandising team and the principles and techniques of today's buyers, planners, product developers and the account executives. Content includes the fundamentals of fashions buying with instruction in planning, pricing, and purchasing retail fashion inventories as well as the identification of wholesale merchandise and media resources.
Credits: 3
On Demand

FM 361 Luxury Branding
Luxury has been both celebrated and condemned throughout history right up to the present day. In this course, we will examine luxury and its relationship with desire, status, consumption and economic value, exploring why luxury always triumphs in spite of the economy and world affairs. Brand strategy is the compass directing creative brand solutions. To this means, students will study the brand, its purpose and target audience, shop the market and analyze merchandising and marketing strategies to reveal insights and create meaningful brand ethos. We will take a look at case studies from the luxury sector such as like Chanel, LVMH and Tiffany, as well as luxury travel, retail store design, tech, beauty and accessories in exploring how the most successful luxury brands function and defining what luxury represents in the contemporary world. Explore old luxury and the democratization of modern affordable luxury with

its criteria and strategy for today's consumer. The final project of the program results in a deliverable that responds to current trends in the luxury marketplace, culminating in a paper and professional presentation.
Pre-req: FM 201
Credits: 3
On Occasion

FM 362 Fashion Style Writing
Clear, compelling and correct writing skills are essential for success in any field. A fashion writer is someone who writes journalism or copy relating to aspects of fashion and style. This course incorporates the construction of creative prose into the field of fashion with an emphasis on style. Features and copy for a variety of media including fashion magazines, advertising, trade publications, newspapers and increasingly online forums such as blogs and social media will be addressed. Ideas for source material will be identified in this course the same way as in the industry by attending fashion shows and collaborating with professionals to identify trends in the marketplace. Pitching articles, conducting interviews, and writing fashion features are some of the learning activities incorporated in this course.
Pre-req: FM 201
Credits: 3
On Occasion

FM 363 Global Fashion Consulting
This course will explore how retailers and manufacturers are responding to the challenges of a rapidly expanding and evolving marketplace. Drawing on lessons learned from manufacturing, retailing, and global commerce, we will address the rise of the global consumer, the in-store shopping experience, and managing the retail experience across multiple channels. We will also explore the economic, geopolitical, and cultural factors governing the basic tenets of today's globalized marketplace. Various international regions are analyzed in terms of their market characteristics and current retail environment. U.S. retailers operating globally are also discussed and analyzed in detail. Topics will include fair trade, free trade and the expansion of the globalized marketing system through multi-channel retailing. The course will have an optional travel component with a subsidized week long trip in which students will experience the culture, working environment, and commerce of a major fashion capitol in the world.
Pre-req: FM 201
Credits: 3
On Occasion

FM 370 Fashion Style 3D
Fashion Style 3D is an ecosystem of software and services that will enable a fashion designer, entrepreneur, or a fashion brand work with 3D simulation, helping them to surpass their productivity, sustainability, and creativity. In this course, students will learn how to create garments and customize styles online using modular components; apply variations in real time using graphics; and render realistic images of your work in a trend book. Students will also learn how to create a virtual showroom. From briefing to approval, you will be able to share projects, samples, swatches, pin comments, doodle, and receive notifications in real time. This course is designed to work with FM 260 Product Development and Global Strategic Planning, and/or can be taken on its own. The class session will be held in the 3D Computer Lab. At home projects can be completed on the student's laptop (if it meets the minimum hardware requirements) or in the 3D Lab.
Credits: 3
On Occasion

FM 400 Fashion Merchandising Internship
This internship opportunity permits students to supplement classroom instruction with real-world experience. After preparation of a resume for review by the faculty mentor, the student selects an appropriate internship geared to the individual student¡s interests and abilities with the mentor. The student works approximately 120 hours per semester, with times arranged by the student and employer. Meetings with a faculty mentor, a journal, and periodic papers are required.
Prerequisites: FM 201 and FM 220 and FM 240 or with permission of the program director
Credits: 3
On Demand

LIU GLOBAL

LIU Global College 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 the Australia-Pacific program. In the first semester of their senior year, they have an international internship with a global 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.

Regional context 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 regional content 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, writing 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 College 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 in this Bulletin which should be taken into consideration in students' 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 College 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 exploring a peaceful and sustainable future for all peoples and the world.
3. LIU Global's future is guided by the understanding, belief, and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in which they will live and will apply the program's goals to any future professional endeavors.
4. Through its own practice, LIU Global intends to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility, ecological sustainability, solidarity and service to others, and support of local efforts to address locally identified needs.

Overview of the Four-Year Curriculum

Program Sequence

(Note: Travel locations are subject to change)

Year One:	Costa Rica
Year Two:	Europe
Year Three:	Australia-Pacific
Year Four:	Fall: International Research & Internship Semester in Global locations Spring: New York City

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 fieldwork 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 worldwide program is designed to build students' capacity and confidence to carry out independent work and pursue their future professional and/or academic goals..

In its over 60 years of 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, day and/or overnight trips and usually linked to a specific course.
- Community engagement projects linked to a global issue or service opportunity collaborating 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 College 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 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 are expected to respect the LIU Student Code of Conduct 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 outlined in the aforementioned documents, aiming 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. These handbooks are made available to all students in digital format and can be found here: LIU Global College Policy Guide.docx.
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

First-Year Student Status

Applicants with a high school diploma or a GED are eligible to apply for admission as a first-year student. Applicants who have earned college credits while enrolled in high school, and 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 are reviewed by LIU using the university's established criteria.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: Study Abroad Approval Form – Fill out form

Students outside of LIU, fill out the application found
here: https://apply.liu.edu/quickapp2/?campus=g

GENERAL TRAVEL INFORMATION

Passport

Students are responsible for having a valid passport. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages.

Visas

Applying for a visa varies from country to country. The staff advises on this process. Students 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. Registration deadlines for continuing students are: April 1 for Fall Semester and November 1 for Spring Semester.

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 on the LIU Brooklyn website.

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. Personal expenses are not included. See current costs here: https://liu.edu/registration-and-financial-aid/tuition-fees

- Tuition
- University Fee
- Center Fee
- Room and Board Fee
- 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

Any registered student who withdraws after the dates below is bound by this schedule:

ROOM & BOARD AND CENTER FEE LIABILITY SCHEDULE

LIU Global Tuition and Fees Liability

To maintain quality programs, LIU Global academic centers confirm housing, transportation, and service contracts in advance. Your financial liability is determined by your official withdrawal or center-change date, as listed in the LIU Academic Calendar.

LIU Global Center Room Fee Liability

Withdrawal Date	Liability
At any point after registering for classes	100%

Students are 100% liable for room charges once they register for courses in a given semester.

LIU Global Center Fees & Board Liability

Withdrawal Date	Liability
8 weeks before academic start	100%

This fee reflects upfront costs for board and programming.

LIU Brooklyn Tuition & University Fee Liability

Withdrawal Date	Liability
Before semester start	0%
1st calendar week of classes	0%
2nd calendar week of classes	25%
3rd calendar week of classes	50%
4th calendar week of classes	75%
After 4th calendar week of classes	100%

Withdrawal and Refund Policies

- No prorated refunds will be issued for late registration.
- Room charges are binding upon registration

Additional policies:

LIU Withdrawal & Refund Policies
Billing & Payment Deadlines

Important: Students withdrawing while overseas must consult with their Center Director and Assistant Dean to explore alternatives and mitigate risks.

Health & Safety

LIU Global's highest priority is the health and safety of its students with a focus on prevention. 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 medical clearance for participation in the program.

More detailed health- and safety-related information is included in the Program and Policy Handbook found on the LIU Global website. 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.

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 understand the region's local and global context and to provide a solid academic foundation to ensure their success throughout their LIU Global journey. 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 completing the global studies foundational courses in environment and economics. Students will experience how the conquest of Indigenous America by Europeans over 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, environmental, and political forces. The year-long program includes the intensive study of Spanish (offered at all levels), foundational writing coursework, introduction to qualitative research and fieldwork at sites around the country, and extended study-travel experiences.

Europe Center

Overview

The Europe Center provides the opportunity for second-year LIU Global and visiting students to explore Europe's historical and contemporary place in the global community. Through travel, fieldwork, and community engagement, students study how the enduring legacy of revolution, empire building, and nationalist ideologies continue to shape what Europe is today. Of particular interest is the radical experimentation in political organization and postnational unification represented by the European Union and other institutions of global governance. Students emerge from the program with an understanding that "Europe" as a region characterized by profound tensions between conflict, cooperation, and innovation in political, economic, social and cultural terms. By examining Europe's collective responses to global challenges such as climate change, social injustice, human rights violations, and other policy arenas, students will further develop their own capacity for iterative problem solving. Europe Center students will also expand their language studies with a two-semester sequence in French.

Australia-Pacific Center

Overview

The Australia-Pacific Center engages students with the quest for sustainability, social justice, and Indigenous rights 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 several of the world's central questions including: How can we, across a range of diverse cultures and countries, strive for justice and peace, and 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 sustainability, social justice and indigenous rights in Australia and the Pacific region.

International Research & Internship Semester (IRIS)

Overview

After the extraordinary three-year journey around the world, LIU Global College 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) a 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 carry out their International Research and Internship Semester at LIU Global Centers in Costa Rica, Europe, Australia, New York City, at one of LIU Global's partner sites, or at an approved independent location.

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 one of the official languages of their location.

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.

New York City Center - Capstone Semester

Overview

In the final semester of their senior year, students complete their LIU Global education in New York, one of the world's great global cities. The Capstone Semester provides the opportunity for students to work with faculty and mentors to complete their senior theses projects, carry out coursework, and start their transition to post-college life through an internship aligned with their academic and professional interests.

LIU Global College's Capstone Semester is housed in New York. Capstone students study on the campus of LIU Brooklyn, a complex located in newly revived downtown Brooklyn. 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 an 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,

development, and political activism. Students also present their original qualitative research in a national conference and with the LIU community.

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 provides them 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 60 years of 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 by 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 goodwill 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 Advanced Research Methods
- 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 & Sustainability	3.00
GCOS	130	Road to Success: Orientation Seminar	2.00
GCOS	170	Writing for Impact	3.00
GCOS	120	Beginner Immersive Spanish I **-OR-**	4.00
GCOS	220	Intermediate Immersive Spanish I **-OR-**	4.00
GCOS	320	Advanced Immersive Spanish I	4.00

Costa Rica - Spring Semester

GCOS	135	Foundations of Global Studies: Economics	3.00
GCOS	146	Introduction to Qualitative Research	3.00
GCOS	173	Exploring Questions: Writing the Research Paper I	3.00
GCOS	121	Beginner Immersive Spanish II **-OR-**	3.00
GCOS	221	Intermediate Immersive Spanish II **-OR-**	3.00
GCOS	321	Advanced Immersive Spanish II	3.00

Europe I - Fall Semester

GEUR	120	Foundations of Global Studies: Culture	3.00

GEUR	212	Europe: Past, Present, Future	3.00
GEUR	219	Whither Nationalism? The Modern Nation State in a Globalized World	3.00
GEUR	226	Innovation and Community Enterprise	3.00
GEUR	228	Beginner Immersive French	3.00
GEUR	242	Global Careers and Leadership I	1.00

Europe II - Spring Semester

GEUR	216	The Politics of Art	3.00
GEUR	118	Foundations of Global Studies: Governance	3.00
GEUR	243	Global Careers and Leadership II	1.00
GEUR	229	Immersive French II	3.00
GEUR	231	Quantitative Literacy and Global Issues	3.00
GEUR	227	The European Union	3.00

Australia-Pacific - Fall Semester

GAPC	300	History, Culture & Politics in the Pacific	3.00
GAPC	333	First Nations & Cultural Survival	3.00
GAPC	320	The UN Sustainable Goals in Theory and Practice	3.00
GAPC	332	Innovative Encounters with Nature and Knowledge	3.00
GAPC	318	Global Studies Seminar: Theories, Issues, Solutions	3.00

Australia-Pacific - Spring Semester

GAPC	330	Activism, Social Movements & Political Change in Australasia	3.00
GAPC	335	Entrepreneurship, Sustainability & Cross-Cultural Collaboration	3.00
GAPC	336	Climate Change, Marine Conservation & Coastal Management	4.00
GAPC	340	Advanced Research Methods	3.00

International Research & Internship Semester - Fall Semester

GNYC	401	Senior Thesis I	4.00
GNYC	403	International Internship	6.00
GNYC	408	Studies in World Languages (where English is not an official language)	3.00

New York City Capstone - Spring Semester

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 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 for each minor are listed in this Bulletin. 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. The courses listed below may only count toward one minor if cross-listed in another minor.

GEUR	219	Whither Nationalism? The Modern Nation State in a Globalized World
GEUR	227	The European Union
GAPC	320	The UN Sustainable Development Goals in Theory and Practice
GNYC	403	International Internship (with approved International Relations focus)
GNYC	405	Special Topics in International Relations
GNYC	433	New York City Internship (with approved International Relations focus)
POL, IR	-	Approved LIU Brooklyn Coursework

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. The courses listed below may only count toward one minor if cross-listed in another minor.

GCOS	115	Introduction to Social Entrepreneurship
GEUR	226	Innovation and Community Enterprise
GAPC	335	Entrepreneurship, Sustainability & Cross-Cultural Collaboration
GNYC	413	Introduction to Project Management
GNYC	403	International Internship (with approved Entrepreneurship focus)
GNYC	407	Special Topics in Entrepreneurship
GNYC	433	New York City Internship (with approved Entrepreneurship focus)
ENT, BUS	-	Entrepreneurship approved LIU Brooklyn coursework

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 and Sustainability
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 130 Road to Success: 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 and life planning. 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 Qualitative 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 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 Writing for Impact
This course introduces students to the conventions of academic reading and writing. Starting with the assumption that good reading skills are vital to good writing, students learn to read carefully, developing strategies for understanding authors' assertions, perspective, and inferences. Responding critically to the texts that they have first learned to read closely, students then build their own arguments. In support of these arguments, students learn to write essays that are well-organized, free from unexamined assumptions or biases, and follow the conventions of academic English. Students also gain the capacity to integrate texts written by others into their essays, demonstrating their awareness of debates surrounding their topic and their ability to ethically cite the thinking of others.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 3
Every Fall

GCOS 173 Exploring Questions: Writing the Research Paper
In this course students are introduced to the processes of writing college-level research papers. They learn to identify research topics, define research questions, design bibliographic search strategies, and answer their research questions in papers supported by primary and secondary sources. Their research papers demonstrate their capacity to support their own theses with well-reasoned arguments and evidence, as well as their ability to acknowledge and respond to divergent points of view.

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 language course in the fall and spring semesters.

GCOS 120 Beginner Immersive 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, 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 Immersive 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, 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 135 Foundations of Global Studies: Economics
This foundational Global Studies: Economics course introduces 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

GCOS 220 Intermediate Immersive 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, 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 Immersive 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, 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 Immersive 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, 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 Immersive 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, 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 Courses

GCOS 218 Foundations of Global Studies: Governance
This foundational Global Studies: Governance course 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.
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 118 Foundations of Global Studies: Governance
This foundational Global Studies: Governance course 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.
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 120 Foundations of Global Studies: Culture
This foundational Global Studies: Culture course connects the semester curriculum to the global issues that constitute LIU Global's core curriculum. Focusing on the cultural lens, the course will treat a number of global issues as they are addressed in other 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, this course will arrange

extensive experiential engagement with sites, institutions, and communities in the surrounding areas.
Credits: 3
Every Fall

GEUR 212 Europe: Past, Present, and Future
Why do so many people still care about the rise and fall of the Roman Empire? Why was the European Union created, and what exactly does it do? Further still, will it survive the aftermath of Brexit and growing Euroskepticism on both the political left and right? Who are Europe¿s most important allies in global politics today, and who poses the biggest threat to its security? Why are far-right political parties on the rise all across the continent? Does an European identity even exist, or is it simply an imagined community? The answers to these and many more questions about Europe¿s present and its future can only be found in its past. In this course, we will construct bridges among these three acts in the European drama by examining significant political, social, economic, and cultural developments of the last three millennia. Using contemporary issues and future challenges to craft our learning objectives, we will study History as a subject by evaluating both ¿master¿ and counter narratives of the European past. While that past has long played an outsized role in the larger narrative of human history, the only way we can really decolonize that history is by understanding how it was colonized to begin with. We will also practice History as a discipline by interrogating primary sources, situate them in specific historical contexts, and interpret that evidence to form our own arguments about the past. In the process, we will deepen our understanding of how Europe became what it is today while also honing critical thinking skills needed to be global citizens.
Credits: 3
Every Fall

GEUR 212 Europe: Past, Present, and Future
Why do so many people still care about the rise and fall of the Roman Empire? Why was the European Union created, and what exactly does it do? Further still, will it survive the aftermath of Brexit and growing Euroskepticism on both the political left and right? Who are Europe¿s most important allies in global politics today, and who poses the biggest threat to its security? Why are far-right political parties on the rise all across the continent? Does an European identity even exist, or is it simply an imagined community? The answers to these and many more questions about Europe¿s present and its future can only be found in its past. In this course, we will construct bridges among these three acts in the European drama by examining significant political, social, economic, and cultural developments of the last three millennia. Using contemporary issues and future challenges to craft our learning objectives, we will study History as a subject by evaluating both ¿master¿ and counter narratives of the European past. While that past has long played an outsized role in the larger narrative of human history, the only way we can really decolonize that history is by understanding how it was colonized to begin with. We will also practice History as a discipline by interrogating primary sources, situate them in specific historical contexts, and interpret that evidence to form our own arguments about the past. In the process, we will deepen our understanding of how Europe became what it is today while also honing critical thinking skills needed to be global citizens.
Credits: 3
Every Fall

GEUR 216 The Politics of Art
This course examines some of the political implications of artistic creations in both historical and contemporary contexts. We will sharpen our visual literacy skills by analyzing art for meaning, both deliberate and unintended, as constructed by artists as well as audiences. Taking advantage of Europe's robust museum culture, we will have a chance to examine works of art in situ in addition to reproduction. Using examples from across historical time and space, we will study art's role in both colonizing and decolonizing missions by examining thorny debates over cultural repatriation and reconciliation initiatives. We will also consider the potential of using art as a form of advocacy on behalf of a broad range of social justice issues including climate change, indigenous rights, and other social inequities.
Credits: 3
Every Spring

GEUR 219 Whither Nationalism? The Modern Nation-State in a Globalized World
This course explores the historical development of nationalism from its eighteenth-century origins to the global hegemony of the nation-state paradigm. Nationalism is arguably both the most constructive and destructive force that humans have ever created, a catalyst for liberation and independence movements on the one hand and on the other a pretext for some of the most heinous crimes against humanity seen during the twentieth century. We will also examine nationalism¿s contemporary resurgence around the world as a response to the challenges, and perceived failures, of globalization. We will base our inquiries on evidence from a wide range of primary and secondary sources, ranging from political philosophy to literature to statutory laws. We also have a unique opportunity to explore how national identities are formed, reformed, and reinforced in people¿s everyday lives in the cities we are staying in by gathering our own evidence from material culture.
Credits: 3
Every Fall

GEUR 226 Innovation and Community Enterprise
This is an exciting and hands-on course for anyone passionate about making a real difference in the world. You will start by exploring who social entrepreneurs are and what drives them, learning how to create meaningful missions and visions, choosing the right legal structures, and building strong business plans that balance purpose with sustainability. This course is all about giving you practical tools and fresh ideas to help you tackle social challenges creatively and effectively. What makes this course truly special is the opportunity to experience social entrepreneurship up close during an intensive two-week period in Europe. You¿ll visit local social enterprises and meet the inspiring people behind them, gaining firsthand insights from experts who are actively working to improve their communities. These real-world experiences will bring your learning to life, helping you understand how innovative ideas can grow into powerful movements for change. By the end of the course, you¿ll have developed a thoughtful business plan and confidence to lead your own social enterprise, ready to make a lasting impact wherever you go.
Credits: 3
Every Spring

GEUR 227 The European Union
This course examines the purpose, philosophy, and operations of the European Union, one of the most remarkable experiments in supranational governance the world has seen to date. From its post-WWII origins as a mechanism for greater economic cooperation among Western European nations, it emerged after the Cold War as a blueprint for political unity in the hopes of healing a divisive past and ushering in a more peaceful and prosperous future. Unfortunately, the project has faced successive waves of Euroskepticism that have hampered these endeavors and call the EU's future into question. We will also consider the efforts, and relative failures, to create a new European identity capable of transcending, and competing with older national identities. We will also have an opportunity to travel to Brussels, and see the headquarters of several key EU institutions in action for ourselves.
Credits: 3
Every Fall

GEUR 228 Beginner Immersive French I
French classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to French culture. To achieve these goals, the students engage actively in class sessions, complete daily assignments, participate in field activities, and interact daily with French-speaking people.
Credits: 3
Every Fall

GEUR 229 Beginner Immersive French II
French classes for beginners have the goals of improving basic oral and written communication skills, as well as further introducing the students to French culture. To achieve these goals, the students

engage actively in class sessions, complete daily assignments, participate in field activities, and interact daily with French-speaking people.
Credits: 3
Every Spring

GEUR 231 Quantitative Literacy and Global Issues: Lies, Damn Lies and Statistics
This seminar course will introduce students to the art and science of understanding and interpreting numerical results, translating real-world problems into mathematical forms, and critically evaluating the contexts, underpinning assumptions and validity of quantitative data. As part of the seminar, students will deepen their understanding of key global issues by learning to identify, interpret and critically engage with relevant quantitative datasets. Alongside building students¿ confidence in understanding, incorporating and producing numerical data in their scholarly, professional and personal lives, the course will also critically examine ethnocentric and other universalist assumptions inherent in much quantitative research by engaging with relevant cross-cultural models and decolonial critiques. Upon completion of the course, students will be well-equipped to identify and counter attempts at data manipulation, distortion and deception, thus enhancing the quality of their civic participation and building their capacity for robust and rigorous critical engagement with diverse range of quantitative data.
Credits: 3
Every Spring

GEUR 241 Careers in Global Citizenship
This experiential course offers students the opportunity to explore career paths in global citizenship by engaging directly with people, organizations, and initiatives across Europe. Through a series of curated site visits, guest speakers, and hands-on activities, students will gain first-hand insight into how professionals in a variety of fields¿including international development, human rights, education, sustainability, the arts, social enterprise, and diplomacy¿build meaningful, impact-driven careers. Rather than studying careers from a distance, students will learn by doing: meeting practitioners in their work environments, reflecting on their own strengths and values, and actively connecting those to potential career pathways. They will develop core professional skills such as crafting compelling resumes and cover letters, communicating with confidence, conducting exploratory interviews, and growing a professional network across cultural contexts. By the end of the course, students will have visited a range of organizations, refined their professional materials (resume, LinkedIn), completed a personal career exploration plan and presentation, and applied to a job, scholarship, or internship of interest. Most importantly, students will leave with a deeper understanding of how to align their goals and values with real-world opportunities¿gaining clarity on how they might contribute meaningfully to a more just and interconnected world.
Credits: 3
Every Spring

GEUR 242 Global Careers and Leadership I
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.
Credits: 1
Every Fall

GEUR 243 Global Careers and Leadership II
Building on the work in Global Careers and Leadership I, students will 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: 1
Every Spring

GEUR 397 Study Abroad Europe
This study abroad course runs every fall semester and includes a travel component that takes place following the final exam period, during the first half of January. Students will meet virtually once a week during the 15-week semester to prepare for the trip. The course topic rotates annually, providing a unique learning experience with a different focus each year.
Credits: 3
On Occasion

Australia-Pacific Center Courses

GAPC 300 History, Culture & Politics in the Pacific
This course introduces students to the social, cultural, political, and economic processes that shape the Pacific region and the impact of various development models 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 Anti-Racism, Indigenous Rights & Allyship
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 Spring

GAPC 318 Global Studies Seminar: Theories, Issues, Solutions
The objective of Global Studies V is to orient students to the theories of globalization and use them to shed light on the major issues faced collectively by humanity. Students will acquire a basic understanding of the way major thinkers in

economics, political science, environmental science and cultural studies articulate the acute issues characteristic of the Global Age. Students will also learn how these same disciplinary perspectives may contribute to holistic policy, entrepreneurial and advocacy solutions. Students will complete a project focused on a global issue that is of specific interest to them, developing their own interdisciplinary bibliography and a literature review that prepares them for their Independent Research and Internship Semester (IRIS) and their Senior Thesis. The course's review of global issues will be tied to field experiences in the center or program in which the course is delivered.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 3
Every Fall

GAPC 320 The UN Sustainable Development Goals in Theory and Practice
This course is an introduction to the theory and practice of sustainable 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 Activism, Social Movements & Political Change in Australasia
This transdisciplinary seminar introduces students to key socio-political issues in contemporary Australasian societies and supports them in developing the necessary analytical, conceptual and organizational tools to better understand and facilitate 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, class, disability, and sexuality in order to enrich their understanding of local, national, and global issues. To this end, comparisons with other settler colonial societies will be included in course discussions, enabling students to consider diverse identities, cultures, and histories 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 these 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 and Cultural Survival
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 other Pacific societies, 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 Fall

GAPC 335 Entrepreneurship, Sustainability & Cross-Cultural Collaboration
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 countries 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

GNYC 318 Global Studies Seminar: Theories, Issues, Solutions
The objective of Global Studies V is to orient students to the theories of globalization and use them to shed light on the major issues faced collectively by humanity. Students will acquire a basic understanding of the way major thinkers in economics, political science, environmental science and cultural studies articulate the acute issues characteristic of the Global Age. Students will also learn how these same disciplinary perspectives may contribute to holistic policy, entrepreneurial and advocacy solutions. Students will complete a project focused on a global issue that is of specific interest to them, developing their own interdisciplinary bibliography and a literature review that prepares them for their Independent Research and Internship Semester (IRIS) and their Senior Thesis. The course's review of global issues will be tied to field experiences in the center or program in which the course is delivered.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 3
Every Fall

GNYC 340 Advanced Research Methods Seminar
The Advanced Research Methods Seminar prepares students for an in-depth localized exploration of a significant global issue of their choice during their senior International Research and Internship Semester. Working closely with their instructor and peers, students will conduct a comprehensive review of the relevant literature on their global issue and carefully design their own field research proposal, taking into account key elements of research methodology, design and ethics. In addition, students will also survey international organizations working on the global issue of their choice and begin applying for internships at some of these organizations.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 3
Every Spring

GAPC 397 Study Abroad Australia Pacific
This study abroad course runs every fall semester and includes a travel component that takes place following the final exam period, during the first half of January. Students will meet virtually once a week during the 15-week semester to prepare for the trip. The course topic rotates annually, providing a unique learning experience with a different focus each year.
Credits: 3
On Occasion

International Research & Internship Semester (IRIS)

GNYC 401 Senior Thesis I
This online course, the first in the year-long Senior Thesis sequence, facilitates the finalization of students' senior thesis research proposals, the undertaking of their field research, and the presentation of their initial findings. The presentation focuses on the data gathered at the site of the undergraduate research, a site anchored by an internship or community engagement project. Through the course, students master senior-level proficiency in research 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 present the initial findings of their field research and lay the foundations for writing their senior thesis in the subsequent semester.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 4
Every Fall

GNYC 403 International Internship
The Internship in Global Issues provides students with the opportunity to apply their knowledge of global issues in a professional setting relevant to the topic of their International Research and Internship Semester (IRIS). Through the process of securing the position and working under the guidance of a professional supervisor, students learn to identify, to apply for and to work effectively in a professional setting. Through completing a set of structured assignments, students also analyze the effectiveness of their host organization, reflect on their own capabilities, and investigate the relationship of the internship to their senior thesis topic.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 6
Every Fall

GNYC 404 Special Topics in Global Studies
This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 405 Special Topics in International Relations
This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications
This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship
This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 408 Studies in World Languages
This course facilitates the study of languages. The syllabus and course requirements are designed in collaboration with a faculty member or an institutional partner and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 4
Every Fall and Spring

New York City Center Courses (Capstone)

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 40-60 page Senior Thesis or equivalent Senior Project. The Senior Thesis draws on students' field research carried out during the preceeding IRIS semester, which they analyze, evaluate, and place in a critical-comparative global context. Engaging with the scholarly literature on the topic within an innovative transdisciplinary framework, students articulate their findings and create a pursuasive argument that presents an original contribution to knowledge. The Senior Project offers an equivalent alternative to the Senior Thesis. It is tied to the minors and may take the form of a creative (for example, a documentary film or podcast) or applied (for example, a business plan or grant submission) project supported by a critical exegesis 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 such as conferences, symposia, and LIU's Discovery Day.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 3
Every Spring

GNYC 404 Special Topics in Global Studies
This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 405 Special Topics in International Relations
This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications
This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship
This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 6
Every Fall and Spring

GNYC 408 Studies in World Languages
This course facilitates the study of languages. The syllabus and course requirements are designed in collaboration with a faculty member or an institutional partner and approved by the Center Director.
In order to register for this course, the student must be an active member of the Global College Student Group.
Credits: 1 to 4
Every Fall and 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

LIU PHARMACY

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, Pharmacy Administration 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.

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.

Preprofessional Studies:

Four Semesters

Science and Math (47 credits)

General Biology 1	BIO 120/L	4
General Biology 2	BIO 122/L	4
Microbiology	BIO 205/L	4
Human Anatomy & Physiology 1	BIO 237	4
Human Anatomy & Physiology 2	BIO 238	4
Calculus	MTH 140	4
General/Inorganic Chemistry 1	CHM 103/L	4
General/Inorganic Chemistry 2	CHM 104/L	4
Organic Chemistry 1	CHM 221/L	4
Organic Chemistry 2	CHM 222/L	4
*Physics for Pharmacy	PHY 127	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 credits)

English Composition	ENG 110	3
Professional and Scientific Writing	ENG 178	3
History or Philosophy	HIS 101	3
*Pharmacy Orientation Seminar	PHM 1	0
English Literature	ENG 115	3
Oral communication	SPE 100	3
Intro or General Psychology	PSY 103	3
Micro/Macro Economics	ECO 101 or ECO 102	3

Doctor of Pharmacy Professional Courses:

Core Courses	91.5
Professional Electives	9
Introductory Pharmacy Practice Experiences	8.5
Advanced Pharmacy Practice Experiences	40
Total credits:	**149**

HARRIET ROTHKOPF HEILBRUNN SCHOOL OF NURSING

The Harriet Rothkopf Heilbrunn School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate-prepared registered nurse interested in pursuing a career as a nurse practitioner. Advanced certificate programs are available for registered nurses who already possess a master's degree in Nursing.

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.
The baccalaureate degree program in nursing/master's degree program in nursing at Long Island University Brooklyn are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Graduates of the Nurse Practitioner programs are eligible for New York State certification as either an adult-gerontology primary care nurse practitioner or family nurse practitioner.

Upon successful completion of the master's degree in nursing or advanced certificate program, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

- Adult-Gerontology Primary Care Nurse Practitioner
- ANCC: Adult-Gerontology Primary Care Nurse Practitioner examination
- AANPCB: Adult-Gerontology Primary Care NP examination
- Family Nurse Practitioner
- ANCC: Family Nurse Practitioner examination
- AANPCB: Family NP examination

SCHOOL OF NURSING

Graduate Nursing Program Goals
The goals of the Harriet Rothkopf Heilbrunn School of Nursing graduate program are to prepare professional nurses who:

- assume leadership roles within the context of the interprofessional team to improve healthcare outcomes for diverse populations.
- lead initiatives that promote safety and improve quality outcomes
- translate evidence into advanced nursing practices
- effectively use technology in the care environment
- advocate for policy that addresses health disparities, promotes health equity, improves population health and the nursing profession
- design and implement advanced nursing practices that consider the needs of diverse populations
- commit to lifelong learning to improve care decisions
- are prepared for doctoral study

Graduate Nursing Program Outcomes
Upon completion of the program graduates are prepared to:

- Select relevant theoretical, scientific, and clinical knowledge to design, provide, and evaluate safe advanced nursing care to diverse clients in multiple settings.
- Formulate leadership behaviors that promote interprofessional collaboration and communication, fiscal accountability, system change, advocacy for the elimination of health disparities, and the provision of quality care.
- Monitor and assess outcomes to create quality improvement and safety initiatives that promote a just culture of safety and excellence in organizational systems.
- Build and lead collaborative interprofessional teams to evaluate and translate evidence into practice to enhance quality and improve healthcare outcomes.
- Evaluate and manage the appropriate use of technology to evaluate outcome data, promote safe practice environments and effective communication, and educate patients and members of the healthcare team to improve healthcare outcomes.
- Advocate, shape, and integrate policy that influences social determinants of health, equitable access to care, reduce health care disparities, and promote the advancement of the nursing profession.
- Demonstrate effective assessment, planning, implementation, design, and evaluation strategies in caring for individuals and groups regardless of race, sex, sexual orientation, gender identity, age, socioeconomic status, culture, health care beliefs, and religion while working with and understanding the roles of all members of the interprofessional team.
- Design, implement and evaluate evidence-based patient-centered culturally appropriate clinical prevention strategies to promote health and health education, prevent disease and reduce risk among individuals and populations at the local, national, and global levels.
- Value the life-long learning and continuing professional development that prepares graduate nurses to influence the delivery of safe quality care to diverse populations in a variety of settings and a variety of rules.

Graduate Programs

- M.S., Adult-Gerontology Primary Care Nurse Practitioner
- M.S., Family Nurse Practitioner
- Advanced Certificate in Adult-Gerontology Primary Care Nurse Practitioner
- Advanced Certificate in Family Nurse Practitioner

Programs are presented in a blended format.

Admission to the Degree and Advanced Certificate Programs

Educational Requirements:
For the MS Program:
Graduation from a baccalaureate nursing program accredited by the Commission on Collegiate Nursing Education, the Accreditation Commission for Education in Nursing, or the National League for Nursing Commission for Nursing Education Accreditation.
For the Advanced Certificate Programs:
Graduation from a Master's degree nursing program accredited by the Commission on Collegiate Nursing Education, the Accreditation Commission for Education in Nursing, or the National League for Nursing Commission for Nursing Education Accreditation.
In addition, the following are the minimum criteria for acceptance into any of the graduate programs in Nursing:

- A cumulative GPA from all post-secondary schools attended of at least 3.0 in nursing and 3.0 overall.
- A grade of B or higher for all undergraduate and graduate level nursing courses.
- New York State Professional R.N. License and current registration.
- One year of clinical experience as an RN is recommended.
- Prior college-level statistics, nursing research, and health assessment courses are required for the MS and Advanced Certificate programs.
- Please note for transfer students: Pathophysiology, Pharmacology and Advanced Physical Assessment transfer credits are not accepted.
- Up to six (6) graduate transfer credits may be accepted at the program's discretion.

Application for Admission
Applications are not considered until all of the following have been received:

- Completed LIU Brooklyn application form
- A current resume or CV, official transcripts from all post-secondary schools attended, and a copy of the applicant's current New York State registration as a Registered Professional Nurse.
- A minimum of two (2) professional letters of recommendation are required.

Deadlines for Submission of Application
Applications are considered and accepted on a

rolling basis for both the fall and spring semesters. Applicants are advised to submit all application materials as soon as possible, to secure a seat in the program.

Submitting an Application for Admission

All applicants must apply online for admissions to LIU Brooklyn. For information, go to http://www.liu.edu/Brooklyn/Admissions

Program Requirements

- A grade of B or higher is required in all graduate nursing courses and an overall GPA of 3.0 or higher is required to progress through and graduate from the graduate nursing programs.
- Only one (1) failed course may be repeated in the graduate program.

Clinical Clearance

Before beginning clinical placements, students must complete a clearance process, which includes a current health assessment by the student's health care provider, current titers, immunizations, background check, drug screen, and documentation of professional liability insurance. Detailed information on specific requirements is available in the Graduate Nursing Student Handbook and School of Nursing website.

Nurse Practitioner Programs

The Nurse Practitioner programs are designed to prepare the Registered Nurse for advanced practice roles in primary care settings. The Master of Science degree programs prepare students to meet the requirements for New York State certification to practice as an adult-gerontology primary care or family nurse practitioner. Upon successful completion of the master's degree in nursing or advanced certificate program, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

Adult-Gerontology Primary Care Nurse Practitioner Program

- ANCC: Adult-Gerontology Primary Care Nurse Practitioner examination
- AANPCB: Adult-Gerontology Primary Care NP examination

Family Nurse Practitioner Program

- ANCC: Family Nurse Practitioner examination
- AANPCB: Family NP examination

The course of study for Adult-Gerontology Primary Care Nurse Practitioner may be completed in seven (7) semesters of part-time study; the Family Nurse Practitioner may be completed in seven (7) semesters of part-time study. The course of study for Advanced Certificates can be completed in six (6) semesters for the Adult-Gerontology Primary Care track or six (6) semesters for the Family Nurse Practitioner track.

M.S. Family Nurse Practitioner

Blended Learning - Onsite & Online

The 48-credit M.S., Family Nurse Practitioner program prepares nurse practitioners by integrating extensive clinical practice with foundational knowledge that is required of all graduate nursing students. It is designed for the registered nurse with a B.S. in nursing who wishes to acquire the clinical knowledge and skills needed for advanced-practice nursing roles in a variety of primary care settings.

This program is presented in a blended format. All courses are web-enhanced using Brightspace. Up to 49% of course content in any one course may be online.

M.S., Family Nurse Practitioner

[Program Code: 24686] {HEGIS Code: 1203.1}

Must complete all courses below:

NUR	610	Nursing Research	3.00
NUR	612	Pathophysiology for Advanced Practice Nursing	3.00
NUR	614	Primary Health Care of the Family	3.00
NUR	620	The Theoretical Basis of Advanced Practice Nursing	3.00
NUR	630	The Advanced Practice Role	3.00
NUR	634	Advanced Physical Assessment	3.00
NUR	644	Pharmacology	4.00
NUR	670	Healthcare Issues, Policies, and Ethics	2.00

Specialty requirement:

NUR	690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR	691	Preceptored Practicum in Primary Care of the Family I	4.00
NUR	692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR	693	Preceptored Practicum in Primary Care of the Family II	4.00
NUR	694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR	695	Preceptored Practicum In Primary Care of the Family III	4.00

Credit and GPA Requirements

Minimum Total Credits: 48
Minimum Major GPA: 3.0

Advanced Certificate in Family Nurse Practitioner

Blended Learning – Onsite & Online

The 40-credit Advanced Certificate Family Nurse Practitioner program prepares nurses who already have a Master's degree in nursing with the knowledge and skills to practice as a nurse practitioner providing care for families and individuals throughout their lifespan.

Applicants who are already certified as nurse practitioners in another specialty will have their prior academic record evaluated to identify courses for which they may be granted credit.

Advanced Certificate, Family Nurse Practitioner (Post-Masters)

[Program Code: 24687] {HEGIS Code: 1203.12}

Must complete all courses below:

NUR	612	Pathophysiology for Advanced Practice Nursing	3.00
NUR	614	Primary Health Care of the Family	3.00
NUR	630	The Advanced Practice Role	3.00
NUR	634	Advanced Physical Assessment	3.00
NUR	644	Pharmacology	4.00
NUR	690	Diagnosis and Management of Illness and Physical Conditions of Family I	4.00
NUR	691	Preceptored Practicum in Primary Care of the Family I	4.00
NUR	692	Diagnosis and Management of Illness and Physical Conditions of Family II	4.00
NUR	693	Preceptored Practicum in Primary Care of the Family II	4.00

NUR	694	Diagnosis and Management of Illness and Physical Conditions of Family III	4.00
NUR	695	Preceptored Practicum in Primary Care of the Family III	4.00

Credit and GPA Requirements

Minimum Total Credits: 40

Minimum GPA: 3.0

Nursing Courses

NUR 610 Nursing Research
The purpose of the course is to teach knowledgeable consumers of nursing research at the graduate level to develop a basic research proposal or state-of-the-science paper based on a topic of interest and/or concern to the nursing profession. Additionally, it is stressed that critical evaluation of the scientific merit of nursing research and incorporation of relevant evidence-based findings into their practice will facilitate the integrity of practice as well as client health outcomes. The importance of evidence-based practice and the research process to the development of nursing knowledge and subsequent practice is discussed. Emphasis is placed on the application of appropriate research methodology, and development of a research proposal or state-of-the-science paper from critically evaluated evidence in the literature. This process occurs within a culturally-diverse and collegial atmosphere.
Prerequisites: NUR 620 & 630
Corequisite: NUR 612
Credits: 3
Every Fall and Spring

NUR 612 Pathophysiology for Advanced Practice Nursing
This course reviews the pathophysiology of disease entities and fosters the development of critical thinking in interpreting changes in function that result in symptoms indicative of illness.
Prerequisites: NUR 620 & 630
Corequisite: NUR 610
Credits: 3
Every Fall and Spring

NUR 614 Primary Health Care of the Family
This course is an overview of common issues in primary care, including principles of screening, prevention, anticipatory guidance, patient education techniques, multicultural issues, occupational and alternative medicine. All issues are related to current best evidence as well as the impact of health literacy on specific populations. The Healthy People 2030 goals are the basis for all discussions.
Prerequisites: NUR 610, 612 ,620, 630, 644 and 670
Corequisite: NUR 634
Credits: 3
Every Fall and Spring

NUR 620 The Theoretical Basis of Advanced Practice Nursing
The purpose of the course is to provide students with an in-depth examination of conceptual nursing and behavioral models applicable to advanced practice nursing. The course includes the discussion and comparison of various theoretical models from nursing and other disciplines with a major focus on their relevance and application to nursing practice, research and theory development.
A corequisite of NUR 630 is required.
Credits: 3
Every Fall and Spring

NUR 630 The Advanced Practice Role
This course provides an opportunity to critically examine the advanced practice role within the context of a rapidly changing health care delivery system. The role of the primary care nurse practitioner is explored from historic, legal and professional perspective. The processes of interdisciplinary collaboration and policy development are discussed. Strategies for proactive leadership and decision-making are also examined. Critical thinking, group dynamics, leadership skills, and role of the APN as educator are studied and modeled in classroom experiences, field experiences, and course assignments.
A corequisite of NUR 620 is required
Credits: 3
Every Fall and Spring

NUR 634 Advanced Physical Assessment
The student is provided with knowledge, methods and laboratory practicum experience to build upon and to refine physical assessment skills. Comprehensive physical examination of adults and children as well as psychosocial, developmental, occupational and cultural aspects of health assessment is studied in depth, using an evidence-based approach. Emphasis is placed on the collaborative aspects of being a member of an interdisciplinary health care team in a primary care setting. A laboratory is incorporated into this course to give students the opportunity to integrate theoretical content into clinical experience. Emphasis is placed on developing a comprehensive and problem-oriented health assessment of clients. This course is taken concurrently with NUR 634L.
Prerequisites: NUR 610, 612 ,620, 630, 644 and 670
Corequisite: NUR 614
Credits: 3
Every Fall and Spring

NUR 644 Pharmacology
This course is designed for nurse practitioner students. The course provides the student with an advanced understanding of pharmaceutics, pharmacokinetics and pharmacodynamics. The major classifications of drugs used across the lifespan in primary care settings are emphasized in terms of therapeutic effects, adverse effects, interactions, and patient and family teaching. Ethical considerations and cultural and financial issues related to medication are also discussed. Students have the opportunity to apply knowledge and gain critical thinking skills with a variety of case studies. The course includes three hours of content on both New York State and Federal laws and regulations related to prescribing and record keeping.
Prerequisites: NUR 610, 612, 620 & 630
Corequisite: NUR 670
Credits: 4
Every Fall and Spring

NUR 670 Healthcare Issues, Policies, and Ethics
This course provides graduate nursing students with the analytical tools and historical perspective to actively influence policy development affecting the delivery of nursing and health care in the United States and the world. The course is designed to explore current factors, policy determinants, and ethical issues affecting health care, specifically as they affect nursing at all levels of practice, nursing education and nursing and healthcare administration.
Prerequisites: NUR 610, 612, 620 and 630
Corequisite: NUR 644
Credits: 2
Every Fall and Spring

NUR 690 Diagnosis and Management of Illness and Physical Conditions of Family I
This course is one of three courses that focus on clinical decision-making skills in family-oriented practice. Knowledge of advanced physical assessment, pathophysiology and pharmacology provide the underpinning for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis for practice. Family theory concepts are presented to form the foundation for practice. Physical assessment skills related to ob/gyn and pediatrics are reinforced. The use of evidence-based practice protocols and guidelines is an integral part of this course. The student will focus on the assessment, diagnosis and treatment of pediatric, women's health and pregnancy health issues.
Prerequisites: NUR 610, 612, 614, 620, 630, 634, 644, & 670
Corequisite: NUR 691
Credits: 4
Every Fall, Spring and Summer

NUR 692 Diagnosis and Management of Illness and Physical Conditions of Family II
This course is the second of three courses that focus on clinical decision-making skills in family oriented practice. Knowledge of advanced physical assessment, pathophsiology and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents and adults in the collaborative practice primary care setting are emphasized.
Prerequisites: NUR Prerequisites: NUR 610, 612, 614, 620, 630, 634, 644, 670, 690, & 691
Corequisite: NUR 693
Credits: 4
Every Fall, Spring and Summer

NUR 694 Diagnosis and Management of Illness and Physical Conditions of Family III

This course is the third of three courses that focuses on clinical decision-making skills in family-oriented practice. Knowledge of advanced physical assessment, pathophsiology, and pharmacology are the underpinnings for the course content. Critical thinking and diagnostic reasoning are reinforced as the basis of practice. The use of evidence-based practice protocols and guidelines is an integral part of this course. Common acute and chronic conditions of adolescents, adults and older adults in the collaborative practice primary care setting are emphasized.

Prerequisites: NUR Prerequisites: NUR 610, 612, 614, 620, 630, 634, 644, 670, 690, 691, 692 & 693

Corequisite: NUR 695

Credits: 4

Every Fall, Spring and Summer

DEPARTMENT OF NATURAL AND LIFE SCIENCES

The Department of Natural and Life Sciences core of full-time faculty members augmented by over 20 adjuncts provides students with unrivaled expertise in a wide variety of subject areas including molecular and cellular biology, bioinformatics, ecology, evolution, microbiology, genetics, ornithology. The goal of the department is to provide a challenging and stimulating curriculum that fosters critical thinking and promotes scientific curiosity on current topics in the biological sciences.

M.S. in Biology

The M.S. in Biology is designed to prepare students for graduate or professional studies as well as for entering the job market. Students choose from one of four concentrations: general biology, molecular/cellular biology, microbiology or medical microbiology. Students, with the approval of their advisor, design their course of study which may vary from the specific areas of molecular/cellular biology, microbiology or medical microbiology to more general areas such as sustainability, ecology, systematics or environmental studies. For each concentration a student chooses one of two pathways to complete the degree: (1) takes a comprehensive examination based upon the course work completed; or (2) completes a research project under the advisement of one of the faculty members, and writes and successfully defends a thesis based upon that research. The research option may not be available for all students, depending upon the availability of professors. Each concentration has a set of required core courses (see Course of Study) which the student must complete; additional course work is completed from elective classes.

Students who elect to complete a thesis must complete a total of 30 credits (core plus electives). Students who elect to take the comprehensive examination must complete a total of 36 credits (core plus electives).

A master of science degree can be used as a steppingstone for multiple career paths. Students may further their scientific pursuits by continuing on to earn a Ph.D. in the biological sciences. Alternatively, students may enter the work force and be employed in research laboratories in pharmaceutical and biotechnology companies, hospitals and federal and state agencies. Successful graduates also may choose to enter medical, osteopathic, veterinary or dental schools to obtain professional degrees. In addition, students can choose from a wide variety of health related fields, such as physical therapy, nursing, genetic counseling, radiologic technology, to name a few. Biology majors are encouraged to develop specific career objectives while pursuing their graduate studies. Departmental advisers will assist students in exploring career possibilities and in devising a personalized plan of study that will best prepare them for their career goals.

Admission Requirements

To be admitted to this program you must:

- Have completed a bachelor's degree with a grade point average of 3.0 or greater
- Have completed at the undergraduate level

1. six advanced courses in biology
2. one year of college mathematics including at least one semester of calculus
3. one year each of inorganic and organic chemistry
4. one year of college physics.

Deficiencies in any of these qualifications may be removed during the first year of graduate study without credit.

International students:

1. Must complete the equivalent of a four-year bachelor's degree
2. Submit all records translated into English and have the original record, or copies of the original, certified or attested to by an official of the school issuing the record, or by the Consulate/Ministry of Education of the issuing country
3. Submit a course-by-course evaluation, completed by an acceptable international credential evaluation agency, for all transcripts/marksheets from colleges or universities outside of the United States
4. Submit an official copy of the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination.

Transfer students must present an overall grade point average of 3.0 and submit official transcripts for the attended college(s)

Submit a completed application to the Office of Admissions (see Submitting an Application for Admission)

Submitting an Application for Admission

All applicants must apply for admission to LIU Brooklyn. Please apply online at https://apply.liu.edu/quickapp2/?campus=LIU&appMethod=WWW#registration. For more information on the admissions process, visit the Office of Admissions website.

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

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

M.S., Biology

[Program Code: 06886] {HEGIS: 0401.0}

Biology, Microbiology (Plan I)

The following courses are required:

BIO	536	Laboratory in Bacteriological and Molecular Techniques	1.00
BIO	537	Laboratory in Biochemistry and Computer Use	1.00
BIO	620	Biochemistry	3.00
BIO	641	Advanced Microbiology	3.00
BIO	642	Advanced Microbiology	4.00
BIO	695	General Virology	3.00

Student complete either Option A or Option B.

Thesis Track (Option A):

The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (15 credits), the following is required:

- Thesis courses:

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

- A total of 9 credits in electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Comprehensive Exam Track (Option B):

The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (15 credits), the following is required:

- 21 credits from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Biology, Medical Microbiology (Plan II)

The following courses are required:

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

All of the following courses are required:

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

Of the following courses only one (1) is required:

BIO	647	Immunology	4.00
BIO	648	Immunology	3.00

Student complete either Option A or Option B.
Thesis Track (Option A):
The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (27 credits), the following course is required:

- Thesis course

BIO	707	Research and Preparation of the Thesis	3.00

Comprehensive Exam Track (Option B):
The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (27 credits), the following is required:

- 9 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Biology, Molecular-Cellular Biology (Plan III)

The following courses are required:

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

The following courses are required:

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

Of the following courses only one (1) is required:

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

Of the following courses only one (1) is required:

BIO	609	Human Genetics	3.00
BIO	631	Genetics	3.00

Student complete either Option A or Option B.
Thesis Track (Option A):
The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (15 credits), the following courses are required:

- Thesis courses

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

- 9 credits of electives from graduate biology courses:

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

Comprehensive Exam Track (Option B):
The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (15 credits), the following is required:

- 21 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Biology, General Biology (Plan IV)

The following courses are required:

BIO	701	Biology Seminar	1.00
BIO	702	Biology Seminar	1.00

The following courses are required:
In addition, all students must take a minimum of 11 credits (Option A - See below) or 17 credits (Option B - See below) from the foundation courses listed below

BIO	503	Modern Concepts of Evolution	3.00
BIO	505	Biostatistics	3.00
BIO	536	Laboratory in Bacteriological and Molecular Techniques	1.00
BIO	537	Laboratory in Biochemistry and Computer Use	1.00
BIO	608	Ecology	3.00
BIO	613	Cytology: The Cytoplasm	3.00
BIO	620	Biochemistry	3.00
BIO	622	Effective Communication in Science	3.00
BIO	625	Plant Molecular Biology	3.00
BIO	631	Genetics	3.00
BIO	692	Molecular Biology	3.00

Students complete either Option A or Option B.
Thesis Track (Option A):
The minimum credit requirement for thesis track (Option A) is 30 credits. In addition to the courses listed above (13 credits), the following courses are required:

- Thesis courses

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

- 11 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Comprehensive Exam Track (Option B):
The minimum credit requirement for comprehensive exam track (Option B) is 36 credits. In addition to the courses listed above (19 credits), the following is required:

- 17 credits of electives from graduate biology courses:

BIO	500-599	any BIO listed in catalog
BIO	600-699	any BIO listed in catalog
BIO	700-799	any BIO listed in catalog
Internship		maximum of 6 credits

Credit and GPA Requirements

Minimum Credits: 30 (Thesis Option)
Minimum Credits: 36 (Comprehensive Exam Option)
Minimum Major GPA: 3.00

Biology Courses

BIO 503 Evolution
A study of the basic concepts and principles of evolutionary biology, beginning with a brief history of evolutionary thought, followed by the fundamental concepts of evolutionary genetics, adaptation and natural selection. Additional topics include molecular evolution and systematics, the origins of biological diversity, and paleobiology and macroevolution. The primary emphasis will be on concepts with a major goal to impart some understanding of the methods used in evolutionary investigations: the kinds of observations and experiments that are used, the facts that are observed and inferred, and the kinds of reasoning used to develop and test hypotheses. Concepts are reinforced through independent trips to the American Museum of Natural History. Two hours of lecture per week plus a term paper. Prerequisite: An undergraduate major or minor in biology. A course in genetics is strongly recommended.
Credits: 3
On Occasion

BIO 508 The Biology of Cancer
A general survey in oncology. Lectures address the historical perspective of cancer research, the definition and classification of tumors, the epidemiology of human cancer, gene regulation and differentiation in normal and tumor cells, characteristics of transformed malignant cells, the biology of tumor metastasis, host transformed malignant cells, the origins of human cancer, and cancer therapy. Two hours of lecture per week plus term paper. Prerequisite: General background in Biology and Chemistry.
Credits: 3
Alternate Fall

BIO 536 Laboratory in Bacteriological and Molecular Techniques
A laboratory course that introduces students to the basic methods in bacteriology and molecular biology. The first seven weeks deal with such bacteriological techniques as pure cultures, sterile technique, metabolism and growth of bacteria. The second seven weeks introduce the basic techniques in molecular biology, including isolation of plasmid and chromosomal DNA, cloning, transformation, gel electrophoresis of nucleic acid, and PCR. Two hours of laboratory per week. Prerequisite: An undergraduate degree in Biology.
Credits: 1
Every Fall

BIO 537 Laboratory in Biochemistry and Computer Use
A laboratory course that introduces students to basic methods in biochemistry and to the applications of computers to research and thesis preparation. The first seven weeks deal with chromatography, electrophoresis, enzymology, radio isotopes and spectroscopy. The second seven weeks introduce students to the Science Division computer laboratory; that is, how to use the World Wide Web/Internet and how to use computers to analyze and present data. Two hours of laboratory per week. Prerequisite: An undergraduate degree in Biology.
Credits: 1
Every Spring

BIO 550 Molecular and Cell Biology
An advanced course in the molecular biology of eukaryotic gene structure and regulation, with emphasis on mammalian cell and developmental biology and genetics. Biochemical and biophysical studies of nucleic acids, chromatin and chromosome structure, somatic cell and immunogenetics; DNA sequence organization and cell developmental biology are all considered. Two hours of lecture per week. A course in molecular biology or genetics is recommended.
Credits: 2
Every Fall

BIO 551 Molecular and Cell Biology Laboratory
An advanced laboratory course in the molecular biology of eukaryotic cells. Laboratory instruction may include RNA isolation and analysis, protein expression and purification, protein-protein interaction, DNA-mediated gene transfer and microcomputer analysis of DNA sequence databases. Two two-hour laboratory sessions per week.
Credits: 2
Every Fall

BIO 607 Neuroanatomy
A study of the organization of the human central nervous system. Emphasis is placed on the structures and organizations of the brain and spinal cord and on the cranial nerves, with additional material on the cranium and spinal column, the meninges, the blood supply, embryonic development, and histology of the central nervous system. Two hours of lecture per week plus a term paper. Prerequisite: General Biology. A course in anatomy is recommended.
Credits: 3
Every Fall

BIO 608 Ecology
This course will provide students with a rigorous overview of the field of ecology across all level of ecological organization. Students will examine how individuals, population, and communities respond to different environmental conditions, with a focus on human-dominated landscapes. Additional topics will include species interactions, biodiversity loss, ecosystem functioning, and global ecology. Class discussions related to weekly readings from the peer-reviewed literature will augment the lecture material and provide insight into experimental approaches used to answer ecological questions. Students will write a term paper about a current topic in ecology and present their findings during the last class period. A field trip and computer lab exercises will build upon ecological principles covered in class.
Three credits.
Credits: 3
Every Spring

BIO 609 Human Genetics
A basic course in the principles of human genetics and molecular biology. Lecture topics include structure of the human chromosome; techniques in molecular biology and cytogenetics; structures of chromosomal abnormalities; abnormal chromosomes in humans and their related diseases; karyotype analysis; inheritance patterns of human diseases; mapping human chromosomes; and human gene isolation. Two hours of lecture per week plus term paper.
Credits: 3
Alternate Fall

BIO 612 Cytology: The Nucleus
A detailed treatment of the structure and function of the cell, with particular attention directed toward the chromosome and its composition, structure and conformation during the cell cycle. Regulation of nuclear events by extracellular ligands and cytoplasmic signalling pathways are discussed. Two hours of lecture per week plus collateral reading and a term report.
Credits: 3
On Occasion

BIO 613 Cytology: The Cytoplasm
An investigation of the organization and structure of the cytoplasm, including a detailed treatment of cell organelles and their activities and interactions. The molecular and biochemical relationship among all cellular components is stressed. Two hours of lecture per week plus a term paper.
Credits: 3
Every Spring

BIO 620 Biochemistry
The course examines the synthesis and degradation of cellular macromolecules in prokaryotic and mammalian systems. Topics include the structure of macromolecules and sugar, lipid and amino acid metabolism. Emphasis is placed on the regulation, integration, and organ specialization of the metabolic pathways. Two hours of lecture per week plus term paper.
Credits: 3
Every Fall

BIO 625 Plant Molecular Development
This course is designed for graduate students who are interested in plant biology, molecular biology and developmental biology. The main topics of the course are 1) biosynthesis and molecular function of plant hormones and 2) pattern formation in plant tissues and the development of plant organs. Recent achievements in these fields will be reviewed by the instructor. Molecular techniques such as gene cloning and genetic methods used by

researchers will be reviewed as well. Half of each lecture will be dedicated to discussing and analyzing primary research articles related to the topics. Students are strongly advised to read the articles beforehand. Current techniques used for genomics and proteomics will be introduced and students will learn how to use the fruition of genomics, proteomics and bioinformatics in public databases that are available through the Internet. Students will submit a term paper about the anaylsis of an Arabidopsis gene using bioinformatics databases at the end of the semester. The goals of this course are 1) learning current questions of plant molecular biology and up-to-date techniques of plant genomics and 2) providing basic training for future molecular biology researchers or plant scientists in academia or industry. Two hours of lecture per week plus term paper.
Credits: 3
On Occasion

BIO 629 Molecular Biology of Infectious Diseases
A study of the mechanisms used by infectious organisms to infect their hosts and to evade the hosts immune response and the response by the host to the infectious organism. Topics include life cycles of relevant organisms, protein receptor binding, antigenic variation, antigen presentation and antibody/T-cell receptor diversity. Emphasis is on the molecular mechanisms of such processes. Two hours of lecture per week plus term paper.
Credits: 3
Alternate Spring

BIO 631 Genetics
A comprehensive review of modern genetics with an emphasis on recent approaches. One major theme is genomics, gene mapping and discovery; another is use of functional genetics to understand gene function and complex processes in model organisms. Two hours of lecture per week plus term paper. Prerequisites: An undergraduate major in Biology or equivalent and knowledge of the fundamental principles of genetics.
Credits: 3
Every Spring

BIO 633 Medicinal Botany
Medicinal botany explores the use of various plants in treating human afflictions and disease throughout history. We will look at some of the ways different cultures co-opt plants for traditional healing and evaluate their efficacy based on scientific literature. the course will teach you how to recognize major medicinal plants in the field, conduct assays to assess their phytochemical properties, as well as prepare herbal medicines. Poisonous plants, hallucinogenic plants and remdial plants for various ailments will be discussed. Students will also give presentations on plants important to their ethnicity. There will be field trips to the Brooklyn Botanic Garden, Prospect Park, and to the Kamwo herbal Pharmacy in Chinatown. This is a graduate course intended for students who are passionate about learning natural history. Two hours of lecture per week plus term paper.
Credits: 3
On Occasion

BIO 641 Advanced Microbiology
First semester of a two semester sequence (BIOs 641 & 642). Presentations on the anatomy and physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Two hours of lecture per week plus collateral readings and term paper. Prerequisite: Microbiology.
Credits: 3
Every Fall

BIO 642 Advanced Microbiology
Second semester of a two semester sequence (BIOs 641 & 642). Presentations on the anatomy and physiology of various prokaryotic and eukaryotic microorganisms. Emphasis is placed on the composition, structure and function of cellular organelles, enzyme localization, molecular mechanisms of action of antimicrobial agents, and selected topics of current interest in microbial physiology. Two hours of lecture and three laboratory hours per week. Prerequisite: BIO 641.
Credits: 4
Every Spring

BIO 648 Immunology
A study of the basic principles of immunology, including antigens and their reactions, antibodies and their properties, the cells and tissues of the immune system, tolerance, and the specificity and molecular biology of the immune response. Two hours of lecture per week plus term paper.
Credits: 3
Every Fall

BIO 692 Molecular Biology
A detailed look at the biosynthesis of DNA and RNA, the genetic code, and the mechanisms of protein biosynthesis. The application of molecular biology techniques to current research problems is explored. Two hours of lecture per week plus term paper.
Credits: 3
Alternate Spring

BIO 695 General Virology
A consideration of such topics as physico-chemical characteristics, identification, genetics, and immunology of viruses. Molecular biology of virus-host interaction is emphasized. Representative studies of animal, bacterial, and plant viruses are emphasized to illustrate fundamental aspects of viral replication, cell susceptibility, and cell response to viral infection. Two hours of lecture per week plus collateral readings and term paper.
Credits: 3
Every Spring

BIO 697 Medical Microbiology
First semester of a two semester sequence (BIOs 697 & 698). A study of microbial-human host interrelationships, with particular attention to the transmission, pathogenicity, and principles of immunity of infectious diseases, especially those of bacterial origin. Emphasis is placed on the newest approaches to the detection, isolation and identification of the organisms implicated in the disease process. Two hours of lecture per week plus term paper. Two hours of lecture and one three-hour laboratory per week in the Spring semester.
The pre-requisites of BIO 641 and 642 are required or approval of the Deparment Chair.
Credits: 3
On Occasion

BIO 698 Medical Microbiology
Second semester of a two semester sequence (BIOs 697 & 698). This course is a study of microbial-human host interrelationships, with particular attention to the transmission, pathogenicity, and principles of immunity of infectious diseases, especially those of bacterial origin. Emphasis is placed on the newest approaches to the detection, isolation and identification of the organisms implicated in the disease process. Two hours of lecture and one three-hour laboratory per week.
Credits: 4
Every Spring

BIO 701 Seminar in Biology
A presentation of selected topics in biological fields by members of the graduate faculty and visiting guest speakers. This course may be taken for credit, but it is required that all Biology majors attend. Subject matter changes each semester. May be repeated for credit. One hour per week.
Credits: 1
Every Fall

BIO 703 Seminar in Microbiology
Meetings conducted by the members of the staff to consider current research and problems in the area of medical microbiology and related fields. Participants include staff members, students and invited guests. All students registered in the program must attend. One hour per week.
The co-requisite of BIO 697 is required.
Credits: 1
Every Fall

BIO 707 Research and Preparation of the Thesis
Open only to matriculated students with approval of Department Chair. Selection, supervision and completion of the thesis topic. Pass/Fail only.
Credits: 3
Every Fall, Spring and Summer

BIO 708 Research and Preparation of the Thesis
Selection, supervision and completion of the thesis topic. Pass/Fail only. Open only to matriculated

students with approval of Department Chair.
Credits: 3
Every Fall, Spring and Summer

BIO 709 Independent Study
Prerequisites: 12 credits toward the master's degree; specific course prerequisites to be determined by faculty supervisor.
Credits: 1 to 3
On Demand

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

The School of Engineering, Computer Science and Artificial Intelligence provides students with fundamental and applied knowledge of computer and digital sciences. Our goal is to develop future leaders with skills and experience sufficient to launch careers in rapidly expanding fields, including but not limited to data acquisition, analysis and communication. We emphasize intersections of digital engineering, computer science and artificial intelligence with other scientific and real-world disciplines and applications. Students engage in meaningful research, with opportunities to actively contribute to scientific learning, with the potential for new breakthroughs and publications. A degree from the School of Engineering, Computer Science and Artificial Intelligence can offer many paths to future success and the ability to make meaningful contributions to the planet and to society. The degrees offered include a Bachelor of Engineering in Digital Engineering, Bachelor of Science and Master of Science in Artificial Intelligence or Computer Science.

DEPARTMENT OF COMPUTER SCIENCE

M.S. Computer Science

The M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science. The program provides the foundations and advanced applications with an emphasis on the design and development of large software systems. Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle.

M.S. Computer Science

[Program Code: 89373] {HEGIS 0701.0}

Computer Science Core: 21 Credits
The following seven (7) courses are required:

CS	631	Algorithms and Data Structures	3.00
CS	633	System Analysis and Design	3.00
CS	641	Computer Architecture	3.00
CS	643	Operating Systems	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00
CS	666	Artificial Intelligence	3.00

Computer Science Electives: 9 to 12 Credits
Three (3) Advanced Computer Science Courses with **Thesis Option**
Four (4) Advanced Computer Science Courses with **Software Development Project**

Thesis Option: 6 credits

CS	698	Computer Science Thesis	3.00
CS	699	Computer Science Thesis	3.00

Software Development Project Option: 3 credits

CS	690	Software Development Project	3.00

OR

CS	691	Software Development Project	3.00

Credit and GPA Requirements
Minimum Credits (Thesis Option): 36
Minimum Credits (Project Option): 36
Minimum Major GPA: 3.0

Computer Science Courses

The 36-credit M.S. in Computer Science provides students with the knowledge and skills to become successful leaders in the field of computer science and information technology. The program provides the basic foundations with an emphasis on the design and development of large software systems. Required courses cover what is commonly accepted by the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE) as the core of graduate computer science. The inclusion of small implementation projects and/or computer programming exercises in most courses provides experience in the practical aspects of the software development cycle. In addition, each student enrolls in a two-course sequence, either writing a thesis or completing a large software development project.

This program is offered in a blended learning format. Nearly half of each course will be delivered online and the balance will be offered in a traditional classroom setting.

CS 601 Principles of Computer Science and Structured Programming C

A study of the fundamentals of structured program design using a block-structured language such as C, functions and file organization, and processing. Students are required to design and run multiple programs for problem solving on a computer. Not credited to M.S. in Computer Science.

Credits: 3

On Demand

CS 605 Fundamentals of Computer Science and Systems Programming

A study of the fundamental concepts of machine architecture and operating systems, including assembly language programming, data structures and algorithms used in advanced C programming. Students are required to design and run computer programs. Not credited to M.S. in Computer Science.

Credits: 3

On Demand

CS 631 Algorithms and Data Structures

An intensive treatment of the application of data structures and algorithms in Computer Science. Topics include recursion; sequential, linked and dynamic allocation of storage stacks; queues; trees; graphs; hash tables; and internal and external sorting and searching. Emphasis is placed on the design, implementation and evaluation of algorithms.

Pre-requisite of CS 601 or equivalent is required.

Credits: 3

Every Spring

CS 633 System Analysis and Design

Successful system development entails much more than just coding. We will survey various models of the software development process, learn how to elicit and analyze system requirements, and how to apply various design strategies, notations, and tools. In the end, you will understand why quality is so elusive in the development of information systems, and you will be comfortable with a range of processes, methods, and tools to help achieve it.

Pre-requisite of CS 631 is required.

Credits: 3

Every Fall

CS 641 Computer Architecture

A study of computer architecture and organization, with emphasis on quantitative analysis. Boolean algebra is introduced to teach digital devices. Students are required to design and implement on paper a simple microprocessor by the end of the semester. Microprogramming and conventional machine level are taught. Programming is expected in an assembly programming language.

Pre-requisite of CS 601 or equivalent, and CS 605 or equivalent, are required.

Credits: 3

Every Fall

CS 643 Operating Systems

An introduction to the algorithms and data structures of operating systems and their performance in various environments. Topics include CPU scheduling, memory management, virtual memory, mutual exclusion and deadlock concurrent processes, and protection and security.

Credits: 3

Every Spring

CS 645 Computer Communications and Networking

An introductory course in computer networks, with emphasis on the physical and logical design of computer networks using the OSI and TCP/IP layered models as conceptual frameworks. The physical, data link, network, and transport layers are discussed in detail. Examples are provided from existing network architectures. The TCP/IP protocol suite is studied in the contexts of the network and transport layers.

Credits: 3

Every Spring

CS 649 Database Management Systems

An examination of the concepts and practical aspects of database management systems and how data resources can be designed and managed to support information systems in organizations. Topics include data models and data and storage structures and their relation to data access; use and management of database systems, data independence; and data sharing, availability, security, integrity and consistency. Students are required to design and implement a database using a relational database management system, such as SQL.

Credits: 3

Every Fall

CS 655 Object-Oriented Software Methodology - C++

A study of object-oriented analysis and design techniques. Several case studies with C++ are used to implement the object-oriented design techniques. Topics include design of classes, class interfaces, overloading (functions and operators), inheritance, polymorphism, dynamic binding, reusability and aspects of software quality modularity. Students are required to complete projects with C++.

Pre-requisite of CS 601 or knowlege of the C language is required.

Credits: 3

Alternate Spring

CS 666 Artificial Intelligence

An examination of the concepts and methodologies used in constructing intelligent computer programs. Areas covered are state space representation, knowledge representation and reasoning techniques, and search strategies, including heuristic search and genetic algorithms. Application areas are selected from game playing, expert-systems, natural language processing and machine learning. Overview of AI tools and languages is included. Students are required to implement an AI project.

Pre-requisite of CS 631 is required.

Credits: 3

Every Fall

CS 690 Software Development Project

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.

Credits: 3

Every Fall

CS 691 Software Development Project

The development of a large software systems project based on a current analysis and design paradigm resulting in a valid and verified software system. The application domain and the course syllabus are made available in the preceding semester. The completion of the degree core requirements is required.

Pre-requisites of CS 631, CS 633, CS 643, CS 645, CS649 and CS 666 are required.

Credits: 3

Every Spring

CS 695 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.

Credits: 3

On Occasion

CS 696 Special Topics in Computer Science

A consideration of a current topic in computer science not offered in any other course.
Credits: 3
On Occasion

CS 697 Special Topics in Computer Science
A consideration of a current topic in computer science not offered in any other course.
Credits: 3
On Occasion

CS 698 Computer Science Thesis
Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.
Credits: 3
Every Fall and Spring

CS 699 Computer Science Thesis
Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.
Credits: 3
Every Fall and Spring

DEPARTMENT OF DIGITAL ENGINEERING

M.S. in Artificial Intelligence

To prepare the workforce of the future, the 30-credit M.S. in Artificial Intelligence (AI) aims to educate and train skilled leaders to create AI applications and AI systems that are designed to solve complex real-world challenges and problems across many industry domains. The purpose of the program is to achieve this latter goal while addressing the emerging needs of the market. Additionally, the new program, with its faculty and students, aims to accelerate multidisciplinary research and discovery in LIU's emerging signature areas: health, pharmaceutics, pharmacological engineering, bioinformatics, and business among others. The program will create new opportunities for research and economic development. It is a pathway for master's students to pursue exciting career opportunities in the most innovative companies in the NY region and the globe across all industry sectors and/or Ph.D. research in Computer Science and related fields.

Artificial Intelligence, M.S. Requirements

MS in Artificial Intelligence Requirements

Choose four of the following Core Module Courses:

AI	602	Programming in Python	3.00
AI	632	Algorithms and Data Structures in Python	3.00
AI	680	Artificial Intelligence: Present and Future	3.00
AI	682	Data Mining and Exploration	3.00
AI	683	Statistical Learning	3.00
AI	686	Automatic Speech Recognition	3.00
AI	688	Image and Vision Computing	3.00

Choose two of the following Specialization Courses:

AI	687	AI and Machine Learning in Bioinformatics	3.00
AI	689	Computational Neuroscience, Cognition and Artificial Intelligence	3.00
AI	701	Intelligent Autonomous Robotics	3.00
AI	790	Special Topics in Artificial Intelligence I	3.00
AI	791	Special Topics in AI: 2	3.00

The following two courses are required:

AI	681	Machine Learning & Pattern Recognition	3.00
AI	700	Applicable Deep Learning	3.00

MS in Artificial Intelligence Electives/Thesis Options

Choose one of the following options:

6 credits of graduate electives in Artificial Intelligence or Computer Science

OR

Thesis - 6 credits

AI	698	Thesis I	3.00
AI	699	Thesis II	3.00

Credit and GPA Requirements

Minimum Credits (Thesis Option): 30
Minimum Credits (Non-Thesis Option): 30
Minimum Major/Overall GPA: 3.0

Artificial Intelligence Courses

AI 602 Programming in Python
Problem solving, algorithmic design, and implementation using the Python programming language are presented. Topics include fundamental data types and associated collection data types, I/O processing, conditional and loop constructs, use and implementation of functions. This first part of the course is complemented with a thorough presentation of object-oriented programming. Select advanced features for both procedural and object-oriented programming are introduced. Three hours lecture; one-hour laboratory.
Credits: 3
Every Fall and Spring

AI 632 Algorithms and Data Structures in Python
A comprehensive study of the design and analysis of efficient data structures and algorithms in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; stacks; queues and deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; internal and external sorting and searching. Three hours lecture; one-hour laboratory.
A pre requisite of AI 602 is required.
Credits: 3
Every Spring

AI 680 Artificial Intelligence: Present and Future
The course gives a quick overview of the background of contemporary work in symbolic AI, and looks at the relationship between statistical and two logical approaches to AI. It also addresses some of the philosophical and ethical issues that arise. The course surveys state-of-the-art AI systems and techniques in various subfields (e.g., agents and reasoning; planning, constraints and uncertainty; google search and the semantic web; dialogue and machine translation; varieties of learning). Three hours lecture; one-hour laboratory.
Credits: 3
Every Fall

AI 681 Machine Learning & Pattern Recognition
This graduate course covers some fundamental theoretical concepts in machine learning, and common patterns for implementing methods in practice. The intended audience is those wanting the background required to begin research and development of machine learning methods. The course provides foundations of pattern recognition algorithms and machines, including statistical and structural methods. Data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and non-parametric classification, supervised and unsupervised learning, use of contextual evidence, clustering, recognition with strings, and small sample-size problems.
Three hours lecture; one-hour laboratory.
Credits: 3
Every Fall

AI 682 Data Mining and Exploration
The course will introduce machine learning and apply it to real-world data sets. Other techniques and data-visualization methods will be featured. Student will undertake case study presentations and a mini-project on a real-world dataset. Three hours lecture; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Spring

AI 683 Statistical Learning
This course provides an introduction to the statistical methods commonly used in learning from data. The course combines methodology with theoretical foundations and their computational aspects. The course aims to assist you in designing good learning algorithms and analyzing their statistical properties and performance guarantees. Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis are introduced. Topics covered include basic probability and statistics including events, conditional probabilities, Bayes theorem, random variables, probability distributions, and hypothesis testing. Building on these concepts, the course provides an in depth of coverage of supervised learning from data with focus on regression and classification methods. A few key unsupervised learning methods such as clustering (K-means and Hierarchical clustering) are covered. R is used for computing throughout the course.
Three hours lecture; one-hour laboratory.
Credits: 3
Every Fall

AI 686 Automatic Speech Recognition
The course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise the state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modelling using hidden Markov models, language modelling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.
Three hours lecture; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Alternate Semesters

AI 687 AI and Machine Learning in Bioinformatics
The digital revolution has seen a dramatic increase in data collection in various disciplines of health sciences. The challenge is especially pronounced in the biomedical space, where whole genome sequencing and other high-throughput technologies generate enormous, highly complex datasets. Machine learning approaches are necessary to gain insights from these data and to train sophisticated models under the context of artificial intelligence. The course addresses various topics in machine learning as applied to the genomic revolution, with emphasis on algorithms that recognize patterns in biological sequences and data — including transcription start sites, regulatory and non-coding regions, gene expression profiles, and protein interaction networks. Three hours lecture; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Spring

AI 688 Image and Vision Computing
The course addresses the analysis of images and video in order to recognize, reconstruct and model objects in the three-dimensional world. Emphasis is placed on studying the geometry of image formation; basic concepts in image processing such as smoothing, edge and feature detection, color, and texture; motion estimation; segmentation; stereo vision; 3-D modeling; and statistical recognition. Three hours lecture; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Spring

AI 689 Computational Neuroscience, Cognition and Artificial Intelligence
The course addresses foundational tools that connect cognitive science and computational neuroscience with artificial intelligence. Emphasis are placed on computational models that mimic brain information processing during perceptual, cognitive and control tasks tested with brain and behavioral data. Computational approaches to understanding cognitive processes, using massively parallel networks are studied. Biologically-inspired learning rules for connectionist networks and their application in connectionist models of perception, memory and language are discussed. Three hours lecture; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Fall

AI 698 Thesis I
Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.
Credits: 3
Every Fall and Spring

AI 699 Thesis II
Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.
Credits: 3
Every Fall and Spring

AI 700 Applicable Deep Learning
Deep learning algorithms learn layered, high-level representations of data to maximize performance on a given task — a paradigm behind recent advances in speech recognition, computer vision, and natural language processing. This course covers the theoretical foundations of deep learning, the design of neural network architectures including convolutional networks and recurrent networks (RNN/LSTM), and modern training techniques such as Adam, Dropout, and BatchNorm. Students will apply these methods to case studies across domains such as healthcare, autonomous driving, and natural language processing, implementing models in Python, and will develop skills in leading machine learning projects from design to deployment. The course culminates in a capstone project. Three hours lecture; one-hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Alternate Semesters

AI 701 Intelligent Autonomous Robotics
This course covers basic topics in autonomous robotics/systems. Intelligent autonomous robots and systems can sense their environment, make decisions on how to act based on the sensations, and execute these actions without human aid or intervention. The main focus of the course is on designing and building robotic systems that navigate independently in complex environments. It is a programming intensive course which requires team work and collaboration, the use of the robotic hardware interface and the implementation of several algorithms to address key areas for effective sensor processing, vision processing, and autonomous decision making in a physical setting or a 3D simulated environment.
Three hours lecture; one-hour laboratory.
A pre requisite of AI 688 and AI 700 is required.
Credits: 3
Alternate Semesters

AI 790 Special Topics in Artificial Intelligence I
A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals. Three hours lecture; one-hour laboratory.
A pre requisite of AI 680 and AI 681 is required.
Credits: 3
On Occasion

AI 791 Special Topics in AI: 2
A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals. Three hours lecture; one-hour laboratory.
A pre requisite of AI 680 and AI 681 is required.
Credits: 3
On Occasion

Ph.D. in Computational Science and Artificial Intelligence

Computational Science and Artificial Intelligence, Ph.D. Requirements

Required Courses (21 credits)

CSAI	705	Statistics	3.00
CSAI	707	Numerical Analysis	3.00
CSAI	709	Computational Material Sciences	3.00
CSAI	710	Computational Quantum Mechanics	3.00
CSAI	712	Digital Twins Model Based Design	3.00
CSAI	715	Teaching Practicum	3.00
CSAI	898	Research Symposium	3.00

Elective Courses (selected in consulation with program director (6 credits)

Disseration Research: 21 credits of CSAI 899: Dissertation

Total Credits Required for degree: 48 credits

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, Diane Sawyer, Norman Mailer, Seymour Hersh, Jane Ferguson, Glenn Greenwald, Anna Deveare Smith, and other journalists of distinction.

The Polk School attracts global talent to the center of New York City's media landscape. Led by accomplished faculty and active professionals, the school shapes the future of media, communications, film, broadcast, and journalism. The school's foundation in storytelling, media, and performance prepares students to succeed in today's communications landscape.

The Polk School offers our prestigious MFA in Creative Writing and Publishing.

M.F.A. Creative Writing and Publishing

LIU's Master of Fine Arts in Creative Writing and Publishing prepares students to tell stories that count (and non-narrative that count, too!) with multi-disciplinary courses in fiction, nonfiction, poetry, screenwriting, playwriting, and hybrid forms. With an emphasis on world literature and a practical focus on publishing, our MFA aims to teach students how to be professional writers and visionary literary citizens. Situated in the heart of Brooklyn, LIU's MFA in Creative Writing and Publishing prepares students for careers in creative writing, academia, translation, and publishing.

The MFA in Writing and Publishing also offers an **online option** for students who can't pick up and move to New York, but still want to earn an MFA. In our MFA's publishing courses, students study directly with professionals at the heart of the publishing industry. During the course of their study, students learn about commercial, independent, and academic publishing with frequent guest literary agents, editors, and leaders from seminal national and international literary arts organizations. We also focus on the performative aspects of the writing industry including audiobooks, public performances and speaking, and adaptations. Students learn about the intersection between book publishing and popular and new media. Students also gain vital publishing industry experience through literary internships centered in New York City and through the practicum of editing LIU's flagship literary journals.

For those with MFA degrees in hand, the Writing Program also offers a **Certificate in Manuscript Preparation**, a 12-15 credit program primarily intended for post-grad students who want the guidance, mentorship, and space to get their first manuscript in order and published.

We also offer a **Certificate in Translation** for those interested in working directly with literature in languages besides English.

A **five-year BA/MFA track i**s also available to students seeking a combined undergraduate and graduate education in creative writing, translation, and publishing.

Admission Requirements for the MFA in Creative Writing and Publishing, Certificate in Manuscript Preparation, and Certificate in Translation programs:

To be admitted to these programs, students must:

- Submit a creative writing sample that reflects the genre/s of your specialties.
- Submit a letter of intent that describes why you want to pursue an MFA or Advanced Graduate Certificate
- Submit 1-2 letters of recommendation from academic/creative writing professors.
- Submit Official educational transcripts with a GPA of 3.0 or better, with at least 6 credits in advanced English courses (literature or creative writing).
- Submit a completed application to the Office of Admissions. (This package will be reviewed by an English Graduate Admissions Committee.)

MFA in Creative Writing and Publishing

[Program Code: 31360] {1507.0}

The following Publishing courses are required: (12 credits)

- WRI 502: Polk Professional Series (3 credits)
- WRI 529: Publishing and Media Workshop (3 credits)
- WRI 519: Literary Arts Practicum (6 credits)

The following Writing courses are required: (9 credits)

- WRI 528: Crossing Genres Workshop (3 credits)
- WRI 527: Revision Workshop (3 credits)
- WRI 708: Thesis (3 credits)

One genre-specific Writing Workshop from the list below is required: (3 credits)

- WRI 520: Nonfiction Writing Workshop (3 credits)
- WRI 523: Fiction Writing Workshop (3 credits)
- WRI 524: Poetry Writing Workshop (3 credits)
- WRI 525: Playwriting Workshop (3 credits)
- WRI 526: Screenwriting Workshop (3 credits)

The following Literature and Criticism course is required: (3 credits)

- WRI 503: Theory of Writing and Craft Criticism (3 credits)

Also, one of the following Literature and Criticism courses is required: (3 credits)

- WRI 504: History of Genre(s) (3 credits)
- WRI 535: Literary Forms from World Literature (3 credits)

The following electives may be chosen to fulfill the 36-credit MFA:

- WRI 700: Pedagogy for Creative Writers (3 credits)
- WRI 705: Internship and Independent Study (1-3 credits)
- WRI 530: Preparing for Publication (3 credits)
- WRI 519: Literary Arts Practicum 2 (3 credits)
- WRI 521: Writing in Place (1-3 credits)
- WRI 522: Food Writing (1-3 credits)
- WRI 531: Translation Workshop (3 credits)
- WRI 532: Translation Theory and Methodology (3 credits)
- WRI 533: Independent Study in Literary Translation (1-3 credits)

Credit and GPA Requirements:

- Minumum Credits: 36
- Minimum Major GPA: 3.0

WRI 502 POLK Professional Series

In this course, students will help plan, organize, promote, conduct interviews and create a podcast for a lively discussion series with Communications professionals in journalism, film and television, radio, publishing, as well as novelists, poets and nonfiction writers. Students will volunteer for and be assigned various roles in the process of creating the series. May be taken as an elective in the MFA Program

Credits: 3

On Occasion

WRI 503 Theory of Writing and Craft Criticism

The Theory of Writing and Craft Criticism courses introduces MFA students to critical and literary theory, and prepare students to complete the critical portion of their MFA thesis. Through this course, students will learn how to situate their writing within a larger, global field of literary theory and intellectual thought, and will have the opportunity to produce essays on craft criticism, in which they analyze and advocate for craft techniques that further strengthen the texts they are studying as well as their own work. Repeatable. May be taken as an elective within the MFA Program.

Credits: 3

On Occasion

WRI 504 History of Genre(s)

This course will introduce students to the history of

a particular form (narrative fiction, nonfiction, poetry, drama or translation). As well as overlaps between genres, such as "autofiction." Depending on the cohort of students in a particular semester, as well as the expertise of the instructor, students will read and discuss historical to contemporary works of literature in a particular genre or genres. The survey can be historical, thematic, or a combination, but is expected to cover at least a quarter of assigned readings that date back centuries if not millennia. Students in the major are required to take at least one history of the genre course but may repeat the course in a different genre, up to three times. Repeatable. May be taken three times.
Credits: 3
Rotating Basis

WRI 518 Creative Writing Intensive: Kickstarting Your Novel
For writers who want to kickstart a commercial career, this creative writing workshop will be taught online by critically acclaimed author Steven Salvatore. Enter with a great novel idea or first draft, and leave a few weeks later with vetted sample chapters, a plot outline, and a query pitch letter. Students will engage in peer review of their writing and will hear from guest speakers in the publishing industry, covering everything from drafting, to editing, to agent and editor relationships, to book production and promotion. Students can also expect class visits from experienced agents and editors. All fiction genres welcome, no prerequisites required.
Credits: 3
On Occasion

WRI 518O Creative Writing Intensive: Kickstarting Your Novel - Online
For writers who want to kickstart a commercial career, this creative writing workshop will be taught online by National Book Award Finalist Hannah V. Sawyer. Enter with a great novel idea or first draft, and leave a few weeks later with vetted sample chapters, a plot outline, and a query pitch letter. Students will engage in peer review of their writing and will hear from guest speakers in the publishing industry, covering everything from drafting, to editing, to agent and editor relationships, to book production and promotion. Students can also expect class visits from experienced agents and editors. All fiction genres welcome, no prerequisites required.
Credits: 3
On Occasion

WRI 519 Literary Arts Practicum 1 and 2
In the Literary Arts Practicum 1 and 2, students will gain hands-on experience on what it is like to run a literary magazine and/or a literary arts organization. Students will gain experience in literary arts programming, editorial experience, curricula development, teaching, student mentorship, publicity, promotion, and budget management. Each class is repeatable up to 2 times. May be used as an elective for MFA students. 1 semester required for Certificate in Manuscript Preparation students.
Credits: 3
On Occasion

WRI 520 Nonfiction Writing Workshop
An intensive workshop devoted to writing literary nonfiction. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms.
Student must be matriculated in the English MFA program in order to register for this course.
Credits: 3
Rotating Basis

WRI 521 Writing in Place
This course explores the terrain formerly covered by the term "travel writing," but with the recognition that notions of travel writing have necessarily changed in the 21st century. Questions explored in this course include what are the implications of looking and visiting another place, what it means to be seen? How does privilege factor into writing about place and what are the dynamics of insiders versus outsiders. Students will regularly write place-based essays and exercises and will read model essays by contemporary and classic place-focused writers. This course may be offered as a study abroad option. Repeatable. May be taken twice.
Credits: 1 to 3
On Occasion

WRI 522 Food Writing
In Food Writing, students will gain hand-on experience at feature writing for culinary journals, websites, collaborative cookbooks, memoirs, and hybrid texts. Students will have the opportunity to work with local chefs and photographers and/or create podcasts featuring food industry professionals. Restaurant reviewing and recipe-testing will likewise be typical features of this course depending on the instructor. This course may be offered as a Study Abroad option.
Credits: 3
On Occasion

WRI 523 Fiction Writing Workshop
An intensive workshop devoted to writing works of fiction. Class time will be spent critiquing each other's writings and discussing traditional and experimental forms. Students in the Creative Writing MFA program may take this class more than once. Prerequisite: Permission of the instructor.
Student must be part of the Creative Writing program in order to register for this course.
Credits: 3
Rotating Basis

WRI 524 Poetry Writing Workshop
An intensive workshop devoted to writing works of poetry. Class time will be spent critiquing each other's writing and discussing traditional and experimental forms. Students in the MFA program may take this class more than once. Prerequisite: Permission of the instructor.
Student must be part of the Creative Writing program in order to register for this course.
Credits: 3
Rotating Basis

WRI 527 Revision Workshop
In Revision Workshop, students work closely with faculty to develop the techniques to read and revise their work from the point of view of an editor. In this course, students engage with revision exercises, learn about revision techniques from their instructor and visiting writers and editors, and have the opportunity to present their revision process and revised work in class for review and workshop.
Student must be matriculated in the English MFA program in order to register for this course.
Credits: 3
Annually

WRI 528 Crossing Genres Workshop
An intensive workshop devoted to different strategies for writing imaginative texts, especially those that cross genres. This workshop is open to poets, fiction writers, nonfiction writers, playwrights, and hybrid writers. Throughout the class, students will be learning the craft of multiple genres by critiquing work produced by their peers in these genres. Students are also welcome to submit work in more than one genre for review. And hybrid writers, who are actively blurring the boundaries between genres, are welcome to take this course as well.
Credits: 3
Rotating Basis

WRI 529 Publishing and Media Workshop
In the Publishing and Media Workshop, MFA students study directly with writers, editors, agents, and publishing and media industry professionals in short, intensive classes, each lasting five weeks and worth 1 credit. Classes will focus on publishing, media, and industry-focused coursework. Students may register for one or all such workshops in a given semester. 5-week class. 2-3 classes offered per semester. Repeatable. May be taken six times.
Credits: 1
Every Semester

WRI 530 Preparing for Publication
In Preparing for Publication, students learn first-hand what the process of preparing their work for an audience will look like. Students will learn editing techniques from faculty and visiting writers and editors, and will engage in the process of submitting work to literary journals, for prizes and publication, and preparing work for new media outlets. May be taken twice.
Student must be matriculated in the English MFA program in order to register for this course.
Credits: 3
Rotating Basis

WRI 535 Literary Forms from World Literature
In contemporary American creative writing, theatre, and screenwriting classes, the literary structures and forms most centered are derived from the Western literary canon. However, in Literary Forms from World Literature, students will study and learn about literary forms, structures, aesthetic theories, intellectual traditions, and storytelling techniques from a variety of world literatures and ethnic American literatures. Thus, through this class, students will diversify and strengthen their craft knowledge and technique, and will gain access to storytelling structures, forms, and aesthetic traditions far beyond the Anglo-American canon.
Credits: 3
Rotating Basis

WRI 537 Writing Intensive II: A Guide to Self-Publishing
Most MFA programs teach you how to write. This continued education course teaches you what happens next, taught by trailblazing publishing futurist Julie Trelstad. First, learn the self-publishing landscape options, from zines and Amazon¿s KDP all the way through hybrid presses and the Big 5, and determine how to decide which works best for your work. Then learn how to build a promotional platform and create expectations for profit. Finally, take a practical dive into production and publication, including cover design, interior layout, back cover copy, PR and marketing, and more. Basically, learn everything you need to know to self-publish your novel in one crash course!
Credits: 0
On Demand

WRI 700 Pedagogy for Creative Writers
Students who are Teaching Assistants and/or teaching through the Literary Arts Practicum are recommended to take this course. This course prepares students to teach writing by examining theoretical and practical dimensions of the teaching of writing. The course may focus on teaching composition or creative writing at the college level. Topics include constructing course syllabi, integrating reading and writing assignments, running classroom workshops, promoting process writing, responding to student work, using multimodal instruction, considering the linguistic needs and abilities of a multicultural student population. May be taken twice.
Student must be matriculated in the English MFA program in order to register for this course.
Credits: 3
Annually

WRI 705 Internship and Independent Study
If enough students are engaged with internships in a given semester, or have an interest in strategies for doing independent study while pursuing internships (10 students or more), we will offer an internship course. If not, students will work on their own with a faculty mentor. In the Internship and Independent Study course, students have the opportunity to explore internships in which they work directly with industry professionals, pursue work-study options within academia, and learn about teaching opportunities. For those students seeking to do a semester's worth of independent research on their current manuscripts and writing projects, the Independent Study portion of this class will allow students to work closely with a faculty mentor, develop reading lists, and delve deeper into independent research that will help strengthen their writing and work. Repeatable, up to a total of 6 credits.
Credits: 1 to 6
On Demand

WRI 708 Thesis
The thesis for the MFA will take the form of a portfolio of creative work with an additional critical component. Students work with two thesis advisers, a director and a reader. Length and word count to be determined by thesis director and student in consultation with Program director(s).
Credits: 1.50
On Demand

SCHOOL OF BUSINESS

The School of Business aligns with the mission of the University to support 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, the school strives to maintain a curriculum responsive to the dynamic marketplace. The school has responded accordingly with extracurricular activities that more closely resemble internships than clubs, thereby bolstering student resumes. Through a set of initiatives launched in 2018, LIU students have the chance to manage a real-money portfolio of stock market investments as part of our Student Managed Fund. Internal Revenue Service Certification to professionally file tax returns is available through our Accounting Society and NABA chapters. Students can be responsible for the social media promotion of our School through the Marketing Society, and students interested in going on to law school interact with sitting judges not just in the classroom but in their chambers through our Pre-Law Society. At the School of Business, we realize that getting involved leads to being hired and a successful career launch. All of these offerings are available to our graduate students.

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. In addition, the school offers a Master of Science program in Data Analytics and Strategic Business Intelligence.

Mission Statement

The School of Business 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 AND ACCOUNTING

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 MBA with concentrations in Entrepreneurship, Finance, International Business, Management, Management Information Systems and Marketing.

Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) degree at LIU Brooklyn provides students with the knowledge needed to start a business or propel them to the next step in their current industry. Students learn cutting-edge business acumen from highly credentialed faculty from reputable universities, and experienced business professionsals.

LIU Brooklyn's M.B.A. offers several flexible options to support individual interests, career objectives and busy schedules. Students may pursue their education on a full or part-time basis with classes in the evening, on weekends and online.

M.B.A (3 credit format)

M.B.A.

[*Program code: 39878 HEGIS code: 52.0201]*

This program requires 36-63 credits. Upon evaluation of your official academic transcripts, your advisor will officially communicate the required number of credits needed to fulfill the M.B.A. degree requirement.

Required Courses

General Business Core (*Up to 27 Credits*)

Courses may be waived subject to prior undergraduate or graduate academic coursework.

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	513	Marketing Management	3.00
GBA	515	Managerial Communications	3.00
GBA	517	Fundamentals of Management Information Systems	3.00

Required Business Basics Courses

Courses may be waived subject to prior undergraduate or graduate academic coursework.

GBA	516	Business Statistics	3.00
GBA	520	Managerial Economics	3.00
GBA	521	Legal Aspects of Business Administration	3.00

Advanced Business Core*(24 credits)*

MBA	612	Marketing Strategy	3.00
MBA	621	Service and Operations Management	3.00
MBA	625	Management of Innovation and Technology	3.00
MBA	660	Managerial Accounting	3.00
MBA	662	Principles of Corporate Finance	3.00
MBA	664	Leading and Managing Teams	3.00
MBA	666	Data Analytics and Strategic Decision Making	3.00

MBA	668	Intro to Startups & Entrepreneurship	3.00

Specialization Courses

M.B.A. students must take three (3) advanced courses in the specialization of choice. Available specializations are: entrepreneurship, finance, international business, management information systems, management, HRM, marketing and accounting. See section below on Specializations for more information about requirements.

Required Capstone

MBA	800	Strategic Management Capstone	3.00

MBA Specializations

M.B.A. SPECIALIZATION REQUIREMENTS

Accounting *(9 credits)*

The accounting concentration is designed to expand the knowledge of students preparing to work in the fields of financial management, controllerships, and cost analysis.

Nine credits of advanced level (700 or above) accounting courses required--must be courses that are not being used to satisfy major core requirements.

Entrepreneurship (*9 credits*)

The entrepreneurship concentration engages students to develop entrepreneurial thinking through the process of value creation and innovation and prepares them o execute a comprehensive strategy for launching a new venture.

Required (3 credits)

ENT	701	Seminar in Entrepreneurship	3.00

Required 6 credits from the following list:

FIN	727	Global Economic Environment of Business	3.00
MAN	707	Small Business & New Venture Management	3.00
MAN	708	Management of Technology and Product Innovations	3.00
MAN	709	Government and the Management of Technology	3.00
MKT	709	New Product Development	3.00
MKT	704	Digital Marketing	3.00
MKT	736	Social Media Marketing	3.00

Finance (*9 credits*)

The finance concentration develops technical and managerial skills for global financial careers. Courses cover global financial instruments and markets while developing analytical and strategic decision-making abilities. The approach considers macroeconomics as well as financial aspects of individual business organizations.

Nine (9) credits of advanced level (700 or above) finance courses required--must be courses that are not being used to satisfy major core requirements.

Human Resource Management *(9 credits from graduate HRM courses)*

The human resource management concentration helps students develop the skills to manage more efficient and effective organizational and human capital systems that can be a source of sustainable competitive advantage for an organization.

Required six (6) credits:

HRM	721	Industrial Relations	3.00
HRM	722	Human Resource Management	3.00

And one of the following (3 credits)

HRM	726	Legal and Regulatory Environment in Human Resource	3.00
HRM	797	Case Studies in Human Resource Management	3.00
HRM	798	Special Topics in Human Resource Management	3.00
HRM	799	Advanced Topics in Human Resource management	3.00

International Business (*9 credits*)

The international business concentration focuses on decision-making in an international context and prepares professionals for positions within multinational organizations. Business functions are related to the socio-cultural, political, legal and labor-forces that affect global corporations. The international business concentration evaluates, both theoretically and practically, the opportunities and risks of doing business in an increasingly complex and interdependent world.

Nine (9) credits of advanced level (700 or above) IBU courses required--must be courses that are not being used to satisfy major core requirements.

Management (*9 credits*)

The management concentration focuses on the interrelated functions of business enterprises--large and small--which determine their visibility in the service global marketplace of the 21st century. Strategic goal setting, organizational structures, management philosophies and cultures, ethics, production and service processes, problem analysis and decision-making techniques are explored within a range of internal and external environments.

Nine (9) credits of advanced (700 or above) management courses required--must be courses that are not being used to satisfy major or core requirements.

Management Information Systems *(9 credits)*

The management information systems concentration provides the necessary information for managing an organization, and explores how an effective management information system provides decision-oriented information to assist managers in planning, organizing and controlling the organization. The management information systems curriculum teaches information systems concepts within organization functions, as well as management knowledge of technical information systems knowledge. The graduate can work within the environment of a modern organization and can interact with both organizational functions and computer technology.

Required (3 credits)

CS	601	Principles of Computer Science & Structured Programming C	3.00

Required 6 credits from the following list:

CS	633	System Analysis and Design	3.00
CS	645	Computer Communications and Networking	3.00
CS	649	Database Management Systems	3.00

Marketing *(9 credits)*

The marketing concentration is designed for students who wish to pursue careers in brand management, B2B marketing, marketing research, technology marketing, new product development, or other leadership roles in sales management. Courses focus on the multiple dimensions of the decision-making process in a marketing setting and the application of the analytical tools for economic behavior sciences and quantitative systems to problems and opportunities currently facing marketing executives.
Nine (9) credits of advanced level (700 or above) Marketing (MKT) courses required--must be courses that are not being used to satisfy major or core requirements.

Credit and GPA Requirements

Minimum Total Credits: 36-48
Minimum Major GPA: 3.00

PharmD Pharmacy / MBA Business Administration

LIU Pharmacy in conjunction with the School of Business, Public Administration and Information Sciences, offers a shared credit PharmD/MBA. Students that successfully complete the program receive both degrees in the same 6-year time frame required for completing just the PharmD. Graduates will be well-positioned to compete for promotion in traditional pharmacy settings and in addition, will broaden their career opportunities to include the fields of pharmacy practice, pharmacy administration and managment, and health care administration, as well as various sectors of the pharmaceutical industry. Moreover, the MBA opens the door for future career changes to the broad world of business beyond pharmacy. Please see the LIU Pharmacy bulletin for more information about this program and degree requirements.

Accounting Courses

ACC 501 Financial Accounting
A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.
Credits: 3
Every Fall

Tax Courses

TAX 774 Taxation of High Net Worth Individuals/Introduction to Personal Financial Planning
This course will focus on the tax planning, tax compliance issues faced by high net worth individuals and fundamentals of sound personal financial planning. Topics will include the U.S. taxation of portfolio income, passive income, sales of investments, retirement savings and the alternative minimum tax. Also covered will be the basics of investment, charitable and insurance planning, interest, dividends, and capital gains/losses . Additional topics explored include partnership rules and basis considerations related to investment income, at risk limitation, passive/loss limitation, real estate investment considerations, retirement savings, and REIT's.
A pre requisite of TAX 760 is required
Credits: 3
On Demand

Finance Courses

FIN 703 Corporate Financial Policy
An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; leasing; mergers, acquisitions and consolidations; and the applications of the capital pricing model, the arbitrage pricing model and the options theory to corporate financial decisions.
Pre-requisites of GBA 511 and GBA 514 or GBA 520 are required.
Credits: 3
On Demand

FIN 704 Financial Reports Analysis
A survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms. Required of all Finance concentration students.
Pre-requisites of GBA 511 and GBA 520 are required.
Credits: 3
On Demand

FIN 705 Securities Analysis
An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk, including duration and convexity, are examined. An introduction to derivative securities and international investments is included.
Pre-requisites of GBA 511, GBA 520, and FIN 704 are required.
Credits: 3
On Demand

FIN 707 Portfolio Management
This course will cover meeting investment objectives, individual and institutional portfolios, and asset allocation and management strategies for mixed portfolios. Alternative techniques for risk management, derivative securities and portfolio management are analyzed. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, are examined.
Pre-requisites of GBA 511 and GBA 520 are required.
Credits: 3
On Occasion

FIN 712 Capital Budgeting
An exploration of the theory of capital budgeting and risk management of long-term funds. Topics include measurement of cash flows, criteria of investment desirability, effects of taxes and inflation, risk analysis, cost of capital and capital structure, lease analysis, capital rationing, multicriteria capital budgeting, and linear programming.
The pre-requisites of GBA 516 and ACC 501/GBA 510 or equivalent are required.
Credits: 3
On Occasion

FIN 716 International Financial Markets
An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.
Pre-requisites of GBA 511 and GBA 520 are required.
Credits: 3
Cross-Listings: FIN 716, IBU 702
On Occasion

FIN 726 International Corporate Finance
An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.
The pre-requisite of FIN 716 is required.
Credits: 3
Cross-Listings: FIN 726, IBU 708
On Occasion

FIN 742 Financial Statement Analysis
An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)
The pre-requisite of ACC 501 or GBA 510 or equivalent is required.
Credits: 3
Cross-Listings: ACC 742, FIN 742, PM 727
On Demand

FIN 750 Financial Problems Seminar
An analysis of selected current foreign and domestic financial and economic developments. Emphasis is on integrating acquired financial knowledge with the problems under study.
Pre-requisite of GBA 511, GBA 520 and FIN 710 are required.
Credits: 3
On Occasion

FIN 756 Fraud and White Collar Crimes
This course highlights the role of the forensic accountant both as an investigator and in litigation support for various forms of white collar crimes, including bankruptcy fraud, procurement fraud, divorce fraud, mortgage fraud, and money laundering by examining the legal elements of the crime. This course will also address the federal tax crimes statutes enumerated in the Internal Revenue Code and their impact on tax practitioners both in their capacity as expert witness and as the target of a criminal investigation. This course will be

supplemented by case studies and video resources. Three credits, 45 CPE hours.
The pre-requisite of ACC 501 is required.
Credits: 3
Cross-Listings: ACC 756, FIN 756
On Demand

GBA 510 Financial Accounting
A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.
Credits: 3
Every Fall

GBA 511 Corporate Financial Management
A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows.
Pre-requisite of GBA 510 is required.
Credits: 3
Every Fall

GBA 512 Principles of Management and Leadership
An analysis of current management theory and practice that includes a discussion of its historical foundations and an investigation of various approaches to the management discipline. Primary emphasis is on the administrative functions of planning, decision making, organizing, staffing and controlling.
Credits: 3
Every Fall

GBA 513 Marketing Management
A survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination and adaptation of marketing operations to opportunities in profit and nonprofit organizations. Focus is placed on the principal decision-making components of national and international marketing, including product.
Credits: 3
Every Fall

GBA 515 Managerial Communications
An investigation into improving the way people within organizations communicate. The course includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climates, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning and producing business reports, and advertising managerial communications.
Credits: 3
Every Fall

GBA 516 Business Statistics
An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing).
Credits: 3
Every Spring

GBA 520 Managerial Economics
Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.
Credits: 3
Every Spring

GBA 521 Legal Aspects of Business Administration
A study of law and the legal system, applying the case study methods of learning, through which legal reasoning and analytical skills are developed. Examples of topics covered are intentional torts, negligence, contracts and the Uniform Commercial Code, the law of sales and intellectual property. Other major areas of study include state and federal corporate law; state and federal regulation of business, and the regulation of corporate securities; legal aspects of ethical and social responsibility of business.
Credits: 3
Every Spring

HRM 721 Industrial Relations
A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 721, MAN 721
On Demand

HRM 722 Human Resource Management
A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 722, MAN 722
On Demand

HRM 724 Organizational Development
An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 724, MAN 724, PM 711
On Demand

HRM 725 Work, People and Productivity
An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 725, MAN 725, PM 712
On Demand

HRM 726 Legal and Regulatory Environment in Human Resource Management
An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 726, MAN 726
On Demand

HRM 730 Staffing and Talent Management
Examination of the process of strategic recruitment,

selection, and development of top talent in organizations; understanding and planning for talent needs; use of current recruitment methods and selection techniques of both internal and external talent pools; and the development of internal talent for retention and promotion. Legal context of employment decision-making is emphasized.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 730, MAN 730
On Demand

HRM 731 HR Analytics and Performance Metrics
Introduces the student to the theory, concepts, and business applications of human resources research, data, metrics, systems, analyses, and reporting. The student will develop an understanding of the role and importance of HR analytics, and the ability to track, store, retrieve, analyze and interpret HR data to support decision-making. The student will use applicable benchmarks/metrics to conduct research and statistical analyses related to human resource management, and will prepare reports to present findings and recommendations.
MBA: Pre-requisite of GBA 516 and either GBA 512 or MBA 613 are required.
MS in HRM: Pre-requisite of GBA 516 and co-requisite of HRM 722/MAN 722 are required.
Credits: 3
Cross-Listings: HRM 731, MAN 731
On Demand

HRM 750 Management Seminar
A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.
Pre-requisites: MBA 613 and permission of dean.
Credits: 3
Cross-Listings: HRM 750, MAN 750
On Occasion

HRM 790 Compensation and Benefits
This course focuses on employee compensation and employee benefits. Topics considered in this course include strategic compensation policy, compensation management and administration, pay-for-performance, as well as how compensation is determined for both hourly and salaried employees. Benefit topics include both legally required and employer discretionary benefits, as well as how firms develop and administer employee benefit plans. Laws governing both compensation and benefits will also be covered.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 790, MAN 790
On Demand

HRM 791 Employee Training and Development
Training refers to a planned effort by an organization to facilitate employee's learning of job related skills and behaviors. The purpose of this course is to provide the student with the knowledge and skills that are required to design, develop, and deliver quality employee training. Within the context of training, approaches to employee development will also be discussed.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 791, MAN 791
On Demand

HRM 792 Diversity in the Workplace
This course employs a seminar format and examines the complex and encompassing ways in which people differ, including examining the primary dimensions (age culture/ethnicity/race, language, gender, physical abilities and sexual orientation) and secondary dimensions (education, geographical location, income, marital status, parental status, religion and work experience) that formulates in many instances the view of cultural diversity.
The pre-requisite of HRM 722 or MAN 722 is required.
Credits: 3
Cross-Listings: HRM 792, MAN 792
On Occasion

HRM 797 Case Studies in Human Resource Management
This is an application-oriented course designed to provide students with the opportunity to apply HR theory to the practical everyday challenges faced by HR generalists. Relevant course topics addressed during the semester include strategic management; workforce planning, recruitment, and selection; compensation and benefits; labor relations; workplace safety and security. Emphasis is placed on developing and evaluating alternative solution strategies.
The pre-requisite of HRM 722 or MAN 722 is required.
Credits: 3
Cross-Listings: HRM 797, MAN 797
On Demand

HRM 799 Advanced Topics in Human Resource Management
An in-depth study of selected themes, current developments, emerging issues, and areas of professional specialization in the field of Human Resource Management. Topics vary.
The pre-requisite of HRM 722 or MAN 722 is required.
Credits: 3
Cross-Listings: HRM 799, MAN 799
On Occasion

International Business Courses

IBU 701 International Business
An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.
Pre-requisites of GBA 511 and GBA 512 are required.
Credits: 3
Cross-Listings: IBU 701, MAN 780
On Occasion

IBU 702 International Financial Markets
An analysis of the financial opportunities and risks resulting in global market investment, with a focus on international portfolio diversification and management. Topics include determinants of foreign exchange rate and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons for and impact of official intervention; and a study of the Eurocurrency and Eurobond markets, as well as a review of leading indicators for the various international stock markets.
Pre-requisites of GBA 511 and GBA 520 are required.
Credits: 3
Cross-Listings: FIN 716, IBU 702
On Occasion

IBU 704 Management of International Business
A focus on the management of direct international investment, commonly known as multinational corporation, that examines the nature, growth and new directions of direct investment and how those elements are related to changing economic, social and monetary conditions. The course highlights the interplay of business and government in international management.
The pre-requisites of GBA 512 or MBA 613 are required.
Credits: 3
On Occasion

IBU 705 International Marketing
The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.

Pre-requisite of GBA 513 and MBA 612 are required.
Credits: 3
Cross-Listings: IBU 705, MKT 717
On Occasion

IBU 708 International Corporate Finance
An analysis of the financial opportunities, risk and decision-making processes associated with international operations. Topics include management of translation, transaction, and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is employed.
The pre-requisite of FIN 716 is required.
Credits: 3
Cross-Listings: FIN 726, IBU 708
On Occasion

IBU 770 International Accounting
Insight into the international accounting environment from the viewpoint of the U.S.-based multinational organization. (45 CPE credits)
Pre-requisite of GBA 512, MBA 611 and ACC 501 are required.
Credits: 3
Cross-Listings: ACC 770, IBU 770
On Demand

Management Courses

MAN 703 Project Analysis and Program Management
A survey of managerial criteria for effective project planning and management. Topics include establishing objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution and options in allocation of resources.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
On Demand

MAN 704 Managerial Planning and Control Systems
A study of the formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of measuring performance and handling information.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
On Occasion

MAN 707 Small Business and New Venture Management
An examination of the role of a small business in a dynamic, free enterprise economy, designed to stimulate a creative approach (by entrepreneurs) to the problems of a small firm. The course emphasizes establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions.
Pre-requisite of GBA 511, GBA 512 and MBA 613 are required.
Credits: 3
On Occasion

MAN 709 Government and the Management of Technology
An examination of the changing role of government in shaping and directing the management of technology in the civilian sector of the economy. Principal themes include the rationales, processes and mechanisms of government involvement; promotion and regulation of technological development and use by government; industrial policy in the United States and other countries; and the impact of government on product innovation and on the national economy.
The pre-requisite of GBA 517 or PM 703 is required.
Credits: 3
On Occasion

MAN 721 Industrial Relations
A survey of federal and state laws affecting the conduct of parties in a bargaining relationship. Factors in the bargaining process, strategy and tactics, principles and specifics of contract clauses, and administration and enforcement of the collective bargaining agreement are examined.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 721, MAN 721
On Demand

MAN 722 Human Resource Management
A review of the major areas of personnel administration. Topics include selection and replacement, compensation, training and development, labor relations, and employee services. Such activities are viewed from the position of both the large and small firm.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 722, MAN 722
On Demand

MAN 724 Organizational Development
An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 724, MAN 724, PM 711
On Demand

MAN 725 Work, People and Productivity
An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 725, MAN 725, PM 712
On Demand

MAN 726 Legal and Regulatory Environment in Human Resource Management
An examination, discussion and exploration of laws, regulations and judicial decisions affecting the Human Resources manager. Case studies are used to develop an awareness of the legal problems facing the modern manager. Emphasis is on the federal agencies and laws, but areas of regulation reserved to the states are also discussed.
MBA: Pre-requisite of GBA 512 or MBA 613 is required.
MS in HRM: Co-requisite of HRM 722/MAN 722 is required.
Credits: 3
Cross-Listings: HRM 726, MAN 726
On Demand

MAN 750 Management Seminar
A consideration of the human problems of organizational management from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.
Pre-requisites: MBA 613 and permission of dean.
Credits: 3
Cross-Listings: HRM 750, MAN 750
On Occasion

MAN 760 Management Consulting
Intended to develop a student's management consulting skills by examining the best practices for internal and external consultants to introduce change. It teaches key aspects of the consulting process including problem assessment and diagnosis, contracting, data collection, analysis, implementation, resistance to change, evaluation, and ethics.
Pre-requisite: GBA 512
Credits: 3
On Occasion

MAN 780 International Business
An introduction to international business that examines those aspects of economics, finance, investment and trade that have an international dimension. Topics include historical development of multinational enterprises, relations between multinational corporations and host countries, and special problems associated with international operations.
Pre-requisites of GBA 511 and GBA 512 are required.
Credits: 3
Cross-Listings: IBU 701, MAN 780
On Occasion

MBA 612 Marketing Strategy
An analysis of the processes that shape marketing policy to maintain profitable operations. Emphasis is on the use of planning theory, game theory and input-output analysis in devising market plans and decision-making. Application of such techniques is illustrated by cases and actual marketing problems of companies.
Pre-requisite of GBA 513 is required.
Credits: 3
Every Spring

MBA 621 Service and Operations Management
This course will focus on the various aspects involved in the management of service operations within the "pure" service sector (e.g., banking, transportation, travel and tourism) and within the service functions of manufacturing (e.g., after-sales support, financing). In addition to providing an overview of the role of services in the economy and within the functioning of various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management redesign of service delivery processes, management of technology, and managing human resources. The course explores the dimensions of successful service firms and helps students discover entrepreneurial opportunities.
Prerequisite of GBA 510, 511, 512, 513, 515, 516, and 517 are required.
Credits: 3
Every Fall

MBA 625 Management of Innovation and Technology
This course draws upon the economics of technical change – for high technology businesses. The emphasis is on the development and application of conceptual models clarifying the interactions between competition, patterns of technological and market change, and the structure and development of internal firm capabilities. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries. Throughout, key conceptual frameworks are linked to applications in a variety of industry and case settings.
Pre-requisites: GBA 517 and MBA 621
Credits: 3
Every Spring

MBA 630 Marketing Strategy
A focus on marketing planning processes, concepts, methods, and strategies at the product and corporate level and with a global orientation. The course emphasizes the relationship between marketing and other business functions and draws on perspectives from industrial economics, corporate finance, and strategic management. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods, and insights they have acquired in previous marketing and other business courses to the design and implementation of marketing strategies.
Pre-requisite of GBA 513 is required.
Credits: 1.50
On Demand

MBA 631 Organizational Leadership
An exploration of transformational leadership as embodied in earlier theoretical classics in the field. Includes discussions on great man theory, trait theory, autocratic/democratic leadership, contingency theories, and situational leadership.
Pre-requisite of GBA 512 is required.
Credits: 1.50
Cross-Listings: MBA 631, MBA 631
On Demand

MBA 632 Ethics in a Global Society
An exploration of the environment in which business is conducted with emphasis on legal, social, and political dimensions. The demands for ethical responsibility in business are also explored and evaluated.
Pre-requisite of GBA 512 is required.
Credits: 1.50
On Demand

MBA 633 Corporate Financial Policy
An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting, cost of capital, financial and capital structure, sources of long-term funds, dividend policies, and mergers, acquisitions, and consolidations.
Pre-requisite of GBA 511 is required.
Credits: 1.50
On Demand

MBA 634 Service/Operations Management
This course explores successful service firms and helps students discover entrepreneurial opportunities. Various aspects involved in the management of service operations within the "pure" service sector and within the service functions of manufacturing will be covered. In addition to providing an overview of the role of services in the economy and within various enterprises, this course will explore some of the following topics: design and delivery of services, the measurement of productivity and quality, managing capacity and demand, quality management, service delivery processes, technology management, and human resources management.
Pre-requisite of GBA 512 is required.
Credits: 1.50
On Demand

MBA 635 Entrepreneurship
This course provides an introduction to the process of planning and starting a new business venture as well as an overview of entrepreneurial thinking. Through lecture, online discussion, and group projects, students will explore entrepreneurial concepts including industry analysis, market analysis, lean start-up methodology, feasibility analysis, and value propositions.
Pre-requisites of MBA 512 and 513 are required.
Credits: 1.50
On Demand

MBA 640 Making Effective Presentations
This class is designed to provide training and experience in delivering effective oral presentations in various academic settings. It is intended for students who have little or no experience giving formal presentations. In addition to focusing on content, structure, and delivery of oral presentations, we will highlight certain aspects of public speaking, including pronunciation, volume, intonation. and gestures to help improve overall presentation skills.
Credits: 1
On Demand

MBA 641 Managerial Communication
An investigation into the way people within the organization communicate. The course includes the interpretation and application of organization communication for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communication climate, one-to-one communications, meetings and conferences, speaking before groups, written managerial communications, planning an producing business reports, and advertising managerial communications.
Credits: 1
On Demand

MBA 642 Building your Online Brand
This course provides students with an introduction to creating and managing their personal online brand. Through lecture, online discussion, and real world assignments, students will learn to use the web and social media to enhance their professional careers.
Credits: 1
On Demand

MBA 643 Working in Teams and Project Management

This course explores complex issues that confront managers working in group settings involving project formulation, implementation, and control. Case studies are used to explore problems, solutions, and best practices across numerous industry settings.
Credits: 1
On Demand

MBA 644 Career Planning
This course explores core competencies required by the 21st century workplace and students' own plan for career/industry advancement. Competency in key aspects of career development will be demonstrated: creation of a skill-based resume and targeted cover letter, effective use of social media for career exploration and self-marketing, and knowledge of networking and job search strategies.
Credits: 1
On Demand

MBA 651 Marketing Analytics
Marketing analytics includes the processes and methodologies used by marketers to evaluate their marketing efforts, assess their effects in the short and long run, and investigate how to improve them. Marketing analytics then offers a dashboard that allows marketers to make the right managerial decisions in order to increase their performance, which is measured through various business metrics.
A pre requisite of MBA 630 is required.
Credits: 1.50
On Demand

MBA 652 Transformational Leadership
An exploration of transformational leadership as embodied in later theoretical classics in the field. Includes discussions about reframing leadership, emotional intelligence, charismatic leadership, empowering others, principle-centered leadership, and servant leadership.
Pre-requisite of MBA 631 is required.
Credits: 1.50
On Demand

MBA 653 Investment Analysis
An introduction to the theory and practice of security analysis, including the valuation of individual securities, with emphasis on common stocks and fixed income securities, valuation of the stock market as a whole, and portfolio management and investment strategies. Investment risks are analyzed and measurements of risk are examined. An introduction to derivative securities in included.
Pre-Requisite of MBA 633 is required.
Credits: 1.50
On Demand

MBA 654 Decision Making
This course introduces a practical, applied, and analytical approach to managerial decision-making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a business simulation. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; forecasting; managing risk; sensitivity analysis; probabilistic decision models; survey design; and regression analysis.
Pre-requisite of MBA 634 is required.
Credits: 1.50
On Demand

MBA 655 Management of Innovation
The ability to increase business value through technological innovation is a critical success factor in many industries. The aim of this course is to provide a solid foundation for managing innovation in high-technology industries. Emphasis is placed on the foundations of the dynamics of innovation, strategy formulation, and strategy implementation. Throughout, the main topics of the course are linked to applications in a variety of industry and case settings.
Pre-requisite of GBA 512 is required.
Credits: 1.50
On Demand

MBA 656 Information Systems Development and Management
Information systems innovation comprises the development and management of both new technology components and new organizational arrangements. In other words, IS innovation is broader than the development of technology-based information handling systems. In our study the development, deployment and use of technologies and organizational change are the two inseparable aspects of an IS innovation process. Organizational change includes changing the way an organization is structured, its work processes, its products and services as well as its relationships with other organizations, partners, suppliers, customers, and overall stakeholders.
Pre-requisite of GBA 512 is required.
Credits: 1.50
On Demand

MBA 660 Managerial Accounting
The application of accounting principles to help plan for, control operations, and assess performance. The course will focus on the use of accounting data to inform management decisions. Topics covered will include types of costing and budgeting, cost-volume-product analysis, and designing control systems. Quantitative methods that can be applied to managerial accounting will be studied and Excel will be used.
Pre-requisite of GBA 510 is required.
Credits: 3
Every Spring

MBA 662 Principles of Corporate Finance
An analysis of techniques used to attain long-term corporate objectives by means of financial policy. Topics include capital budgeting; cost of financial and capital structure; sources of long-term funds; dividend policies; and mergers, acquisitions, and consolidations.
Pre-requisite of GBA 511 is required.
Credits: 3
Every Spring

MBA 664 Leading and Managing Teams
A hands-on course about how to build and manage teams that can succeed in today's increasingly complex workplace. Topics to be addressed include developing an effective communication style; building trust and resolving conflict; establishing roles and structures; setting performance metrics and fostering a climate of accountability; managing differences; aligning individual and team goals; coaching; securing resources; and managing expectations of senior executives.
Pre-requisite of GBA 512 is required.
Credits: 3
Every Fall

MBA 666 Data Analytics and Strategic Decision Making
Decision-makers rely on intelligent technology to analyze data systematically in order to improve decision-making. The ability to understand, analyze and interpret businesses from Big Data has become increasingly more important today. This course is designed to impart the concepts and the practical aspects of data analytics that support strategic decision-making. Students will understand data analytics and its role in business, and become familiar with various data analytics techniques and tools. Topics covered will include, but not be limited to, analytics and decision support, data management, data mining, visualization, descriptive analytics, predictive analytics, and Big Data analytics.
Pre requisites: GBA 516 and 517
Credits: 3
Every Fall

MBA 668 Intro to Startups & Entrepreneurship
This course provides an introduction to the process of planning and starting a new business venture as well as an overview of entrepreneurial thinking. Through lecture, online discussion, and group projects, students will explore entrepreneurial concepts including industry analysis, market analysis, lean start-up methodology, feasibility analysis, and value propositions.
Pre requisite(s): GBA 512
Credits: 3
Every Fall

MBA 800 Strategic Management Capstone
This course, designated for MBA students in their final semester, draws on and synthesizes all of the functional area in the MBA curriculum. Students will apply the skills and knowledge they have gained in previous courses in the form of a final project focused on addressing complex strategic issues associated with an organization or business unit, identifying solutions, and making recommendations. Students will develop, present, and defend their work.
Pre requisites: MBA 612, MBA 621, MBA 625,

MBA 660, MBA 662, MBA 664, MBA 666, and MBA 668.
Credits: 3
Every Fall and Spring

Marketing Courese

MKT 701 Marketing Communication and Advertising
A study of the role of mass and personal communication and sales promotion in marketing management and the social and economic implications of these. Research findings in communication theory and the behavioral sciences and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation, and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information.
Pre-requisite of GBA 513 is required.
Credits: 3
On Occasion

MKT 702 Marketing Research
An examination of information requirements for marketing decisions. Particular emphasis is placed on the development of cost and benefit analytical tools for evaluating various marketing information systems designs. Other topics include the design of surveys and experiments, questionnaire construction, decision models, data analysis techniques, and data interpretation.
Pre-requisite of GBA 513 is required.
Credits: 3
On Occasion

MKT 703 Sales Management and Forecasting
A focus on the management of selling activities and the outside sales force as critical elements of marketing operations. Includes discussion of the administrative activities of sales force managers from the district manager up to the top-level sales force executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potential, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are used to stress practical applications.
Pre-requisite of GBA 513 is required.
Credits: 3
On Occasion

MKT 704 Digital Marketing
The Internet is experiencing an increasing popularity as an efficient tool to link the individual or organization to the targeted audience. Its efficiency however is dependent on a successful management of e-marketing tools. The objective of this course is to give students an overview of digital media tools, web metrics, online branding and credibility, online innovation and e-commerce. The course focuses mainly on how to manage effectively a website to turn a business into a success.
Pre-requisite of GBA 513 is required.
Credits: 3
On Occasion

MKT 709 New Product Development
A study of the management of the product mix. The course presents an analytical approach to new product decisions. Topics include product policy considerations; research and development; economic analysis; and the factors leading to the decision to commercialize, test market, or discontinue a product.
Pre-requisite of GBA 513 is required.
Credits: 3
On Occasion

MKT 717 International Marketing
The study and analysis of the special problems of marketing in the international marketplace. Marketing problems of overseas subsidiaries of multinational firms are explored, as are the importing and exporting activities of domestic firms, licensing/franchising, and foreign direct investment, including strategic alliances.
Pre-requisite of GBA 513 and MBA 612 are required.
Credits: 3
Cross-Listings: IBU 705, MKT 717
On Occasion

MKT 735 Strategic Brand Management
An examination of strategically developing, measuring, and managing reputable brands that connect with customers. A focus is placed on the analysis of brands that generate loyalty and value for the firm that manage them. The course surveys how to execute brand strategies across touchpoints from naming and visual identity to product innovation, packaging, retail, and advertising based on the analysis of customer lifestyles, cultural meanings, and customer experiences. Other topics include the application of brand valuation and analytics.
Credits: 3
On Occasion

DEPARTMENT OF ENTREPRENEURSHIP AND INNOVATION

M.S in Data Analytics and Strategic Business Intelligence

This 30-credit, specialized DA program offers a curriculum with a blend of data science, IT, and business courses to prepare students for the demand in industries for data-literate managers and business analysts with solid business knowledge and analytical skills. The curriculum provides students with fundamental data-driven analytical methods and skills to interpret and present digital data and produce practical and meaningful insights of customers, products, services, and marketplaces, which can lead to better, more informed business decisions, innovative business models and sustainable competitive advantages. Towards the end of the program, students will have the opportunity to apply classroom knowledge in real-life data analytics problems through the required course of Global Capstone Action Learning Internship. Upon completing the program students should develop applied knowledge and interdisciplinary understandings of data asset, data collection, data management, data communication, data storage, data visualization, data mining, machine learning, data security, information privacy, and business intelligence in the industries such as consulting, accounting, finance, marketing, IT, supply chain and logistics, gaming, sports, fashion, or health care.

The program is designed for recent graduates or working professionals in their early or mid-career phases. The ideal student should have basic quantitative and IT knowledge and skills through prior coursework or working experience, and be highly motivated to learn how to deal with data as a strategic asset and apply IT and analytic methods to make data-driven business decisions.

The program takes place on the LIU Brooklyn campus or online with classes held during the evenings and weekends. Students may start the program in the third session of the summer semester (early August) by taking the first foundational course of business statistics, then take the majority of the coursework in the fall and spring semesters, and complete the required analytics capstone internship in the following summer before graduation. Students who have previously earned a grade of B or above in statistics courses at the graduate level may apply for a waiver of the foundational statistics course offered in the first summer but should take an additional three-credit elective course any time before graduation to fulfill the minimum 30-credit requirement.

The program offers both full-time and part-time options. Full-time students can complete the program in as fast as one year. Part-time students may spread their studies over a longer timeframe, and complete the program in up to two years. International students must maintain their full-time student status in each semester.

The program is a STEM Designated Degree Program, which allows international students eligible to apply for a 24-month STEM OPT extension after their initial post-completion OPT.
Admissions Requirements

For Admissions requirements, please refer to the Admissions section of this Bulletin.

Degree Requirements

M.S. in Data Analytics and Strategic Business Intelligence

Program Requirements

Required Graduate Core Courses

DA	525	Business Statistics	3.00
DA	530	Introduction to Data Science with R and Python	3.00
DA	610	Database Management and Data Mining	3.00
DA	620	Data-driven Decision-making and Business Intelligence	3.00
DA	710	Big Data Analytics and Machine Learning	3.00
DA	720	Applied Data Analytics in Business	3.00
DA	730	Data Privacy and Regulatory Compliance	3.00
DA	821	Global Capstone Action Learning Internship	3.00

Elective Graduate Courses
Students must complete two DA electives (6 credits total). Note: With Program Director's approval, students may opt to select electives from the list of any Artificial Intelligence, Computer Science, or other Data Analytics courses.

Credit and GPA Requirements

Minimum Total Credis: 30 Credits
Minimum GPA: 3.0

Data Analytics Courses

DA 525 Business Statistics
This 3-credit course introduces fundamental statistical concepts and techniques used in business decision-making. Problems from the functional business areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decision-making.
Co requisite: DA 610
Credits: 3
Every Fall

DA 530 Introduction to Data Science with R and Python
This 3-credit core required course provides a comprehensive introduction to the principles of data science that underlie the data mining algorithms, data-driving decision-making processes, 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 R or Python. The co-/pre-requisite of taking this course is a graduate-level business statistics course.
Credits: 3
Every Fall

DA 610 Database Management and Data Mining
This 3-credit core required course provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data preprocessing, data analysis and mining. The students will learn web development, enterprise database management, data visualization, and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and pattern
Credits: 3
Every Fall

DA 620 Data-Driven Decision-Making and Business Intelligence
This 3-credit core required course introduces management concepts of data asset in a business context and examines how data analysis technologies can be used to improve decision-making and inform those at the senior management level. Students will understand how increasingly standardized data, access to third-party data sets, cheap, fast computing, and easier-to-use software are collectively enabling a new age of data-driven, fact-based decision making. Students will also learn why transactional database can't always be queried and what needs to be done to facilitate effective data use for analytics and business intelligence. Business intelligence tools will also be introduced and cases will be discussed on how business organizations achieve competitive advantages through the valuable, unique, imitation-resistant, and non-substitutable data asset. The emphasis of the course is on application and interpretation of data analytics results for making real-life decisions in terms of business policy and competitive strategy. Topics also include value chain model, strategic positioning, competitive forces model, disruptive innovation, sharing economy, and network-based platform economy.
Credits: 3
Every Fall

DA 621 Introduction to Fintech
This course aims to provide basic knowledge and skills in Fintech via a comprehensive introduction. Students should be able to conduct Fintech problem-solving professionally and present their results to peers after taking this class. The major topics to be covered include classic models in Fintech, financial data acquisition, mining, and visualization; Machine learning in finance, credit risk analytics, high-frequency trading (HFT) analytics, and applications of blockchain in finance. It is recommended that students have a python or R programming background for this class.
Pre or Co requisite: MDA 630 and MDA 610
Credits: 3
On Occasion

DA 625 Time Series Modeling and Forecasting
Time Series Forecasting is used by public and private companies that take decisions in a data-driven way. Forecasting is an important technique for efficient planning. These techniques should be in the toolbox of an aspiring data scientist. In this course, a student will learn the theory and the implementation of time series forecasting models using a programming language. This course will not only equip the student with statistical forecasting theories, but also with the subset of machine learning techniques used in this field. This course brings forecasting theories to practice. After completing this course, students will be able to tackle planning and forecasting problems using time series modeling.
Credits: 3
On Occasion

DA 710 Big Data Analytics and Machine Learning
This 3-credit core required course introduces database query languages including traditional SQL and new NoSQL, batch data analysis, Hadoop Map Reduce technology, real-time data analysis, content analysis, clustering, sentiment analysis, text classification and mining, web crawling and analytics, social network analytics, mobile analytics, A/B testing, and massive data mining. The last part of the course introduces the concepts of machine learning, pattern recognition, graphical, visual and speech learning, and artificial intelligence. Topics include supervised learning, unsupervised learning, deep learning, reinforcement learning, and neural networks.
Pre requisites: DA 530 and DA 610
Credits: 3
Every Spring

DA 720 Applied Data Analytics in Business
This 3-credit core elective course is delivered in a seminar format in three sections for students to choose: Accounting and Finance Analytics, Business and Marketing Analytics, and AI and Analytical Technology. Industry practitioners in data science fields and faculty members in different departments across the College of Management will come to the classroom and give lectures and speeches on how to conduct data analytics in various business fields.
Pre requisites: DA 530 and DA 610
Credits: 3
Every Spring

DA 730 Data Privacy and Regulatory Compliance
This 3-credit core required course surveys the domestic and international development of data security and 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 analytics ethics, oversight for algorithms, digital profiling, free speech, open government, search, cloud storage, cybersecurity, and data communications.
A pre requisite of DA 620 is required
Credits: 3
Every Spring

DA 821 Global Capstone Action Learning Leadership
This is a career-oriented capstone course that provides students in the latter part of the program synthesizing, practical, in-depth field experience to work with any business organizations on a real-life data analytics project based upon a learning contract approved by both the program director and the mentor in the hosting or sponsor firm either in the United States or abroad. The student must secure a faculty member who is available and agrees to supervise his or her internship. Internship placement will give priority to locations outside the United States for domestic students. Each internship requires at least one month or 100 hours under supervision of a data analytics practitioner on site. At the end of the internship students will prepare a substantial Master's Capstone Project Report concerning their experience, and give presentation to the faculty of College of Management and invited executives and program sponsors. Students should have completed all required core courses and most electives before enrolling in the course.
Pre requisites: DA 530, 610, and 620
Co requisites: DA 710, 720 and 730
Credits: 3
Every Fall and Spring

ROC NATION SCHOOL OF MUSIC, SPORTS & ENTERTAINMENT

Established in 2021, the Roc Nation School of Music, Sports & Entertainment is an innovative and historic collaboration between Long Island University and the preeminent global entertainment company, Roc Nation. Along with five undergraduate degrees, the Roc Nation School offers a Master of Science (M.S.) in Sports Management.

New York City is home to one of the largest and most iconic sports markets in the world. Roc Nation School Sports Management graduate students earn their master's degree while studying in a top market within the $500 billion sports industry. As the sports industry expands, so does the need for passionate and innovative leaders.

Students in this program study with renowned faculty members and learn innovative ways to approach the many responsibilities and challenges faced by professional sports teams, college athletics, and the business of sports.

LIU's elite alumni network and proximity to top sports organizations and venues set the Roc Nation School's graduate program apart. These connections provide a range of professional opportunities for our students in the form of internships, mentorships, networking opportunities, and more.

Sports Management MS

Requirements

Required Sports Management Courses (30 Credits)

SPM	610	Strategic Sports Management	3.00
SPM	620	Legal and Ethical Issues in Sports	3.00
SPM	630	Sports Operations and Facilities Management	3.00
SPM	640	Sports Marketing, Promotions, & Sales	3.00
SPM	650	Leadership in Sports Management	3.00
SPM	660	Alternative & Global Sports	3.00
SPM	670	Esports, Sports Betting, & Fantasy Sports	3.00
SPM	680	Sports Finance	3.00
SPM	690	Sports Analytics	3.00
SPM	700	Capstone in Sports Management	3.00

Total credits required: 30

Sports Management Courses

SPM 610 Strategic Sports Management
This course provides a comprehensive overview of the sports ecosystem and the principles, techniques, and tools required of emerging sports leaders. Students think critically about social responsibility, ethics, globalization, innovation, and the future of the sports industry.
Credits: 3
Every Fall

SPM 620 Legal and Ethical Issues in Sports
This course provides an extensive overview of legal principles related to sports, including tort, contract, constitutional, criminal, employment, labor, antitrust, and agency law. Students think critically about the ethical issues faced by sports organizations and athletes at all levels and develop the skills necessary for an ethical decision-making process.
Credits: 3
Every Fall

SPM 630 Sports Operations and Facilities Management
This course examines the planning, development, and maintenance of sports and leisure facilities to maximize operations, quality, and performance. Students develop an understanding of service operations, policy development, risk management, financial management, and human resource management. Students visit New York City's top sports venues to put these skills into practice.
Credits: 3
Every Fall

SPM 640 Sports Marketing, Promotions, and Sales
This course explores the facets of successful promotion in the sports and entertainment industries. Students analyze consumer behavior, develop marketing and public relations strategies to generate sales and cultivate fan loyalty, master digital innovations impacting events, and utilize market research to maximize sports consumption.
Credits: 3
Every Fall

SPM 650 Leadership in Sports Management
Students in this course develop a comprehensive understanding of leadership styles and characteristics, situational influences, and the use of power within the context of an organization's structure. Students gain the skills necessary to develop the right roles in the organization; recruit, retain, and motivate talent; and optimize project management.
Credits: 3
Every Spring

SPM 660 Alternative and Global Sports
This course provides an extensive overview of alternative and global sports management. Students identify best practices in these areas by examining case studies of emerging alternative and global sports industries using examples like ESPN coverage of the X Games, snowboarding, skateboarding, extreme skiing, the Olympics, FIFA, F1 racing, rugby, and more.
Credits: 3
Every Spring

SPM 670 eSports, Sports Betting and Fantasy Sports
This course introduces students to the fundamentals of eSports, Sports Betting, and Fantasy Sports management. Students identify best practices through case studies of these booming industries and their associated stakeholders, including leagues, owners, advertisers, and publishers.
Credits: 3
Every Spring

SPM 680 Sports Finance
This course provides students with an overview of the financial and contemporary economic issues related to collegiate and professional sports, athletes, and the sports industry as a whole. Students focus on projecting revenue growth and cost optimization over time and fundraising for sports ventures in capital markets. By the end of this course, students have a greater understanding of the role of finance in the sports industry and its impact on strategic decision-making.
Credits: 3
Every Spring

SPM 690 Sports Analytics
This data-driven course introduces the skills, technologies, applications, and practices essential to understanding and evaluating performance in the sports industry. Students use statistical analysis, game theory, predictive analytics, and simulations to measure player performance, drive strategy and decision-making, and optimize fantasy sports and sports betting.
Credits: 3
Every Summer

SPM 695 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. To be eligible, students must have Department permission.
Credits: 3
On Demand

SPM 700 Capstone in Sports Management
The Capstone in Sports Management is a culminating project reflecting the theories, research methods, analytical skills, and substantive knowledge obtained throughout the graduate curriculum. This experience may take the form of an internship, research-based thesis, or project as directed by the professor.
Credits: 3
On Demand

ROOSEVELT SCHOOL

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.

PUBLIC ADMINISTRATION

The public administration program prepares public service professionals for managerial positions in government, health and nonprofit sectors. It is open to students from all undergraduate fields and provides the foundations and advanced applications expected in a graduate program.

The program focuses on competencies that employers want – leadership, ethical decision-making, analytical and budgeting expertise, written communication and oral presentation skills. Specialization courses in government, health and nonprofit fields with a variety of sub-topics provide depth in the student's area of interest. Focused capstone courses allow students to apply their new competencies in meaningful public service projects.

The M.P.A. program offers the Master of Public Administration in Public Administration or Health Administration

Admission Requirements:

The standards for admission to the program and the advanced certificates are as follows:

- Official transcripts as proof of a baccalaureate degree from an accredited institution of higher education
- Two letters of recommendation
- A current résumé
- A two-to-three-page typewritten statement of purpose
- A completed application submitted to the Office of Admissions

Note: Full matriculation admission requires an official transcript showing an undergraduate grade point average of at least 3.0 on a scale of 4.0. Limited matriculation may be available to applicants who do not meet full matriculation requirements. Candidates with grade point averages of 2.5 or less must contact the M.P.A. program director before submitting an application. Such limited matriculation may require additional evidence of competence. Limited matriculation students may register for a maximum of six credits per semester for the first 12 credits. Limited matriculation becomes full matriculation upon completion of 12 graduate credits with a 3.0 average or better. Transfer students are welcome; transfer credits will be evaluated by the program director.

Master of Public Administration (M.P.A)

The 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Public Administration prepares students for public service responsibilities, blending management theory with practical applications in government, health and nonprofit organizations. Students from diverse backgrounds with varying levels of professional expertise are taught by faculty members who are current in all aspects of this continuously evolving and growing field.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management function or an area of application in greater depth.

Areas of specialization include public administration, nonprofit management, urban government management, human resources management, law and management, international public management and social policy management. Other specializations can be developed in consultation with a faculty adviser from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and law and accountability.

M.P.A. Public Administration

[Program Code: 81214] {HEGIS: 2102.0}

M.P.A. (PAD) Foundation: 15 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (PAD) Advanced Core: 9 Credits

MPA	602	Human Resource Management	3.00
MPA	603	Fundamentals of Public Budgeting and Financial Management	3.00
MPA	604	Administrative Responsibility and Accountability	3.00

M.P.A. (PAD) Specialization: 12 Credits

The following course is required:

PM	728	Managing Human Behavior in Public Organizations	3.00

and

Three (3) advanced (700 level) elective courses

M.P.A. Capstone: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Credit and GPA Requirements

Minimum Credits: 42
Minimum Major GPA: 3.00

Master of Public Administration in Health Administration

The U.S. Department of Labor's Bureau of Labor Statistics predicts above-average employment growth for healthcare administrator positions. "Those with the highest education, strongest business skills and health care work experience will be well-positioned to take advantage of the most coveted jobs."

The 42-credit, N.A.S.P.A.A.-accredited Master of Public Administration in Health Administration prepares students for careers in fields that offer numerous professional paths. Students from diverse backgrounds with varying levels are taught by faculty members who are current in all of the latest trends and issues in health care administration.

The program of study is flexible and can be tailored to accommodate the professional requirements of the student by offering specialization courses that provide them with the opportunity to examine a specific management

function or an area of application in greater depth. Areas of specialization include health care administration, health care management, health care policy and aging/long-term care. Other specializations can be developed in consultation with a faculty advisor from the broad spectrum of courses available through the program and the school, as well as through courses available across the campus.

The program is divided into four parts: an introductory sequence that provides 15 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, and law and accountability.

M.P.A. Health Administration

[Program Code: 86461] {HEGIS: 1202.0}

M.P.A. (HAD) Foundation: 15 Credits

MPA	501	Principles of Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Government and the Economy	3.00
MPA	505	Analytic Methods	3.00
MPA	507	Public Policy Processes	3.00

M.P.A. (HAD) Advanced Core: 9 Credits

MPA	602	Human Resource Management	3.00
MPA	613	Health Systems Finance	3.00
MPA	614	Healthcare Responsibility and Accountability for Administrators	3.00

M.P.A. (HAD) Specialization: 12 Credits

PM	730	Health, Disease and Medical Care	3.00

and

Three (3) advanced (700 level) elective courses

M.P.A. Capstone: 6 Credits

MPA	798	Capstone Seminar	3.00
MPA	799	Capstone Project	3.00

Credit and GPA Requirements

Minimum Credits: 42
Minimum Major GPA: 3.00

Public Administration Courses

MPA 501 Principles of Administration
An introduction to public administration, introducing the values, principles and foundation of public administration as a field of study. The course covers basic understanding and application of administrative concepts and political processes that govern the context of public, health, and non-profit organizations in a democratic society.
Credits: 3
Every Fall and Spring

MPA 502 Organizational Theory and Behavior
An examination of theories of organization, administrative processes, and formal and informal relationships in organizations. The course discusses the environment, leadership, structure, networks, and outputs and outcomes of organized action.
Credits: 3
Every Fall and Spring

MPA 503 Government and the Economy
An examination of the role of the public sector in economic decision making. The nature of public goods as they relate to allocation, stabilization, and distribution functions of economic systems is studied, as are the role of private investment, relations between government and private sectors, privatization of public services, and the use of national income accounts. An analysis of fiscal federalism, and the fiscal crises of the state are included.
Credits: 3
Every Fall and Spring

MPA 505 Analytic Methods
An introduction to the methods, tools and uses of research as it applies to policy and administrative problems. Includes a review and application of research design, data gathering and analytical concepts and techniques.
Credits: 3
Every Fall and Spring

MPA 507 Public Policy Processes
An examination of the political system and the political, administrative and delivery processes that yield public services. Includes agenda development, the role of special interests, policy formation, analysis, implementation and evaluation.
Credits: 3
Every Fall and Spring

MPA 602 Human Resources Management
An exploration of theories and practices of human resources management as they apply to the public and not-for-profit sectors. Includes a review of recruitment, civil service, training, performance evaluation, job development, compensation systems, teamwork, empowerment, unionism, equal employment opportunity, employee rights, privacy and occupational health and safety.
Credits: 3
Every Fall and Spring

MPA 603 Fundamentals of Public Budgeting and Financial Management
An examination of public sector revenue generation, budgeting, accounting and auditing and their effects on managerial decisions. Includes a review of budget systems, processes and politics, and the preparation and justification of financial information and reports.
Credits: 3
Every Fall

MPA 604 Administrative Responsibility and Accountability
A review of legal and ethical issues facing administrators as they seek to balance professionalism and responsiveness with the competing demands of diverse constituencies and the realities of their task environments.
Credits: 3
Every Fall

MPA 613 Foundations of Health Systems Finance
An examination of health-care finance topics, including government and private health insurance, reimbursement, fees, service contracts, rate-setting, DRGs, capitated payments, managed care and multiple entities. Includes a review of financial strategies and characteristics of various health organizations.
Credits: 3
Every Spring

MPA 614 Healthcare Responsibilities and Accountability for Administrators
This course considers the ethical dilemmas that confront modern health service agencies and institutions in the exercise of administrative authority. Coursework includes analysis of the problems of accountability, rights, equity, ethics and the reconciliation of administrative processes with medial, constitutional, regulatory and social mandates encountered and utilized by government organizations in the administration of health systems and public affairs.
Credits: 3
Every Spring

MPA 616 Legal Aspects of Health
An examination of legal issues in health-care services, including governance; consents and patient rights; admission and discharge; malpractice and liability of hospitals, physicians, nurses, emergency crews; management duties and liabilities; medical records; immunity; medical staff rights and privileges; end of life decisions; moral and ethical dilemmas.
Credits: 3
On Occasion

MPA 787 Independent Study
Students taking independent study are expected to research an aspect or phase of a problem under the supervision of a faculty adviser. The product of study is an evaluative report containing a thorough literature review and student assessment of the significance and impact of the substantive issue. With permission of director and dean.
Credits: 3
On Occasion

MPA 788 Graduate Internship
An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.
Credits: 3
Every Fall

MPA 789 Graduate Internship
An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.
Credits: 3
On Occasion

MPA 790 Graduate Internship
An opportunity for supervised work in a public, health, or nonprofit agency based on a plan approved by the faculty advisor and host agency supervisor. The product is a substantial research paper or management analysis of the host agency and the student's performance in it. Recommended for students lacking substantive experience in relevant organizations.
Credits: 3
Every Summer

MPA 798 Capstone Seminar
An integrative seminar using a team approach. Students develop a framework and design for systematic analysis of a subject in their area of concentration. The framework includes problem background and environmental analysis, as well as an action plan for data collection and analysis.
Pre requisites:
MPA 501, 502, 503, 505, 507, 602
MPA 603 or 613
MPA 604 or 614
Four 700 level PM courses
Credits: 3
Every Fall and Spring

MPA 799 Capstone Project
Students carry out the plan proposed in MPA 798 using a combination of data collection methods and analytic techniques. Teams prepare and present a report of their analysis and results.
All course work must be completed before capstone.

Pre requisites:
MPA 501, 502, 503, 505, 507, 602
MPA 603 or 613
MPA 604 or 614
Four 700 level PM courses
Credits: 3
Every Fall and Spring

PM 700 Modern Management Issues
An examination of current management strategies in the context of their genesis, antecedents, strengths and weaknesses, methods of application in public, health and not-for-profit settings, and comparisons with other management strategies. All course work must be completed before capstone.
Credits: 3
On Occasion

PM 702 Managerial Communication
This course examines how people communicate within public organizations. The course will cover the theory and application of organizational communication for the working public sector manager. Topics include personal and managerial communication styles, and how to use the media for effective communication. Specific types of communications include one on one and group communications, written and verbal managerial, and communications for conferences, business and advertising environments. This course will serve as an important tool for any aspiring or current public sector manager.
Credits: 3
Every Spring

PM 705 U.S. Social Policy
An analysis of government health and welfare policies affecting an individual's income level and life opportunities, including an analysis of policy formation, implementation, and impact on social problems.
Credits: 3
Alternate Fall

PM 710 Issues in Administration
An examination of selected themes, current developments and emerging issues in the study of administration. Topics vary.
Credits: 3
On Occasion

PM 711 Organizational Development
An introduction to organizational development (OD), which is the ability of organizations, large or small, to effectively, economically, and strategically make changes to improve their human capital and the overall organization. The course explores the history of OD, major trends facing the field, and ethical and professional issues while illustrating how the OD practitioner analyzes issues, gathers data, develops intervention processes and techniques, confirms a diagnosis, and implements recommended changes.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 724, MAN 724, PM 711
On Demand

PM 712 Work, People and Productivity
An analysis of the problems of the occupational environment in small and large enterprises. Emphasis is on the practical problem solving that is of immediate concern to the participants. Topics include: new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.
Pre-requisite of GBA 512 or MBA 613 are required.
Credits: 3
Cross-Listings: HRM 725, MAN 725, PM 712
On Demand

PM 714 Policy Analysis and Program Evaluation
This course provides students with a basic understanding of needs assessment, policy analysis and program evaluation. Applying tools used in the analysis of needs assessment will also be practiced. Through text material, cases and both quantitative and qualitative assignments, students will hone their knowledge of policy processes and limitations; and develop assessment skills.
Credits: 3
Every Summer

PM 715 Privatization and the Contracting-Out of Public Services
Governments, through elected officials, make decisions concerning which services should be provided by the public and the private sectors. This course provides students with both the economic and social basis for making judgments about the potential effectiveness of privatizing services in different policy areas, such as education and health care. The course provides general guidelines as to the nature of the services that are most appropriately provided by the private sector. When the public sector is determined to be the appropriate provider of a service, then government must determine whether to provide these services itself or contract-out for the service. The course also examines the principles and practices in the government contracting-out process--the decision whether to contract-out a government service, the preparation of the Request For Proposals, the evaluation of the submitted proposals for the selection of the contractor, the preparation of the contract document, and the monitoring of the selected contractors. Understanding the issues of privatization and the contracting-out of public services enables students to be more effective managers and responsive to citizens.
Credits: 3
Alternate Fall

PM 722 Advanced Cost/Managerial Accounting
Selected cases and problems provide the forum for the discussion of current cost concepts and their applications and limitations. The aim is to develop students' ability to analyze business problems and to make decisions concerning the appropriateness of cost-accounting methods in specific situations. (45 CPE credits)
The pre-requisite of ACC 501 or equivalent is required.
Credits: 3
Cross-Listings: ACC 737, PM 722
On Demand

PM 723 Not-for-Profit/Governmental Accounting
A study of budgetary and fund accounting systems; preparation of significant reports for nonprofit organizations; and case studies and problem materials to use in governmental entities such as municipalities or school districts. (45 CPE credits)
The pre-requisite of ACC 501 or equivalent is required.
Credits: 3
Cross-Listings: ACC 720, PM 723
On Demand

PM 724 Budgeting and Controllership
An examination of the practice of controllership in general and of dealing with budgets and business costs in particular. The installation and operation of budget systems for managerial control is considered as is the advance planning of operating goals with subsequent study of actual results. (45 CPE credits)
The pre-requisite of ACC 501 or equivalent is required.
Credits: 3
Cross-Listings: ACC 741, PM 724
On Demand

PM 727 Financial Statement Analysis
An analysis of financial trends and corporate reports for solvency, quality of earnings and forecasting implications. Analytical techniques for financial analysis and their use in development of capital markets and instruments are reviewed and discussed, as are the principles and practices of the Securities and Exchange Commission. (45 CPE credits)
The pre-requisite of ACC 501 or GBA 510 or equivalent is required.
Credits: 3
Cross-Listings: ACC 742, FIN 742, PM 727
On Demand

PM 728 Managing Human Behavior in Public Organizations
The course examines current theories and research concerning human relations in organizations. It explains the major theories of human relations and behaviors and the application of psychology to management in the public sector. Focus on understanding self and others, the role of perception and personality, leadership versus management, effective group/team collaborations, and the need for flexibility and adaptation to change. Additionally, the courses will highlight interviewing strategies, self-marketing, oral presentations, and finding ways t0o enhance personal strengths and minimize weaknesses.

Credits: 3
Every Fall and Spring

PM 730 Health Disease and Medical Care
An overview of the political, economic, social and epidemiological characteristics of health and medical care. The forms of health services financing, organization and delivery systems in the United States and other industrialized nations, processes of health and disease in individuals and societies, and the moral and ethical issues facing health-care decision makers are examined.
Credits: 3
Every Fall and Spring

PM 731 Managed Health-Care Systems
An examination of the various forms of managed health-care plans and organizations that addresses the financing, organization and delivery aspects of each form from a management perspective. The purpose is to provide students with a knowledge base from which to develop and implement effective management processes for managed care services. Among the topics covered are the legal and regulatory environment, public opinion, product development and marketing, pricing and delivery strategies, reimbursement methods, utilization review, quality assurance and control, management information systems, Medicare and Medicaid, and trends.
Credits: 3
Alternate Fall

PM 732 Public Health and Regulation
An analysis of the role of government in the health field, including concepts and practices in health policy and regulation, especially the implementation of regulatory policy as it affects health providers.
Credits: 3
Alternate Spring

PM 738 Gerontology: The Process of Aging
The course examines the multidisciplinary field of gerontology and provides students with an overview of the current "state-of-the-art" and the critical issues and controversies that confront individuals as they grow older. The course examines the theories, processes and consequences of aging from both the individual and societal perspectives. A range of issues are presented, including: physical, social, psychological, health, family, race, ethnicity, gender, sexuality, retirement, economics, social work and social policy. Comparisons among African American, White, Hispanic, Asian, and Native American are offered especially in view of unequal treatment and multiple disparities among minorities.
Credits: 3
Every Fall

PM 739 Long-Term Care Administration
This course examines the special administrative and organizational methods, social systems and population that are attributable to all kinds of residential and long term care facilities, as separate entities from acute care hospitals. It includes an overview of the long term care continuum, including community care, management issues, Medicare and Medicaid, finance, pertinent laws and regulations, and patient/resident requirements and needs. Care and treatment standards will be reviewed and discussed, as well as policy changes and government trends associated with the new paradigm of aging in the 21st Century.
The pre-requisite of PM 738 is required.
Credits: 3
Every Spring

PM 741 Fund Raising
An examination of revenue strategies for non-profit organization fund-raising, including membership, donations, programs, foundations and government agencies. The focus is on which strategies work for what organizations, how to identify organizational needs and appropriate funding sources, and how to successfully petition funding support.
Credits: 3
Every Fall

PM 742 Grant/Proposal Preparation
An introduction to the process of developing and writing a proposal for project funding and an examination of key management techniques and decision tools needed to coordinate successfully the process of proposal development and implementation within an organization.
Credits: 3
Every Spring

PM 743 Aging Policy in the Community
This course examines the options including social supports, health care, housing and recreation that older community dwelling residents have. Psychology, personality, gender, personal history, gentrification, residential segregation and policy issues including economics are presented. Additionally, data pertaining to the aforementioned items are examined.
The pre-requisite of PM 738 is required.
Credits: 3
Every Spring

PM 744 Bereavement: Psychological, Cultural and Institutional Perspectives
This course is designed to explore the stages and issues related to dying and grieving. Cultural diversities in the grieving process will be identified. Myths and ideas that inhibit, isolate and interfere with the bereavement experience will be examined. Political, medical, legal and ethical issues will be analyzed. Students' values, attitudes and fears will be explored in order to inform their interventions. Social, cultural and personal issues that govern a person's reaction to death and dying will be highlighted. In addition, students will learn to design organizational structures for interdisciplinary assessments and service delivery in settings serving the dying and bereaved.
Credits: 3
Every Summer

PM 747 Nutrition Policy Across the Lifecycle
The purpose of this course is to examine the relationships among food, nutrition and health for adults in the context of public policy formation and implementation at federal, state and local government levels. Of particular interest in this examination are intended and unintended consequences for individuals of public policies on food availability, prices, consumption and health. The course reviews major areas of food and nutrition policy at various levels of government as well as social and political forces that result in particular policies and in major changes in policy, for example recent revisions in the food pyramid.
Credits: 3
Every Summer

PM 751 Diversity and Cultural Competence in the Workplace
An examination of managing cultural competence and the impact of diversity, culture, and ethnic origin in public sector workplaces along several dimensions including race, ethnicity, gender, age, sexual preference, and physical ability.
Credits: 3
On Occasion

PM 767 International Organization, The United Nations and its Affiliated Agencies
A study of the theories, origins, functions and operations of international organizations. The principal organs of the United Nations, with emphasis on the General Assembly and the Security Council, are examined. (Same as PM 767.)
Credits: 3
Cross-Listings: PM 767, POL 642
On Occasion

DEPARTMENT OF PUBLIC HEALTH

Public Health is the science of protecting and improving the health of populations through research to prevent disease, pollution, environmental decay, injury, disability, and premature death, and to foster education of future researchers and public-health practitioners. Public health professionals analyze how pollution, environmental impacts, genetics, policies, systems, behavior and lifestyle, affect the health of populations. Public Health scientists work on a population level to develop research programs, interventions, policies, and communications that protect the health of people. In traditional clinical medicine, health care professionals diagnose and treat one sick person at a time. In public health, professionals focus on research and disease prevention for entire populations.

MPH in Public Health

The Master of Public Health (M.P.H.) at Long Island University is a 42-credit program. The mission of the Department of Public Health at LIU and MPH program is to create new, groundbreaking research, improve public health systems, craft actionable public health policies and educate future leaders and researchers at the local and global level. Our program is a research-based, *Generalist MPH.*

The MPH Program goals are:

- **Goal 1: Research** - Lead cutting-edge, interdisciplinary research and investigation of public health issues, by combining data from all biomedical subfields of public health, including environmental health, planetary health, epidemiology, genomics, toxicology, health economics, public policy, reproductive health, and health communications.
- **Goal 2: Instruction** - Educate individuals seeking training and experience in public health through a graduate-level program that focuses on evidence-based approaches to public health in the local and global context, as well collaboration with local, state, federal, and global partners.
- **Goal 3: One-Health -** To safeguard the health of natural environments and ecosystems, which directly affect animals, disease vectors and therefore populations and communities.

Application Requirements

To apply for this program, prospective candidates must submit all of the following to SOPHAS or Office of Graduate Admissions (though the LIU website):

- Official transcripts from all accredited undergraduate and graduate institutions attended; degrees earned outside of the United States or Canada must be evaluated by an agency recommended by LIU.
- Personal statement, following guidelines are available on the Dept. of Public Health's Website. Standard/generic personal statements will not be accepted.
- At least two (2) current letters of reference on agency/institutional letterhead completed by individuals who are qualified to comment on (1) your academic background/achievements and potential and/or (2) your volunteer or paid community or health-related experience
- A current resume. Highlight any health, public health, medical, or community paid or volunteer work experience, studies, or training.
- TOEFL test score: If you are an international applicant who does not have an undergraduate degree from a regionally accredited US college or university, submit official scores for the Test of English as a Foreign Language (TOEFL) exam or IELTS or accepted equivalent tests.

Shared Credit and Accelerated Programs

The Department of Public Health and the LIU School of Pharmacy offer and Pharmacy Doctor-Master of Public Health Shared-Credit Program, which allows students to complete their requirements for both degrees in the same amount of time allotted for the PharmD degree. Please refer to the LIU Pharmacy course bulletin for details.

The Department of Public Health, with the Department of Health Science, offer an accelerated Bachelor of Health Science - Master of Public Health 3+2 program, which allows undergraduates to complete a B.S. and MPH in only 5 years, as opposed to the normal 6 required for both programs separately. Please refer to the Health Science B.S. section of the LIU Undergraduate Bulletin for details.

The Department of Public Health offers an accelerate Master of Public Health program for Medical Doctors (MDs), by crediting up to 12-credits existing coursework. Please contact the director of the program for details.

Important Dates

Application are reviewed on a rolling basis.

Program Requirements

Continued enrollment in this program is contingent upon:

- A cumulative 3.0 GPA must be maintained throughout the program
- Completion of 30 credits of required courses
- Completion of 6 credits of elective courses
- Completion of 6 credits of Capstone and Practicum experiences (MPH 798 and 799)

Master of Public Health

M.P.H., Public Health

[Program Code: 33024] {HEGIS: 1214}

Required core courses:

MPH	600	Foundations of Public Health	3.00
MPH	610	Principles of Epidemiology	3.00
MPH	615	Principles of Biostatistics	3.00
MPH	620	Social and Behavioral Sciences in Public Health	3.00
MPH	625	Environmental Health	3.00
MPH	735	Research Methods and Applications	3.00
MPH	740	Program Planning, Implementation and Evaluation	3.00
MPH	745	Health Promotion and Education	3.00
MPH	750	Public Health Policy and Advocacy	3.00
MPH	755	Health Communications Issues and Strategies	3.00
MPH	798	Public Health Capstone Seminar	3.00
MPH	799	Public Health Field Practicum	3.00

Of the following elective courses, only two are required:

MPH	500	Public Health Application of Informatics	3.00
MPH	509	Physical Activity in Public Health	3.00
MPH	515	Public Health Implications of HIV/AIDS	3.00
MPH	530	Global Public Health Challenges	3.00
MPH	535	Infectious Diseases and Public Health Practice	3.00
MPH	540	Current Issues in Public Health I	3.00
MPH	545	Current Issues in Public Health II	3.00
MPH	550	Public Health in Film	3.00
MPH	575	Developing Strong Public Health Proposals	3.00

Credit and GPA Requirements

Minimum Total Credits: 42

Minimum Major GPA: 3.00

ACCELERATED SHARED CREDIT PROGRAMS

BS Health Science and MPH Public Health

The Department of Public Health, along with the Division of Athletic Training, Exercise & Health Science, offers an accelerated, shared credit program that leads to a B.S. Health Science and a Master in Public Health (M.P.H.). Note that a separate admission into the M.P.H. portion of this program is required. Please refer to the Division of Athletic Training, Health and Exercise Science in the LIU Brooklyn Undergraduate Bulletin for full details about the program. See this LIU Brooklyn Graduate Bulletin for MPH course descriptions.

Public Health Courses

MPH 535 Infectious Diseases and Public Health Practice
This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.
Credits: 3
On Occasion

MPH 540 Current Issues in Public Health I
This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.
Credits: 3
On Occasion

MPH 545 Current Issues in Public Health II
This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their on-the-job challenges and achievements.
Credits: 3
On Occasion

MPH 575 Developing Strong Public Health Grant Proposals
This course will engage students in project-based learning, focused on the competencies that public health professionals need to develop for effective public health grant proposals. Students will become familiar with the key components of a competitive grant proposal for foundations and government funders and learn best practices for developing a well-organized budget and a targeted list of foundation and government funding prospects.
Credits: 3
Annually

MPH 600 Foundations of Public Health
This course is an introduction to public health and health care systems. Topics include the history of public health, critical public health issues, and public health principles, priorities, pioneers, publications, and practices, public health budgeting, and systems thinking. Health services management topics include the history, structure, functions, and management issues of organizations that deliver public and other forms of health care services. Through readings, discussion, research, individual and group work, students in this course will acquire basic knowledge, attitudes and skills that are essential for effective public health practice.
Credits: 3
Every Fall

MPH 610 Principles of Epidemiology
This course introduces the distribution and determinants of health and disease in defined populations, and also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature. Students learn how to find and interpret data, describe outbreaks and their effects on specific populations, and to assess and communicate risk. The course also addresses basic public health applications of informatics as a means of communicating data.
Credits: 3
Every Fall

MPH 615 Principles of Biostatistics
This course presents an introduction to the theory and methods used in biostatistics. Students will learn to apply statistics to explain the occurrence and control of disease as well as to the evaluate public health programs. This course also will introduce students to the theories applied to common statistical methods and principles used in public health, such as those related to disease measurement and distribution, probability, hypothesis testing, statistical significance, sampling, and univariate, bivariate and multivariate analysis. This course is part of the core course requirement for the MPH program. Students are also taught the statistical software SPSS.
Credits: 3
Every Summer

MPH 620 Social and Behavioral Sciences in Public Health
This course is an introduction to previously established, as well as new and emerging social and behavioral science theories used in shaping research and practice in public health and health education. Students will analyze and compare theories, and review research that supports and/or challenges the contribution of these theories to health promotion and disease prevention at the individual, group, organizational, community, and public policy levels.
Credits: 3
Every Fall

MPH 625 Environmental Health
This course is designed to provide graduate students with an introduction and overview of the key areas of environmental health. Using the perspectives of the population, global environment and community, the course will cover factors associated with the development of environmental health threats while providing an opportunity to think creatively about solutions, prevention and future tools for analysis and monitoring.
Credits: 3
Every Spring

MPH 735 Research Methods and Applications
This course is an introduction to community-based research design and methods, including the logic of scientific research, research ethics, causal inference, hypothesis formation, measurement theory, survey research, experimental design, qualitative methods, sampling and data analysis applications and salient funding Institutional Review Board issues. The course emphasizes Community-Based Participatory Research best practices, including building community partnerships, cultural competence, community involvement in assessment, issue analysis, research planning, data gathering, and data sharing. Bridges and barriers to the diffusion and application of research results to practice are explored.
Credits: 3
Every Spring

MPH 740 Program Planning, Implementation and Evaluation
This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs,and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.
Credits: 3
Every Fall

MPH 745 Health Promotion and Education
This course examines the design, production and evaluation of education-based health promotion and disease prevention programs and services rooted in health education theory, research, and best practices. It introduces community organizing and coalition building principles and best practices as the bases for effective community work. It includes the study of traditional and emerging community/population-based health education strategies and methods.
Credits: 3
Every Spring

MPH 750 Health Communications Issues and Strategies
This course introduces students to health communication theory, research, and best practices. It provides students with a framework for designing, producing, and evaluating mass media

health promotion and disease prevention campaigns. Health communication strategies to be studied include print materials (i.e., brochures, flyers, posters, billboards, newspapers, newsletter, reports), Internet-based communication media (i.e., web sites, blogs, webcasts, podcasts, iTunes, YouTube, virtual worlds/reality programs), social media platforms, television, radio, film, e-mobile interventions. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.
Credits: 3
Every Spring

MPH 755 Program Planning, Implementation and Evaluation
This course covers strategies tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs,and evaluating the effectiveness of the planning, implementation and outcomes of the programs in a variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.
Credits: 3
Every Fall

MPH 798 Public Health Capstone Seminar
Capstone is a culminating academic experience in which students demonstrate their command of the MPH coursework by assessing and analyzing past and present public health challenges and how they were or are being handled. Students are expected to synthesize, integrate and apply skills and competencies acquired through their program of study to a public health problem that approximates a professional practice experience. The project requires both a written and oral assignment. It is typically completed in the last term of the program, usually in conjunction with the completion of a fieldwork practicum experience.
Credits: 3
Every Fall and Spring

MPH 799 Public Health Field Practicum
A 200-hour field practicum/placement at a local health organization that involves the performance of health promotion or education, health advocacy, and public health research, or organization and management functions, and the collection and analysis of data as appropriate, under the supervision of a qualified public health professional to determine or assess a response to an actual public health challenge. A practicum portfolio is completed and presented in the form of an oral presentation.
Credits: 3
Every Fall and Spring

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at LIU Brooklyn is dedicated to providing superior quality education in the health professions to a student body from all walks of life. With strong ties to the community and to many health care facilities that support educational efforts, as well as research, our programs address clinical health care, community-based health, behavioral health, social and environmental issues. The school prepares students for careers in a variety of health professions, including physical therapy, communication sciences and disorders, exercise science, occupational therapy, physician assistant studies, social work, mental health counseling, marriage and family therapy, general psychology, school psychology, and clinical psychology. The rich educational environment at the LIU Brooklyn Campus allows these master's and doctoral programs to introduce students to interprofessional education and practice. 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 also engaged in research, greatly enhancing to their students' learning experiences and professional growth. Graduates of our programs are in high demand in the current health care job market, and this is expected to continue for many years to come.

Criminal Background Checks and Drug Testing

Many clinical/field experience affiliates (i.e., hospitals and clinics) now require the completion of criminal background checks and/or drug testing for employees, volunteers, and students affiliated with the site. Therefore, School of Health Professions students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Health Professions should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Health Professions students should be aware that the presence of a criminal record could result in the refusal of the licensing/certification/registration agencies (e.g., a 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.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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

M.S. Speech-Language Pathology

Admissions Procedures

The institutional policy for admission of students to graduate study is a bachelor's degree from an accredited university indicating an acceptable record, with additional requirements set by individual graduate programs. The faculty of the graduate program in Speech-Language Pathology has set the following specific admissions standards for entry into the program:

- B.A. or B.S. degree with a minimum grade point average (GPA) of 3.2 **or** B.A. or B.S. degree in another field plus completion of pre-requisite coursework in speech-language pathology and audiology. The following courses (or their equivalents at other institutions) must be taken (19 credits if taken at LIU):
  SLP 104 Articulatory Phonetics
  SLP 113 Anatomical and Physiological Bases for Speech & Language I
  SLP 133 Speech Science I: Acoustic Phonetics
  SLP 231 Language Acquisition Across Life Span I: Early Years
  SLP 321 Audiology I-Hearing Science
  SLP 410 **or** 411 Introduction to Communication Disorders Across the Life Span
  Three letters of recommendation (two must be academic)
- Official transcripts from all universities attended
- A brief personal statement describing their interest in the field, LIU Brooklyn, and career goals
- Applicants whose undergraduate, graduate, or prerequisite coursework was completed in an institution where English was not the principal language of instruction must present scores for the Test of English as a Foreign Language (TOEFL)
- Minimum grade of a B- in all pre-requisite courses and grade point average of 3.2
- Post-baccalaureate students must complete a minimum of 4 (out of 6) pre-requisite courses before applying to the program
- Course credits may be granted for designated courses completed within **5 years**

Students preparing to obtain the Bilingual Extension to the Teacher of Students with Speech and Language Disabilities Certification must also demonstrate written and oral language proficiency in a second language on the *Bilingual Education Assessment (BEA)* or other approved examinations.

Program Requirements

The Master of Science degree in Speech-Language Pathology at LIU Brooklyn can be completed in 2.5-3 years of intensive study (7-8 semesters including 2 summers). The time limit for the degree is 5 years. Candidates for the degree must have completed a minimum of 64 credits and a summative requirement.

The master's degree program offers two options:

1. A clinical master's degree program with a comprehensive examination as the summative requirement
2. A clinical master's degree program with a written research thesis in which the summative requirement is a formal defense in front of a thesis committee.

Both options are subject to the rules of the departmental Graduate Program Committees.

Curriculum

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

multilingual/multicultural content. Students must meet both the CSD department grade requirements and the minimum competency standards outlined by both the CAA & ASHA within each course to complete the degree.

Students must complete all undergraduate pre-requisites by the end of their first year of graduate coursework.

Foundation Courses

Students must receive a grade of B- or above in each Foundation course. Students are permitted to retake a maximum of two Foundation courses to remediate grades of C+ or below in the next semester the course is offered. Foundation courses may be retaken only one time.

Advanced / Higher Level Courses (Including Clinical Practicum Coursework)

Students must receive a grade of B- or above in each Advanced / Higher Level course (including clinical practicum coursework). Students are permitted to retake a maximum of two advanced courses (including clinical practicums) to remediate grades of C+ or below in the next semester the course is offered. Advanced courses and clinical practicums may be retaken only one time.

Clinical Practicum

All students are required to complete a minimum of 400 competent clock hours of clinical practicum. Up to 25 hours of undergraduate practicum and 25 hours of observation may be credited toward clinical practicum requirements with proper documentation. Clinical practica are completed in several locations: on campus in the university clinic, at the university satellite centers, at off-campus medical / adult care settings, and in school settings. Clinical practicum requirements, facilities, and regulations are described in detail in the Clinic Procedures Manual. Students are provided with the Clinic Procedures Manual upon entering SLP 610A. Students are advised that the specific hourly requirements listed here and by ASHA constitute minimum requirements and may be adjusted upward according to individual student needs and skill levels.

Students can only begin their clinical practicum coursework after they complete all of their foundation coursework and successfully take and pass the Foundations Exam, a required formative assessment following completion of all Foundation coursework including SLP 605 and SLP 640.

Students must resolve all grades of INC and/or remediation plans before starting the clinical practicum sequence. Students must have an overall GPA of 3.0 or higher to start the clinical practicum sequence. Clinic eligibility requires department and Clinical Director approval.

Please Note:

1. Students are not permitted to retake any foundation or advanced level coursework (including clinical practicum courses) a third time.

2. Any student who is required to repeat a course will be required to modify their program plan to include at least 1 additional semester (minimum) to complete the program.

3. Faculty reserve the right to require remediation work without retaking a course regardless of the grade received to ensure each student has met course competencies in full.

Grading Policy

The university grading policy involves a plus and minus grading system (A, A-, B+, B, B-, C+, C, F).

Academic Probation & CSD Dismissal Policy

Students must maintain an overall GPA of 3.0 to continue in the program throughout their academic careers. Students are placed on Academic Probation when they fail to maintain a minimum GPA of 3.0 within a term and/or are required to repeat coursework.

Students will receive a letter of dismissal from the program if:

1. The student receives a grade of C+ or below after retaking a course.
2. The student receives a grade of C+ or below in a third foundation course or third advanced course.
3. The student is unable to maintain a cumulative or term GPA of 3.0 or higher for more than 1 semester.
4. The student is unable to successfully pass the comprehensive exam.
5. The student does not adhere to the ASHA Code of Ethics
6. The student is unable to demonstrate academic integrity and adhere to the Student Code of Ethics as per university policy.

Summary of Master's Degree Graduation Requirements

Students may opt to complete either the Comprehensive Examination Option or the Research Option (as partial fulfillment of the M.S in Speech-Language Pathology): Comprehensive Examination Option

Students take a comprehensive examination as part of the program and degree requirements. Students are eligible to take the comprehensive exam during their last semester in the program. The comprehensive examination consists of questions about content from foundations and higher-level courses. Students who fail the exam must be counseled by the department chairperson, directed toward remedial instruction, and should retake the exam. Students may take the examination a maximum of four times.

Research Option

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

Speech-Language Performance and Writing Proficiency

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

MS Speech-Language Pathology

{Program Code: 20057} {HEGIS: 1220}

The following six Foundation courses are required (22 credits):

SLP	601	Introduction to Research in Speech-Language Pathology	3.00
SLP	602	Advanced Language Acquisition	3.00
SLP	603	Bilingual/Multicultural Foundations I	3.00
SLP	605	Diagnostic Process	3.00
SLP	606	Advanced Neuroanatomy for Speech-Language Pathology	3.00
SLP	608	Seminar in Speech-Language Pathology	1.00
SLP	620	Comparative Phonology and Phonological Disorders	3.00
SLP	640	Language Disorders in Children	3.00

The following fourteen Higher Level courses are required (34 credits):

SLP	604	Bilingingual/Multicultural Foundations II	3.00
SLP	607	Advanced Clinical Audiology	3.00
SLP	609	Speech Science and Instrumentation	3.00
SLP	621	Fluency Disorders	3.00
SLP	622	Voice Disorders	3.00
SLP	626	Dysphagia	3.00
SLP	627	Motor Speech Disorders	3.00
SLP	630	Topics In Communication Disorders	3.00
SLP	639	Praxis Examination Preparation	1.00
SLP	641	Aphasia and Adult Neurogenic Disorders	3.00
SLP	642	Speech-Language-Hearing Services in Schools for Language-Learning Disabilities	3.00
SLP	644	Speech-Language-Hearing Services in Multicultural/Multilingual School Settings	3.00

The following six Practicum courses are required (8 credits):

SLP	610A	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	610B	Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders	2.00
SLP	611A	Intermediate Clinical Practicum in the Treatment of Speech-Language and Hearing Disorders	1.00
SLP	612A	Advanced Clinical Practicum: Assessment and Treatment Speech-Language and Hearing Disorders	1.00
SLP	614A or 614B	Diagnostic Practicum: Children or Diagnostic Practicum: Adults	1.00
SLP	615A	Audiology Practicum	1.00

Credit and GPA Requirements

Minimum Credits: 64
Minimum Major GPA: 3.0

Student Committees

Student Advisory Committee

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

Clinical Practicum Committee Student Representative

The CPC reviews clinical policies and procedures. The faculty will select a graduate student to be invited to CPC meetings to provide feedback to the CPC regarding clinical issues. The student must be in good academic standing to serve on the committee.

National Student Speech-Language-Hearing Association (NSSLHA)

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

Communication Sciences and Disorders Courses

SLP 601 Introduction to Research in Speech-Language Pathology
This course is designed to (1) give students a broad-based introduction to the research literature in speech-language pathology; (2) develop critical research evaluation skills; and (3) cover technical aspects of research design and methodology including ethical principles, basic statistical methods and issues in data interpretation, and (4) develop professional communication skills for discussing and reporting research
Credits: 3
Every Fall and Spring

SLP 602 Advanced Language Acquisition
Advanced study of language development in typically developing children, focusing on syntactic, semantic and pragmatic abilities of children in relationship to their developing sensorimotor, perceptual, social-emotional and cognitive systems. Normal variations in language acquisition and development are viewed from a cross-cultural perspective.
Credits: 3
Every Fall and Spring

SLP 603 Bilingual/Multicultural Foundations I
The course will examine language variation in the United States. Students and faculty will examine their own cultural, ethnic, language backgrounds, values, and beliefs about individuals perceived as linguistically and culturally different. Students will examine what it means to develop cross cultural competence to appropriately work with children from culturally/linguistically diverse populations who have communication disorders. In addition students will examine dialects in the Northeast and the South including African American. This course will provide students with research on language and narrative skills among African American children
Credits: 3
Every Fall and Spring

SLP 604 Bilingual/Multicultural Foundations II
This course offers a comprehensive introduction to the historical context and contemporary challenges associated with delivering equitable and just speech therapy services. It emphasizes the importance of cultivating cultural humility, understanding the role of intersectionality and systemic 'isms', adopting interprofessional values and ethics on service delivery within speech pathology. The course delves into the diverse cultural/linguistic groups in the United States and how cultural and linguistic variations impact the assessment and treatment of communication disorders. It also explores the role of culture on specific speech and language disorders. Simultaneous and sequential bilingual language development are examined, along with the distinction between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. The implications for performance in school settings is explored, with a focus on culturally and linguistically appropriate methods and materials for assessment and intervention, including bilingual materials, alternative assessment approaches, and intervention strategies. An overview of legislation pertaining to bilingual education and special education is presented.
The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.
Credits: 3
Every Fall and Spring

SLP 605 Diagnostic Process
Diagnosis of speech-language and swallowing disorders in children and adults. Norm-referenced, criterion-referenced, and developmental approaches to assessment are identified. Standardized and non-standardized assessments used in the field of speech/language pathology are reviewed. Focus is on data collection, observation and interpretation of test results. Emphasis is also on the impact of cultural and linguistic diversity on assessment and overall identification/diagnosis.
The pre-requisites of SLP 601, 602, 603, 606, 608, and 620 are required. The co-requisite of SLP 607 is required or permission of Department Chair and Program Director.
Credits: 3
Every Fall and Spring

SLP 606 Advanced Neuroanatomy for Speech-Language Pathology
This course is a broad survey of the structure, function and pathology of the human nervous system. The course emphasizes structural characteristics of the central and peripheral nervous system and their relationships to function and dysfunction, particularly how they relate to speech, language, hearing, and swallowing. Related disciplines such as cell biology, histology, biochemistry, physiology, neuropsychology, neurology, and psychiatry are included to facilitate understanding of the functional mechanisms and relationships.
Credits: 3
Every Fall and Spring

SLP 607 Advanced Clinical Audiology
This course provides an advanced discussion of clinical audiology in relevance to speech-language pathologists, mainly including the following areas: rationale and procedures of clinical tests of basic auditory function, manifestation and assessment of common audiological and otological disorders, and hearing evaluation for pediatric, geriatric, and bilingual/multicultural populations.
The pre-requisites of SLP 601, 602, 603, 606, 608 and 620, the co-requisite of SLP 605 is required or Department Chair and Program Director permission.
Credits: 3
Every Fall and Spring

SLP 608 Seminar in Speech-Language Pathology
An examination of professional ethics and issues as well as cultural considerations for studying and teaching speech, language, communication, and swallowing disorders in culturally and linguistically diverse populations. The course also covers such issues as professional organizations, the ASHA code of ethics, state license and certification requirements.
Credits: 1
Every Fall and Spring

SLP 609 Speech Science and Instrumentation
This course is designed to give students of communication disorders a thorough grounding in the characteristics of normal speech production and perception and the techniques for studying them. Students should be equipped to (1) read the contemporary research literature, (2) assess speech production patterns in children and adults from varying language backgrounds, (3) understand how speech is perceived and processed in laboratory and field situations, (4) evaluate claims about the etiologies of speech disorders, and (5) evaluate treatment protocols based on particular views about the nature of speech production and perception.
The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on Foundations Exam are required.
Credits: 3
Every Fall and Spring

SLP 610A Clinical Practicum: Intro to Treatment of Speech-Language and Hearing Disorders
An introduction to evidence based clinical practice, and the remediation of speech-language and communication disorders. This course examines principles of problem-solving and decision-making involved in intervention planning for individuals across different communication disorder types and age groups, as well as culturally and linguistically diverse backgrounds. Long-term, short-term, and session goals and procedures will be defined, and sources of information guiding goal and procedure planning will be specified. These include baseline data from diagnostic reports and evidence based knowledge about (a) the nature and components of speech and language (content, form, and use), (b) bilingualism, bi-dialectism, and cultural influences reflected in speech and language performance; (c) factors maintaining communication disorders (sensorimotor, psychosocial, cognitive, medical); (d) premises of language learning theories. Students will engage in goal and procedure planning with reference to principles presented and diagnostic information from individuals manifesting communication problems.
The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required. Department Chair and Clinic Director permission required.
Credits: 2

Every Fall, Spring and Summer

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

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

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640 and a passing score on the Foundations Exam are required. Student must have received a grade of B- or above in SLP 610A. Clinic Director permission required.

Credits: 1

Every Fall, Spring and Summer

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

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

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, 640, passing score on the Foundations Exam, 610A, 610B. Student must have received a grade of B- or above in SLP 610A and SLP 610B. Clinic Director permission required.

Credits: 1

On Demand

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

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

Pre Reqs: SLP 601, 602, 603, 605, 606, 608, 620, 640, passing score on the Foundations Exam, 610A and 610B, (610C if applicable). A grade of B- or above in SLP 610A and SLP 610B (and SLP 610C if applicable). Clinic Director permission required.

Credits: 1

Every Fall, Spring and Summer

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

An advanced-level practicum in which students participate in the supervised assessment, treatment and management of speech, language, communication and swallowing disorders in adults at area hospitals, clinics, adult day centers, and high schools serving the 18-21 year old population while obtaining required clinical hours throughout the semester. Some pediatric hours may be accrued, depending on the site. Emphasis of the practicum is on diagnosis, intervention planning, development of goals and procedures, and professional decision-making and problem-solving in context of evidence based clinical practice. Students participate in a weekly seminar.

Pre reqs: SLP 601,602,603,605,606,608,620,640, passing score on Foundations Exam. B- or above in SLP 610A, 610B /SLP 610C, 611A, 611B or 611C if applicable). SLP 614A or SLP 614B recommended as pre or co req. Clinic Director permission required.

Credits: 1

Every Fall, Spring and Summer

SLP 614A Diagnostic Practicum: Children

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders while obtaining required clinical hours throughout the semester. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process in context of evidence based clinical practice. Prerequisite: Permission of the department.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required. Department Chair and Clinic Director permission required.

Credits: 1

Every Fall, Spring and Summer

SLP 614B Diagnostic Practicum: Adults

A practicum in which students perform diagnostic evaluations on individuals with speech, language, swallowing and hearing disorders while obtaining required clinical hours throughout the semester. Students also participate in a weekly seminar that focuses on the diagnostic process, formal and informal assessment procedures, and decision-making relevant to the diagnostic process in context of evidence based clinical practice.

The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required. Department Chair and Clinic Director permission required.

Credits: 1

Every Fall, Spring and Summer

SLP 615A Audiology Practicum

A practicum in which students perform supervised audiologic screenings and participate in diagnostic evaluations while obtaining required clinical hours throughout the semester. Practicum includes a review of basic audiologic concepts and procedures in a weekly seminar.

The pre-requisites of SLP 601, 602, 603, 605, 606, 607, 608, 620, 640 and passing score on Foundations Exam are required. Department Chair and Clinic Director Permission

Credits: 1

Every Fall, Spring and Summer

SLP 620 Comparative Phonology and Phonological Disorders

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

Credits: 3

Every Fall and Spring

SLP 621 Fluency Disorders

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

The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.

Credits: 3

Every Fall and Spring

SLP 622 Voice Disorders

This course is designed to provide the student with a theoretical and practical introduction to normal voice production and the nature, diagnosis, and treatment of voice disorders. Information related to structural, functional, and neurological bases of

voice disorders will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc.
The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.
Credits: 3
Every Fall and Spring

SLP 626 Dysphagia
This course is designed to provide the student with a theoretical and practical introduction to normal swallowing and the nature, diagnosis, and treatment of swallowing disorders. Information related to structural and neurologic bases and medical consequences of dysphagia will also be provided. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities discussions, etc.
The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 620 and a passing score on Foundations Exam are required.
Credits: 3
Every Fall and Spring

SLP 627 Motor Speech Disorders
This course is designed to provide the student with a theoretical and practical introduction to normal speech production and the nature, diagnosis, and treatment of motor speech disorders. Information will be provided regarding each disease/disorder and etiologies underlying these disorders. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class activities, discussions, etc.
The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.
Credits: 3
Every Fall and Spring

SLP 630 Topics In Communication Disorders
This course focuses on select topics in communication disorders to increase students' awareness and exposure to diverse communication disorders, specifically on Cleft Palate and Habilitation and Augmentative and Alternative Communication (AAC). The course will cover the effects of cleft palate on speech development with a focus on assessment and treatment of speech, resonance, velopharyngeal dysfunction, and feeding. It will focus on the the nature of AAC systems and strategies, as well as the issues related to the field of AAC with a focus on the assessment and intervention process.
The pre-requisites of SLP 601, 602, 603, 604, 605, 606, 607, 608, 609, 620 and a passing score on Foundations Exam are required or permission of Department Chair and Program Director.
Credits: 3
Every Fall and Spring

SLP 639 Praxis Examination Preparation
The Praxis examination is a comprehensive multiple choice examination that covers content covered in academic courses. It is commissioned by the American Speech-Language Hearing Association (ASHA) and facilitated by Educational Testing Service (ETS). Certification in speech-language pathology requires passing the Praxis examination.
The Praxis examination preparation course is a required !-credit course that provides students with test skills (e.g. test timing, multiple choice questions, and reasoning skills) and course content in speech-language pathology. Students will be provided with practice Praxis questions throughout the course that will review their knowledge base in speech-language pathology and improve their test taking skills. This course will ensure the success in passing the Praxis examination, a
necessity for clinical practice. It will be offered to students during their final semester of the program.
Students are required to take this course in their last semester in the program. Department Chair and Program Director permission is required to register prior to the last semester.
Credits: 1
Every Semester

SLP 640 Language Disorders in Children
An examination of childhood language disorders, including autistic spectrum disorders, specific language impairment and language-learning disabilities. Contemporary approaches to assessment and intervention are explored from varied theoretical models, within context of evidence based clinical practice. The treatment of language disorders within a social communicative context is emphasized, with special reference to cultural and linguistic variations.
The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required or permission of Department Chair and Program Director.
Credits: 3
Every Fall and Spring

SLP 641 Aphasia and Adult Neurogenic Disorders
This course provides students with a sophisticated understanding of the diagnosis and treatment of a variety of acquired neurogenic language disorders of language and cognition. Aspects of counseling in the arena of communication disorders and multicultural perspectives in medical environments are infused throughout the course. Emphasis is placed on active problem solving approaches to clinical decision making, and component-skill analysis of diagnostic materials. Classes will be lecture and discussion-based, with supporting handouts and video material.
The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required or permission of Department Chair and Program Director.
Credits: 3
Every Fall and Spring

SLP 642 Speech-Language-Hearing Services in Schools for Language/Learning Disabilities
An historical-to-contemporary overview of the field of language-hearing disabilities, with attention to variations among cultural groups. The focus is on understanding the complex relationships among language, learning and literacy. Contemporary theoretical paradigms used in the assessment and treatment of individuals with language-learning disabilities are explored. The role of the speech-language pathologist in the school setting is addressed, with particular attention to the school curriculum , reading, and inter-professional collaboration.
The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required.
Credits: 3
Every Fall and Spring

SLP 644 Speech-Language-Hearing Services in Multicultural/Multilingual School Settings
This course provides an overview of the role and responsibilities of the speech-language specialist in varied school settings. Pre-referral, referral and assessment processes are discussed. Formulation and implementation of evidence based, linguistically and culturally appropriate therapeutic programs are considered. Family involvement and team-oriented approaches to school delivery are explored. School organization, bilingual and special education legislation and individualized education plans are described and discussed.
The pre-requisites of SLP 601, 602, 603, 605, 606, 608, 620, and 640 are required.
Credits: 3
Every Fall and Spring

SLP 720 Independent Study-Research on Disorders of Speech
Extensive individual research on the various disorders of speech (articulation, phonology and swallowing). Students are required to submit a carefully documented research project based on a topic approved in advance by the professor.
The pre-requisites of SLP 601, 602, 603, 606, 608 and 620 are required.
Credits: 1 to 3
On Demand

DEPARTMENT OF EXERCISE SCIENCE

The Division of 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 an MS in Exercise Science and a Bachelor of Science (BS) degree program in Exercise and Wellness Science.

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.

M.S., Exercise Science

[Program Code: 06922] (HEGIS: 1201}

Must Complete All Core Courses Listed Below.

EXS	501	Exercise Physiology in Chronic Disease I	3.00
EXS	510	Nutrition and Wellness in Physical Activity	3.00
EXS	524	Exercise and Fitness for People with Disabilities	3.00
EXS	535	Field Experience I	3.00
EXS	540	Research Methods in Exercise Science	3.00

Fitness for Special Populations Track

9 Credits for Fitness for Special Populations Track Requirements.

EXS	592	Physiology of Exercise for Healthy and Aging	3.00
EXS	650	Cardiopulmonary Health and Disease	3.00
EXS	502	Inclusive Fitness Certification	3.00

Exercise Physiology and Sports Nutrition Track

9 credits for Exercise Physiology and Sport Nutrition Track Requirements.

EXS	600	Exercise Physiology in Chronic Disease II	3.00
EXS	653	Advanced Laboratory Techniques in Exercise Physiology I	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

Strength and Conditioning and Sport Nutrition Track

Select 9 credits for Strength and Conditioning and Sport Nutrition Track Requirements.

EXS	507	Corrective Exercise Specialist Preparation	3.00
EXS	508	Certified Strength and Conditioning Specialist Prepartaion	3.00
EXS	615	Performance Enhancement Specialist Prepartion	3.00
EXS	645	Sport Nutrition and Pharmacology	3.00

ELECTIVE COURSES

Students are required to take 12 credits of electives. For students interested in completing a Master's thesis EXS 799 and EXS 899 are required. Students should discuss their plan of study and elective options with their advisor. Courses will be offered occasionally depending upon demand.

EXS	527	Grant Writing for Health & Fitness Professionals	3.00
EXS	507	Corrective Exercise Specialist (CES) Preparation	3.00
EXS	799	Research Thesis I	3.00
EXS	899	Research Thesis II	3.00
EXS	593	Functional Movement, Assessment & Program Design	3.00
EXS	705	Individual Problems	3.00
EXS	591	Business/Entrepreneurship in Exercise Science	3.00
EXS	650	Cardiopulmonary Health & Disease	3.00
EXS	518	Technology in Health & Disease	3.00
EXS	500	Personal Training Certification Preparation	3.00
EXS	502	Inclusive Fitness Certification	3.00
EXS	653	Advanced Laboratory Techniques Exercise Physiology I	3.00
EXS	654	Advanced Laboratory Techniques Exercise Physiology II	3.00
EXS	545	Field Experience II	3.00
EXS	565	Psychology of Exercise and Physical Activity	3.00
EXS	720	Neuroscience and Exercise	3.00
EXS	575	Fitness Management	3.00
EXS	555	Nutrition and Weight Management	3.00
EXS	594	Athletic Performance and Conditioning Post-Injury	3.00
EXS	509	Physical Activity in Public Health	3.00
EXS	531	Adapted Physical Ed for Individuals with Autism	3.00

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.0

Exercise Science Courses

EXS 500 Personal Training Certification Preparation
This course will provide students with the most current state-of-the art fitness education. Students will be expected to have a firm grasp of the theories and facts involved with practical fitness testing and programming. Students will apply this information in a practical setting through the performance of laboratory exercises. Each lab will address the knowledge and skills that a fitness professional must possess to safely implement effective fitness programs. Students will be prepared to take personal training certification exam offered by the National Academy of Sports Medicine (NASM). This course has an additional fee.
Credits: 3
Every Spring

EXS 501 Exercise Physiology in Chronic Disease I
A course designed to provide students with an in-depth understanding and appreciation of the effect of exercise in chronic illness. Class activities include theory-based lectures; group case studies and role-play using standardized patients. Students will learn how to analyze and interpret exercise and medical data as it relates to disease, and prescribe appropriate exercise parameters.
Credits: 3
Every Fall and Spring

EXS 507 Corrective Exercise Specialist (CES) Preparation
This course is designed to enable fitness professionals to expand their knowledge and abilities in human movement science. Students develop an expertise in injury prevention and recovery working with deconditioned and conditioned populations. Specifically students learn the movement assessment process using the Functional Movement Screen, gait analysis etc., and develop an individualized correct exercise program. Common conditions include low back pain, ACL injuries and muscle imbalance. The course prepares students for the well-recognized NASM Corrective Exercise Specialist (CES) exam. This course has an additional fee.
Credits: 3
Every Fall

EXS 508 Certified Strength and Conditioning Specialist (CSCS) Preparation
This course covers topics such as sports physiology, sport specific conditioning and training, exercise physiology, instructional techniques, pediatric sports, functional movement training and developing balance, mobility, agility, speed, strength and power of an athlete. Students will learn program design variables for improving these areas. Students will be prepared to sit for the CSCS Certification exam administered by the National Strength and Conditioning Association (NSCA).
Credits: 3
Every Fall

EXS 510 Nutrition and Wellness in Physical Activity
A course designed to expose students to basic concepts of nutrition for non-athletic and athletic populations. Students will be introduced to daily requirements for macro-nutrients and will also analyze a nutritional recall. Emphasis is also placed on current nutrition and exercise guidelines essential for a healthy quality of life. This course has an additional fee.
Credits: 3
Every Fall

EXS 518 Technology in Health and Disease
This course will explore the use of new devices and technologies currently utilized to monitor, assess, and evaluate healthy and disease states. Students will learn the theory behind the engineering of such devices as heart rate monitors, pedometers, accelerometers, and automated systems. Students will also have the opportunity to experience these items in real-time setting.
Credits: 3
On Occasion

EXS 524 Exercise and Fitness for Special Populations
This course provides didactic and practical experiences in developing exercise programs for individuals who have a specific disability or health limitation including aging, arthritis, diabetes, intellectual disabilities, spinal cord injuries and asthma. This course covers applied methods of exercise prescription for individuals who require adaptations and modifications to an exercise program. This course covers a brief summary of the physiology and pathophysiology of each condition, selected research on each disability or health condition and translation of the research in practical exercise guidelines and functional fitness activities to facilitate effective program development. Class activities will include theory-based lecture and practical experiences in the functional training lab.
Credits: 3
Every Fall and Spring

EXS 535 Field Experience I
An opportunity for the student to gain experience in his or her chosen track by spending a minimum of 125 hours at a public or private organization. Students will be placed in areas related to their selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, Fitness for Special Populations or Applied Sport and Exercise Psychology.
The pre-requisite of EXS 501 is required.
Credits: 3
Every Semester

EXS 540 Research Methods in Exercise Science
An introduction to various types of research designs and statistical methods relating to physical activity within the disciplines of exercise physiology, fitness for special populations, strength and conditioning, and athletic training. The student also learns to work with basic statistical research in the formulation of the various study designs. The student is able to apply the above to solve a particular research problem in their respective profession.
Credits: 3
Every Fall and Spring

EXS 545 Field Experience II
An opportunity for the student to gain additional experience in his or her chosen track by spending a minimum of 90 hours at a public or private institution. Students will be placed in areas related to selected track: Exercise Physiology and Sports Nutrition, Strength and Conditioning, or Fitness for Special Populations.
Credits: 3
Every Semester

EXS 555 Nutrition for Weight Management
This course explores the various and intricate issues involved in weight management, from dietary, hormonal and environmental factors that influence weight gain/loss, to the manipulation of nutritional strategies employed in eliciting weight changes. The course provides students with an in-depth understanding of health issues associated with being overweight, obese or underweight and examines different approaches - both clinical and dietary, in managing weight, and the role of physical activity in the process. Students will learn how to perform an assessment of a client with regard to weight management, and decide which nutritional strategy to employ based on a client's weight goals (loss or gain) and lifestyle considerations. Different nutritional strategies will be explored including weight management for athletes, sedentary adults, children and individuals with specific health considerations. Students will learn about accepted parameters of health weight loss, healthy weight gain, and how to calculate these parameters to lose body fat and gain lean muscle in a healthy time frame. Additionally, students will investigate the role of nutrition in preventing chronic diseases associated with obesity, and gain experience in performing a client assessment and developing an appropriate weight management intervention program.
Prerequisite of EXS 510 is Required
Credits: 3
Every Fall

EXS 592 Physiology of Exercise for Healthy and Aging
This course applies the science of exercise physiology to an analysis of the aging process. It identifies the positive effects that regular exercise and physical activity have on longevity, delaying specific diseases, decreasing morbidity and increasing quality of life. Course content focuses

on three groups found in the aging and health spectrum; average aging individuals, frail elderly and master athletes.
The pre-requisite of EXS 524 is required.
Credits: 3
Alternate Spring

EXS 594 Athletic Performance and Conditioning Post Injury
This course will discuss transitioning the recovered injured athlete to working with the Strength & Conditioning Professional. Topics will include post neck/head, shoulder, elbow, wrist, hand and knee injuries. Students will also learn how to consider such factors as recovering from surgical procedures, types and severities of prior injuries, phases of rehabilitation and determining current guidelines for clearance to participate in their sports.
The course will further explore the role of the strength and conditioning professional to utilize their screening techniques, design the proper conditioning program based on their sport, develop a timeline to performance, and implement various training approaches to further enhance strength, power, and performance.
Credits: 3
Every Fall

EXS 600 Exercise Physiology in Chronic Disease II
Lecture topics in this course will focus on pathophysiological content related to chronic disease. Students will learn how to apply testing and training techniques used in chronic disease populations through role play and simulated environments. The latest concepts of the role of exercise, fitness, and physical activity on diseases such as asthma, type II diabetes, obesity, heart failure, osteoporosis, and aging will be discussed. There will also be a laboratory focus on diagnostic testing (e.g., ECG) in chronic conditions (i.e., asthma, COPD, CAD).
The pre-requisite of EXS 501 is required.
Credits: 3
Every Spring

EXS 615 Performance Enhancement Specialist Preparation
Students will learn progressive integrated training techniques and programs to enable athletes to perform at the highest level. Utilizing National Academy of Sports Medicine (NASM) optimum performance training methodology, students will learn how to individualize training programs and deliver consistent results in performance enhancement and reconditioning. Additional course fees will cover review materials and registration for the NASM PES Certification exam.
Credits: 3
Every Spring

EXS 620 Advanced Exercise Prescription and Program Design
Students will undergo informative discussion on the basic components of fitness and their relation to assessment and evaluation of athletes, non-athletes and special populations. This course will consist of a strong practical component where under the supervision of a faculty member, students develop a model program of exercise prescription focused on current recommendations for fitness and health, emphasizing metabolic equations set forth by governing bodies such as the American Heart Association and the American College of Sports Medicine. This course is appropriate for students interested in clinical work upon graduation.
Credits: 3
Every Spring

EXS 645 Sports Nutrition and Pharmacology in Sports
This course will cover content related to pharmacology and supplementation and is designed to meet specific athletic training competencies in pharmacology. Course content will provide students with a strong foundation in the area of sports nutrition and supplementation. The impact of supplementation, nutrition and pharmacological agents on athletic performance will be discussed. The content of this course is designed to equip students with the knowledge, skills and abilities necessary to become certified sports nutritionists via the International Society of Sports Nutrition (ISSN). Course activities will include current topic debates, theoretical concepts and analysis of current research in the areas of pharmacology and sports nutrition.
Credits: 3
Every Spring

EXS 650 Cardiopulmonary Health and Disease
This course is designed to provide the student with a basic understanding of current topics in cardiovascular health, the pathophysiology of disorders limiting exercise, the significance in athletes and those with such conditions/disease, and management of these disorders through exercise and nutrition. Topics to be addressed include, cardiomyopathies, ischemia, infarction, coronary artery disease, valvular diseases, peripheral arterial diseases, and atheroslcerosis. Special topics to be covered include; the affects of obesity, metabolic syndrome, diabetes mellitus, and endocrine disorders on the cardiovascular systems. Additionally an emphasis on the affects of nutrition and exercise on cardiovascular health and disease will pervade each discussion and will be also addressed as independent topics.
The pre-requisite of HS 501 is required.
Credits: 3
Every Fall

EXS 705 Individual Problems
The course provides an opportunity to select and research a topic of interest. The student must present and orally defend his or her research findings.
Credits: 3
Every Fall, Spring and Summer

EXS 720 Neuroscience and Exercise
A study of the gross and microscopic structures and functions of the human nervous system, including the spinal cord and peripheral and autonomic nervous systems as the they pertain to physical activity and disease. Laboratory examinations of human models are offered. A sequence of lectures is given with laboratory work.
Credits: 3
Every Spring

OCCUPATIONAL THERAPY PROGRAM

DEPARTMENT OF OCCUPATIONAL THERAPY

Long Island University's School of Health Professions offers a combined (2+3) dual-degree program that allows students to earn both a Bachelor of Science (B.S.) and a Master of Science (M.S.) in Occupational Therapy. Students complete two years of undergraduate prerequisite coursework followed by three years of professional coursework and fieldwork. Upon successful completion of the five-year sequence, students are awarded a dual B.S./M.S. degree in Occupational Therapy.

The Occupational Therapy Program is structured as an upper-division professional program completed over three years of full-time study, integrating rigorous academic coursework with supervised clinical fieldwork and community service–learning experiences. The program prepares entry-level occupational therapists with the knowledge, skills, and professional competencies necessary to practice effectively within today's dynamic and diverse urban healthcare environments.

The curriculum emphasizes the development of holistic, client-centered practitioners who are equipped to support individuals, families, and communities in achieving meaningful participation in daily life. Through a combination of classroom instruction, experiential learning, and community engagement, students cultivate professional growth, strengthen cultural humility and sensitivity, and apply health promotion strategies across a variety of settings.

Students learn to use occupation and purposeful activity as therapeutic tools to promote health, independence, and quality of life. The program also prepares graduates to address the needs of individuals across the lifespan by integrating evidence-based practice, community health perspectives, and interprofessional collaboration. Graduates emerge prepared to support participation in home, work, and community environments while addressing the physical, cognitive, psychosocial, and environmental factors that influence occupational performance.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814, Tel: 301-652-AOTA, Fax: 301-652-7711, and its website address is acoteonline.org.

LIU's Occupational Therapy Program was initially accredited by ACOTE in 2000. In December of 2021, the program received re-accreditation for 10 years: 2021–2022 through 2031–2032.

LIU's Occupational Therapy Program is approved by the New York State Education Department. Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Applicants for the national certification examination will be asked to answer questions related to the topic of felony convictions. This may impact a graduate's eligibility for certification and credentialing. For further information, applicants are advised to contact the NBCOT at (301) 990-7979 or info@nbcot.org.

After successful completion of the NBCOT Certification Examination, an individual is entitled to use the designation "Occupational Therapist, Registered" (OTR). Most states require a passing score on the NBCOT Certification as the examination requirement for professional licensure.

Occupational Therapy

Occupational therapy is a vital health and rehabilitation profession focused on helping individuals develop, restore, and maintain the highest possible level of independence and quality of life following illness, injury, or disability. Occupational therapy uses meaningful daily activities—such as self-care, work and productive tasks, and play or leisure—to promote development, enhance functional ability, and prevent disability. The term occupation refers to activities that are meaningful and purposeful to the individual within the environments in which they live, work, and participate in the community. Through occupation-based interventions, occupational therapists promote healthy lifestyles, prevent illness and injury, and support individuals in adapting to changes related to disability, health conditions, or the aging process. This approach includes modifying tasks and environments to maximize participation, independence, and overall well-being across the lifespan.

Within this context, the faculty of the Occupational Therapy program are actively engaged in advancing community health and wellness through research, service initiatives, and community partnerships that support individuals in achieving their highest level of functioning. Students participate in these initiatives from the beginning of the program, gaining early exposure to community-based practice and service-learning experiences. Through diverse teaching methods and the integration of technology into coursework, students develop a strong understanding of occupational therapy practice while building research competencies, communication skills, and critical thinking abilities. These experiences foster both personal and professional growth and prepare graduates for successful clinical practice, lifelong learning, and leadership within the occupational therapy profession.

B.S./M.S. Occupational Therapy

ADMISSIONS

The program accepts applicants (on a rolling-admission basis) for full-time study beginning each September. Admission requirements reflect the structure of the program as an upper division, professional program culminating in a bachelor of science and master of science degree in Occupational Therapy.

The program utilizes the Occupational Therapist Centralized Application Service (OTCAS), a program of the American Occupational Therapy Association that allows prospective students to use one application to apply to multiple participating OT programs through a single application process. Interested applicants should refer to OTCAS to complete the application process and are required to follow OTCAS and LIU OT program-specific instructions.

Application Policies and Procedures

High school students, college students and college graduates may apply for admission to the Occupational Therapy Program, to which the following criteria apply:

Application Process for High School Students:

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 of prerequisites and 3 years of OT coursework).

- Apply using the LIU main application system from our Admissions office: www.liu.edu/Brooklyn/Admissions.
- Students must have a minimum high school average of 85 and a minimum combined Scholastic Aptitude Test score of 1000 to apply.
- Upon acceptance, students choose the a "pre-occupational therapy" pathway and work closely with their undergraduate advisor to follow a specific sequence of study including core requirements and ancillary requirements.
- To maintain status as a pre-occupational therapy candidate 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 required prerequisite courses. Please note that LIU pre-occupational therapy students go through the application and selection process outlined below.
- Students need to complete a minimum of 60 pre-requisites and then apply for the professional phase of the program (please see details below).

Application and Selection Process for College Students and Graduates:

Applicants are required to complete an online application through the Occupational Therapist Centralized Application Service (OTCAS). The Occupational Therapy program accepts transfer students with or without a degree.

You may apply through OTCAS while you complete prerequisite coursework. Prerequisite coursework must be successfully completed before starting the program.

Current LIU Students are required to apply for admission directly through the Department of Occupational Therapy at Long Island University, Brooklyn. To apply, email michael.gawronski@liu.edu for an application packet (no OTCAS application is necessary).

Transfer Students are required to apply for admission through a centralized application service, the Occupational Therapist Centralized Application Service. To apply, go to www.otcas.org and select Long Island University, Brooklyn as your program. Review and follow the instructions to complete the application process.

All students are required to submit:

1. **Official Transcript(s).** Applicants are required to provide transcripts from all universities, colleges or other higher education institutions attended. Admitted students will need to submit official transcripts to the university prior to enrolling in classes.
2. **Observation Forms.** Applicants must complete a minimum of 20 hours of exposure to the profession of occupational therapy in more than one setting, through observation, volunteer work or employment. A verification form will be provided through OTCAS.
3. **Letters of Recommendation.** Applicants must submit three (3) letters of recommendation through OTCAS that speak to their academic and professional qualifications. These must include:
    1. One letter from an Occupational Therapist, preferably someone involved in the applicant's exposure to the profession.
    2. One letter from an Academic Instructor who can attest to the applicant's academic preparedness.
    3. One letter from a Personal Reference who can speak to the applicant's professionalism.
4. **Writing Sample.** Applicants must complete a personal statement via the Occupational Therapist Centralized Application Service (OTCAS) that reflects graduate level writing skills and explains why they selected occupational therapy as a career and how this degree relates to their immediate and long-term professional goals. Applicants are strongly encouraged to include how their lived experiences (e.g., personal, professional, etc.) have influenced their interest in pursuing occupational therapy and how their strengths and skills will contribute to their success in the OTD program.
5. **Resume or Curriculum Vitae.** Submit a resume or curriculum vitae (CV) through OTCAS.
6. **Interview.** Available on campus or online.

Because admission to the Occupational Therapy Program is competitive, only applicants who meet the program's eligibility requirements will be invited to participate in the interview process. Incomplete applications will not be reviewed or considered for an interview.

Applicants selected for an interview will be identified through a holistic review of the completed application. The following factors are considered when determining eligibility for an interview:

- Timely completion of all application requirements and submission of required materials
- Cumulative undergraduate GPA and science prerequisite GPA
- Relevant volunteer, service-learning, or extracurricular experiences that demonstrate commitment to health care or community engagement
- Written communication skills, as demonstrated through the personal statement and curriculum vitae/resume
- Letters of recommendation that speak to the applicant's academic ability, professional potential, and readiness for graduate-level study

These criteria help the program identify applicants who demonstrate the academic preparation, professional potential, and commitment necessary to succeed in occupational therapy education and practice.

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**. An **average GPA of 3.0** in the biology and anatomy & physiology I and II pre-requisite courses is preferred. Below are the prerequisite courses for LIU students, LIU graduates, and transfer students from other colleges/universities.

Prerequisite Courses for LIU Students and Transfer Students

Core Curriculum: All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's Institutional Learning Outcomes (ILOs) and student learning objectives.

Core Curriculum Requirements

- ILO 1: Creative and Reflective Capacities 3 credits
- ILO 2: Historical and Intercultural Awareness 6 credits
- ILO 3: Quantitative and Scientific Reasoning 7-8 credits
- (must take BIO 120 or 123, and MTH 106)
- ILO 4: Oral and Written Communication 6 credits
- ILO 5: Information and Technological Literacies 3 credits
- ILO 6: Critical Inquiry and Analysis 3 credits
- ILO 7: Ethical Reasoning and Civic Engagement 3 credits

Specific course options for the core are outlined in the Academic Catalog.

Transfer Students: Previous college coursework may substitute for core courses with university review; Students who have earned an Associates of Arts or Associates of Science or prior Bachelor's degree, *are considered to have satisfied all core curriculum requirements* (as outlined in the Academic Catalog).

Ancillary Prerequisites: All students must complete 28 credits of ancillary coursework. These courses support and enhance the professional phase requirements by strengthening foundational knowledge and skills essential for success in the OT program.

Ancillary Requirements

- **Must complete one of the following (completes sequence)**
    - BIO 122 General Biology 4.00
    - BIO 124 Life: Its Origin, Maintenance and Future 4.00
- **Must complete both courses**
    - PSY 231 Lifespan Developmental Psychology 3.00
    - PSY 310 Abnormal Psychology 3.00
- **Must complete one of the following courses**
    - MTH 100 Introductory Statistics 3.00
    - PSY 250 Statistics in Psychology 3.00
- **Must complete both courses:**
    - BIO 237 Anatomy & Physiology I 4.00
    - BIO 238 Anatomy & Physiology II 4.00
- **Liberal Arts & Sciences electives**
    - 7 credits in LA&S electives are required

The following prerequisite courses need to have been taken within seven years of the date of application: BIO 237 Anatomy & Physiology I and BIO 238 Anatomy & Physiology II.

Minimum Total Prerequisite Requirements (Core + Ancillary) 60 credits

Academic Standards

Academic standards for the Occupational Therapy Program are in addition to general university policies and procedures for all students. To be in good standing while enrolled in OT courses, students must maintain a cumulative professional-phase grade point average of at least 3.0 each semester. A grade of "C-" or lower in any course required for the major is not applicable to the occupational therapy degree. Students also must meet standards of professional behavior with faculty, peers, and clinical instructors.

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 begin the program by participating in community service experiences that introduce service-learning concepts related to lifespan development and the role of occupation in health and well-being. During the second year of the curriculum, students complete an enriched clinical component (Level I Fieldwork) that includes several supervised part-time experiences with clients across the lifespan in a variety of medical, educational, and community-based settings.
In the third year, students engage in seven months of full-time clinical education (Level II Fieldwork), completing three rotations of 8–12 weeks in diverse practice settings, including mental health, physical rehabilitation, and pediatrics. In addition, students have the opportunity to design and implement a four-credit, faculty-mentored research project that allows them to investigate a topic relevant to occupational therapy practice.

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 healthcare setting, practice selected aspects of occupational therapy, observe various types of healthcare 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.

B.S./M.S. Occupational Therapy

B.S. / M.S., Occupational Therapy

{Program Code: 21843} {HEGIS: 1208.0}

Graduation Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning (must take BIO 120 or 123, and MTH 106)	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

Ancillary Requirements:

Must complete one of the following (completes sequence):

BIO	122	General Biology	4.00
BIO	124	Life: Its Origin, Maintenance and Future	4.00

Must complete both courses

PSY	231	Lifespan Developmental Psychology	3.00
PSY	310	Abnormal Psychology	3.00

Must complete one of the following courses

MTH	100	Introductory Statistics	3.00
PSY	250	Statistics in Psychology	3.00

Must complete both courses:

BIO	237	Anatomy & Physiology I	4.00
BIO	238	Anatomy & Physiology II	4.00

Liberal Arts & Sciences electives:
7 credits in LA&S electives are required.

Occupational Therapy Professional Phase Requirements

Occupational Therapy Professional Phase - Year 1 Requirements (45 credits)

OT	212	Introduction to Occupational Therapy	2.00
OT	213	Therapeutic Skills 1: Interpersonal Skills	2.00

OT	214	Human Development and Occupation 1: Pediatrics	3.00
OT	216	Human Development and Occupation 2: Adolescence/Adults	2.00
OT	217	Human Development and Occupation 3: Geriatrics	2.00
OT	218	Anatomy - Kinesiology	5.00
OT	219	Theory 1: Introduction	2.00
OT	220	Medical Conditions 1: Physical Disabilities in Adolescents, Adults and Geriatrics	3.00
OT	236	Kinesiology 2	4.00
OT	251	Neuroscience	5.00
OT	222	Professional Development 1: Occupational Therapy Student Academic Experience	2.00
OT	223	Professional Development 2: Communication Skills	1.00
OT	224	Professional Development 3: Advocacy and Disability Perspectives	1.00
OT	226	Therapeutic Skills 2: Group Process	3.00
OT	229	Theory 2: Learning Theories Applied to Practice	2.00
OT	230	Skills for Living 1: Play and Leisure	3.00
OT	231	Skills for Living 2: Work	3.00

Occupational Therapy Professional Phase - Year 2 Requirements (49 credits)

OT	221	Medical Conditions 2: Mental Health in Adolescents, Adults and Geriatrics	3.00
OT	250	Fieldwork Level I: Geriatric Practice	1.00
OT	225	Professional Development 5: Health Promotion	1.00
OT	227	Fieldwork Level I: Mental Health Practice: Adolescents and Adults	1.00
OT	228	Fieldwork Level I: Physical Disability Practice: Adolescents and Adults	1.00
OT	232	Skills for Living 3: Self Care	3.00
OT	233	Therapeutic Skills 3: Teamwork and Leadership	2.00
OT	234	Theory 3: Comprehensive Models and Mental Health Sets of Guidelines for Practice	4.00
OT	235	Practice 1: Mental Health - Adolescents, Adults and Geriatrics	5.00
OT	242	Theory 4: Physical Disabilities Sets of Guidelines for Practice	5.00
OT	243	Practice 2: Neurorehabilitation Adolescents, Adults and Geriatrics	5.00
OT	244	Practice 3: Orthopedic Rehabilitation and Orthotics: Adolescents Adults and Geriatrics	4.00
OT	245	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
Ancillary Course Requirements: See Above
Minimum Major GPA: 3.0
Minimum Overall GPA: 3.0

Occupational Therapy Courses

OT 212 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.
Credits: 2
Every Fall

OT 213 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 kills in the experiential setting.
Credits: 2
Every Fall

OT 214 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.
Credits: 3
Every Fall

OT 216 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 214, OT 213, OT 223, OT 222, and OT 230 are required.
Credits: 2
Every Spring

OT 217 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.
Credits: 2
Every Summer

OT 218 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 212, OT 213, OT 214, OT 223, OT 222, and OT 230 are required.
Credits: 5
Every Spring

OT 219 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 empasized. 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 212, OT 213, OT 214, OT 223, and OT 222, and OT 230 are required.
Credits: 2
Every Spring

OT 220 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.
Credits: 3
Every Summer

OT 221 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.
Credits: 3
Every Fall

OT 222 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.
Credits: 2
Every Fall

OT 223 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 212, 213, 214, 222, and 230 are required.
Credits: 1
Every Spring

OT 224 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 212, 213, 214, 223, and 222 are required.
Credits: 1
Every Spring

OT 225 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 221, 221, 232, 233, 234, and 242 are required. Co-requisites of OT 227, 228, 235, 243, and 244 are required.
Credits: 1
Every Spring

OT 226 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 212, 213, OT 214, OT 223, OT 222 and OT 230 are required.
Credits: 3
Every Spring

OT 227 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 221, OT 232, OT 233, OT 234, OT 242 and OT 221 are required. The co-requisites of OT 225, OT 228, OT 235, OT 243 and OT 244 are required.
Credits: 1
Every Spring

OT 228 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 225, OT 227, OT 235, OT 243 and OT 244 are required. The pre-requisites of OT 220, OT 222, OT 232 and OT 242 are required.
Credits: 1
Every Spring

OT 229 Theory 2: Learning Theories Applied to Practice
This course provides students with an understanding of teaching and learning processes. Students are prompted through class activities and the discussion of theories of learning (such as Bloom's) to reflect on their own learning process as they pursue the OT degree. In addition students are introduced in how learning theories are used to support the development of occupational therapy interventions that are designed to facilitate personal change. Learning theories that are studied include Social Learning Theory (Bandura), The Health Belief Model (Becker), PRECEDE-PROCEED Model, Theory of Reasoned Action (Fishbein & Ajzen), Stages of Change Theory-Transtheoretical Model (Prochaska & DiClemete), 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.
Credits: 2
Every Summer

OT 230 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.
Credits: 3
Every Fall

OT 231 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.
Credits: 3
Every Summer

OT 232 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 emphases 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.
Credits: 3
Every Fall

OT 233 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.
Credits: 2
Every Fall

OT 234 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.
Credits: 4
Every Fall

OT 235 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 227 is required. The pre-requisites of OT 221 and OT 234 are required. The student must be in the Occupational Therapy major in order to register for this course.
Credits: 5
Every Fall

OT 236 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.
Credits: 4
Every Summer

OT 242 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.
Credits: 5
Every Fall

OT 243 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 225, OT 227, OT 228, OT 235, OT 243 and 244 are required. The pre-requisites of OT 221, 220, OT 221, OT 232, OT 234 and 242 are required.
Credits: 5
Every Spring

OT 244 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 225, OT 227, OT 235, OT 228 and 243 are required. The pre-requisites of OT 221, OT 221, OT 232, OT 234 and 242 are required.
Credits: 4
Every Spring

OT 245 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.
Credits: 2
Every Summer

OT 250 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.
Credits: 1
Every Fall

OT 251 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).
Credits: 5
Every Fall

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,adoloscents, 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.
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.
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 Brightspace discussions will be incorporated for additional supervision amongst students and from the faculty.
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 Brightspace 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 Brightspace discussions will be incorporated for additional supervision amongst students and from the faculty.
Credits: 4
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.
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 assigments and class activities, to support clinical decision making and advocacy needs of clients (pediatrics).

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.
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.
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 hypothesese 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.
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.
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.
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 presention. 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 professional-level Doctor of Physical Therapy (D.P.T.) program at LIU Brooklyn is designed for the student seeking a career as a physical therapist. The D.P.T. program prepares autonomous practitioners who can provide a full range of physical therapist services, including screening and referral, examination, evaluation, diagnosis, intervention, consultation, and education in diverse health care settings. Our faculty members are nationally recognized for excellence in their advanced degrees and clinical specializations. Our state-of-the-art teaching facilities include a cadaver lab, a dedicated computer lab/study space, and the Steinberg Health and Wellness Center. In addition, our renovated research lab contains an 8-channel wirless EMG system, a Zenomat (gait system), and an 8 camera motion capture system with a force plate. The department's diverse student body has a tradition of excellence and achievement on national licensing examinations. This program requires advanced work beyond the Master's level including the planning and execution of an original project demonstrating substantial scholarly achievement. The DPT curriculum includes a required doctoral-level research capstone sequence designed to fulfill this requirement. The capstone is embedded within a structured, multi-course research curriculum and culminates in the completion of formal evaluation of an original scholarly project. Across four researched-courses, students engage in advanced study of research design, methodology, statistiscal analysis, and evidence synthesis. The seqence prepares students to independently plan and execute a scholarly project. Students present and formall defend the completed project before faculty. The doctoral research capstone project is designed to be suitable for confernce presentation and/or peer-reviewed publication.

- Student-centered learning environment
- An evidence-based approach throughout the curriculum
- Latest pedagogical techniques: including use of Standardized Patient Examinations and Clinical Reasoning Frameworks
- Emphasis on the expanding role of the physical therapist
- Interprofessional learning experiences
- Preparation for critical analysis of the literature culminating in a capstone systematic/scoping review project
- 35 weeks of clinical education in 4 different settings with elective options following the completion of one inpatient and one outpatient rotation

Doctor of Physical Therapy (D.P.T.)

The Doctoral Program in Physical Therapy at the Brooklyn Campus of Long Island University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 718-488-1682.

The program is registered with the New York State Education Department.

D.P.T., Physical Therapy

[Program Code: 27657] {HEGIS: 1212}

Professional Phase Year 1

All Courses Required. Students Required to Pass Annual Exam I

PT	750	Anatomy I	2.00
PT	752	Anatomy II	3.00
PT	755	Human Physiology	3.00
PT	757	Pharmacology	2.00
PT	759	Neuroscience	3.00
PT	760	Movement Analysis I	2.00
PT	762	Movement Analysis II	3.00
PT	764	Movement Analysis III	3.00
PT	766	Tests and Measurements	4.00
PT	770	Psychological Issues	2.00
PT	775	Clinical Seminar I	2.00
PT	780	Research Methods	3.00
PT	877	Teaching and Learning Strategies	2.00
PT	890	Foundations of Therapeutic Exercise	4.00

Professional Phase Year 2

All Courses Required. Students Required to Pass Annual Exam II

PT	782	Research Seminar I	1.00
PT	785	Evidence-Based Practice	3.00
PT	790	Musculoskeletal Physical Therapy I	4.00
PT	810	Physical and Mechanical Modalities	2.00
PT	820	Pulmonary: Pathology, Diagnosis and Management	3.00
PT	822	Cardiac: Pathology, Diagnosis and Management	3.00
PT	830	Neuromuscular Pathology	3.00
PT	832	Pediatric Neuromuscular Diagnosis and Management	3.00
PT	834	Adult Neuromuscular Diagnosis and Management	5.00
PT	850	Clinical Practice I	4.00
PT	875	Clinical Seminar II	3.00
PT	880	Prosthetics and Orthotics	2.00
PT	892	Musculoskeletal Physical Therapy II	3.00
PT	995	Musculoskeletal Physical Therapy III	4.00

Professional Phase Year 3

All Courses Required. Students Required to Pass Comprehensive Exam

PT	787	Research Seminar II	1.00
PT	789	Research Seminar III	1.00
PT	879	Health Promotion and Wellness	2.00
PT	885	Specific Systems Diagnosis and Management	4.00
PT	915	Clinical Reasoning	4.00
PT	950	Clinical Practice II	7.00
PT	955	Clinical Practice III	7.00
PT	956	Clinical Practice IV	7.00
PT	960	Instrumented Movement Analysis	1.00
PT	975	Health Care Delivery	3.00

Credit and GPA Requirements

Minimum Total Credits: 118
Minimum Major GPA: 3.0

Physical Therapy Courses

PT 697 Independent Study
Under the guidance of a faculty advisor, a student may pursue a topic or project of special interest. This course may also be used for remediation of an area of deficit as identified by the physical therapy program, with faculty advisement also provided. Departmental approval required for registration, choice of topic and advisor.
Credits: 1
On Demand

PT 750 Anatomy I
Anatomy I is the first of a two-course sequence during the Summer of the first year in the DPT program. The course includes the detailed study of human structure using a regional approach with an emphasis on various systems, including nervous, pulmonary, endocrine, integumentary, muscular, skeletal, genitourinary, gastrointestinal, and cardiovascular. The focus of the course pertains to the relationship between anatomical structure and normal human movement with lectures that supplement human dissection laboratories and problem-oriented exercises. An introduction to the clinical reasoning process by applying anatomy to clinical cases will be discussed.
Student must be a Physical Therapy major in order to register for this course.
Credits: 2
Every Summer

PT 752 Anatomy II
Anatomy II is the continuation of a two-course sequence for the detailed study of the structures of the human body using a regional approach as described for PT 750 (Anatomy I) during the Fall semester of the first year of the DPT program. In addition, a 15 hour surface palpation lab is part of this course where students will use their understanding of anatomy to palpate various structures on each other, which will subsequently prepare students for the examination and treatment courses in the upcoming semesters. The development of clinical reasoning processes continues as students learn to translate knowledge into clinical practice.
Student must be a Physical Therapy major in order to register for this course.
Credits: 3
Every Fall

PT 755 Human Physiology
Human physiology is offered during the Summer semester of the first year of the DPT program. The microscopic anatomy (histology) and function (physiology) of the cardiovascular, integumentary, nervous, pulmonary, skeletal, muscular, metabolic, and endocrine systems are studied. Emphasis is on the interaction of all systems relative to human movement and particularly as applied to exercise, rest, and immobility. Additional emphasis includes the principles of pain, tissue healing, the inflammatory process, tissue plasticity, repair, and regeneration. Lectures are supplemented by problem-oriented learning exercises in a clinical context.
Student must be a Physical Therapy major in order to register for this course.
Credits: 3
Every Summer

PT 759 Neuroscience
Neuroscience is offered during the Fall semester of the first year of the DPT program. The basic structure, organization, and function of the nervous system within the context of rehabilitation are presented in a classroom setting with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. An emphasis is placed on neuroanatomy and neurophysiology of the sensory and motor systems that govern posture and movement. A rehabilitation framework is built on the fundamental relationship between normal structure and function, damage and dysfunction, sensory processing and integration, motor control, posture and balance.
Student must be a Physical Therapy major in order to register for this course.
Credits: 3
Every Fall

PT 760 Movement Analysis I
The first part of a two-course sequence during the Summer semester of the first year of the DPT program. The course is designed for a detailed regional study of human arthrokinematics and osteokinematics. Course materials include biomechanics of human tissue and neurological regulation of movement with an emphasis on the clinical relationship of joint structure and muscle function at individual joints. Lectures and laboratory sessions supplement problem-oriented learning exercises that cover palpation of anatomical structures, observation of human movement with an emphasis on clinical problems, and their relationship to the mechanical and physiological concepts that direct foundations of human movement.
Student must be a Physical Therapy major in order to register for this course.
Credits: 2
Every Summer

PT 762 Movement Analysis II
A continuation of a two-course sequence during the Fall semester of the first year of the DPT program. The course presents a detailed study of human arthrokinematics and osteokinematics using a regional approach as described for PT 760 (Movement Analysis I). An in-depth discussion of normal and pathological gait is presented towards the end of the course with principles solidified in a lab-based format.
Credits: 3
Every Fall

PT 764 Movement Analysis III
Movement Analysis III is the final course in this sequence taken during the Spring semester of the first year of the DPT program. This course continues the analysis of functional movements from Movement Analysis I and II, and introduces students to foundational issues in motor learning and motor control of basic skills through problem-oriented exercises, lab activities, and traditional lectures. Additional course content includes theoretical perspectives on how to analyze movements, cognitive skills underlying motor learning and performance, and theoretical issues regarding the relationship between motor skills and the ICF model. Upon course completion, students should demonstrate an understanding of the fundamental skills and challenges required to perform movement in both healthy and disabled populations.
Credits: 3
Every Spring

PT 766 Tests and Measurements
Tests and Measurements is offered during the third semester of the first year of the DPT program. This course is designed to provide the student an introduction and overview to the tests and measures used in patient examination in order to determine the need for physical therapy intervention. The pedagogical approach of the course includes an emphasis on problem-oriented learning in an effort to encourage active student involvement in the educational process. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures. Administration encompasses the development of psychomotor skills; analysis includes measurement theory; and interpretation involves the implementation of foundational clinical decision-making skills. Students will be expected to recall and apply information from the prerequisite courses in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures.
Credits: 4
Every Spring

PT 770 Psychological Issues
Psychological Issues is offered during the Fall semester of the first year of the DPT program. This course integrates the psychosocial, economic, vocational, cultural, familial, religious, sexual, and illness/disability specific factors that may be encountered by a professional physical therapist. An emphasis is placed on small group discussions, problem-oriented learning, role-playing, simulation activities, and structured experiential learning outside the classroom. The content will provide

theoretical and practical knowledge that can be used during care of individuals with acute and chronic disabilities, stress-related disorders, victims of domestic violence, and mental disorders requiring intervention and/or appropriate referral. Students are expected to recall and apply information from previous and concurrent coursework in psychology, ethics and communication and synthesize course content to demonstrate competency in the professional behaviors.
Credits: 2
Every Fall

PT 775 Clinical Seminar I
Clinical Seminar I is offered during the Fall semester of the first year of the DPT program. This course is designed to provide the student with an introductory exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, the role of the physical therapist in health care delivery, the examination of human behavior as a basis for interaction between therapist and client, including skills of cultural competence. Course content will include ethics, patient rights, an introduction to the Guide to Physical therapist Practice and the Disablement Model, use of portfolios, core values and generic abilities to foster professional development, and communication skills, including documentation. The pedagogical approach for the course will include didactic lecture, discussion, student presentation and demonstration.
Credits: 2
Every Fall

PT 780 Research Methods
Research Methods is offered during the Fall semester of the first year of the DPT program. This course presents the theoretical and practical foundations of research design and measurement, including descriptive and inferential statistical techniques common to clinical research studies through lectures, problem sets, problem-oriented learning experiences, and student presentations. Upon course completion, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies.
Credits: 3
Every Fall

PT 782 Research Seminar I
Research seminar I is the second course in the research track, offered during the Summer semester of year two of the DPT program. This is a lab based course designed to educate students about the process of conducting a systematic review. Upon completion of this course, students should have an understanding of how to conduct a systematic review, and be able to develop a PICO question. Students should also be able to design inclusion/exclusion criteria and a search strategy, perform a literature search, develop a systematic review protocol, and set up a Zotero account with shared folders.
Credits: 1
Every Summer

PT 785 Evidence-Based Practice
Evidence-Based Practice is offered during the Spring semester of the second year of the DPT program. This is the third course in the research track, focusing on improving student skills regarding reading, understanding, and applying clinical research literature in physical therapy. Upon completion of this course, students should be able to critically appraise the literature, write an introduction, and perform methodological quality/risk of bias assessment for studies related to their capstone project. Students should also understand how to extract data, perform data analysis and GRADE assessment, and compose the methods, results, and discussion sections of a systematic review to apply these skills in subsequent research courses for their capstone project.
Credits: 3
Every Spring

PT 787 Research Seminar II
Research Seminar II is the fourth course in the research track, offered during the summer semester of the third year of the DPT program. This course is designed to educate students on the process of conducting a systematic review. Upon completion of this course, students should have completed a risk of bias/methodological quality assessment, data analysis, summary of results, and a methodological write-up for their Capstone projects. Students will also meet with their faculty advisors to monitor their progress and stay on track for developing a completed manuscript before the end of the Fall semester of Year 3.
Credits: 1
Every Summer

PT 789 Research Seminar III
Research Seminar III is the fifth course in the research track, offered during the fall semester of the third year of the DPT program. This course is designed to educate students on the process of conducting a systematic review. Upon completion of this course, students should have completed their methods, results, and discussion sections for the manuscript of their Capstone projects. Students will also meet with their faculty advisors to monitor their progress and stay on track for developing a completed manuscript before the end of the semester. Students will present their research findings at the culmination of the course.
Credits: 1
Every Fall

PT 790 Musculoskeletal PT I
Musculoskeletal Physical Therapy I is offered during the Summer semester of the second year of the DPT program. The first of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the upper extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the shoulder, elbow, wrist, and hand. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with upper extremity musculoskeletal pathologies.
Credits: 4
Every Summer

PT 810 Physical and Mechanical Modalities
Modalities is offered during the Summer semester of the second year of the DPT program. This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the therapeutic application of commonly used physical and mechanical modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios. Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering physical and mechanical modalities.
Credits: 2
Every Summer

PT 820 Pulmonary: Pathology, Diagnosis and Management
Pulmonary is offered during the Fall semester of the second year of the DPT program. This course is designed to provide the student an introduction and overview of commonly encountered pulmonary conditions. Course content has been organized to provide the student with a theoretical knowledge base that can be used to understand the pathophysiology of common pulmonary disorders and to promote clinical decision making skills in the examination, evaluation, and intervention design for patients/clients with pulmonary dysfunction. Students will be expected to recall and apply information from previous coursework including the basic sciences of anatomy, physiology, and pharmacology in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. The pedagogical approach of the course will include didactic lectures enhanced by the use of case studies with a problem oriented approach to encourage active student involvement in the educational process. Laboratory sessions will focus on psychomotor skills, examination and

treatment techniques. Clinical documentation skills and professional behaviors will also be reinforced.
Credits: 3
Every Fall

PT 822 Cardiac: Pathology, Diagnosis and Management
Cardiac is offered during the Spring semester of the second year of the DPT program. This course will review normal and abnormal cardiopulmonary and cardiovascular anatomy and physiology. Disease pathologies and their relevance to clinical settings will be discussed. Additionally, diagnostic procedures will be reviewed as they relate to specific disease processes. Both medical and surgical management will be discussed. The role of the health care team will be discussed as well as integration of data from the patient chart review, objective assessment and creation of a comprehensive plan of care including, goals, frequency setting and discharge recommendations. Laboratory sessions will focus on psychomotor skills, examination and treatment techniques.
Credits: 3
Every Spring

PT 830 Neuromuscular Pathology
Neuromuscular Pathology is offered during the Summer semester of the second year of the DPT program. This course presents pathophysiology related to neuromuscular disorders with an emphasis on the mechanisms of injury, surveys of epidemiology and etiology, symptomology, pathology, acute management, and prognosis of specific neuromuscular disorders. Lecture and case study presentations focus on problem-oriented learning to encourage active student participation and clinical decision-making. Course materials reinforce earlier course work in neuroanatomy and neurophysiology to provide students with an understanding of neuromuscular disorders such as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson's Disease, Alzheimer's Disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and the neurological implications of aging.
Credits: 3
Every Summer

PT 832 Pediatric Neuromuscular Diagnosis and Management
Pediatrics is offered during the Fall semester of the second year of the DPT program. This course presents the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes related to neuromuscular disabilities of children and adolescents. Course expectations include problem-oriented learning, literature review for evidence-based practice, and live video demonstrations. Principles of motor development, motor learning and motor control are explored as students become familiar with different practice settings including the Neonatal Intensive Care Unit, early intervention, and the school setting. Laboratory sessions enable students to learn assessment and intervention strategies consisting of standardized tests, outcome measures, handling techniques, and neurophysiological and neurodevelopmental treatment techniques. Upon completion, students will have entry-level clinical knowledge and skills to manage a client with a developmental disability.
Credits: 3
Every Fall

PT 834 Adult Neuromuscular Diagnosis and Management
Adult Neuro is offered during the Spring semester of the second year of the DPT program. This course presents assessment procedures and therapeutic management techniques of adult patients with neurological dysfunction and spinal cord injuries through the use of case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. The presentation of course materials reinforces earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology. Laboratory sessions emphasize the development of specific psychomotor skills necessary for assessment and treatment of the adult neurological client. Course content also provides an eclectic theoretical treatment rationale with a variety of neurological treatment techniques and interventions for patients with spinal cord injury, stroke, vestibular pathology, traumatic brain injury, and progressive neuromuscular pathology disorders. All examination and treatment techniques are based on a patient-centered framework incorporating the International Classification of Function, Disability, and Health (ICF) model.
Credits: 5
Every Spring

PT 850 Clinical Practice I
Clinical Practice I is a 6-week, full time clinical practice course under the supervision of a licensed physical therapist during the Fall semester of the second year of the DPT program. This clinical experience is designed to provide the student an opportunity to develop professional behaviors, communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Emphasis during this clinical practice is on the evaluation and treatment of patients (within the coursework taken so far). Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems within a variety of clinical settings.
Credits: 4
Every Fall

PT 875 Clinical Seminar II
Clinical Seminar II is offered during the Summer semester of the second year of the DPT program. This course is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be strongly emphasized. This course will also provide the student with an overview of the HIPPA and OSHA requirements for clinical practice. There will be a strong focus on professional behavior and communication skills. Clinical documentation skills will also be reinforced. The pedagogical approach for the course will include lecture, demonstration, case study, and discussion.
Credits: 3
Every Summer

PT 877 Teaching and Learning Strategies
Teaching and Learning is offered during the Spring semester of the first year of the DPT program. This course presents an overview of the process of teaching in settings relevant to physical therapy practice. Presentation of the course materials reinforces earlier coursework from Psychological Issues, and Clinical Seminar with an emphasis on problem-oriented learning, small group discussions, and simulation activities, and instructional unit development. Course content has been organized to provide the student with theoretical and practical knowledge of curriculum design, as well as the clinician as an educator in the academic, clinical, and community settings.
Credits: 2
Every Spring

PT 879 Health Promotion and Wellness
Health Promotion and Wellness is offered during the Fall semester of the third year of the DPT program. It is designed to provide students with the theoretical and practical aspects of maintaining and promoting health. Students will examine theories of wellness as well as the effects of lifestyle and the environment on wellness. The patient-practitioner collaborative model and approaches to facilitating adherence to healthy lifestyle behavior changes will be explored. Emphasis will be placed on social, epidemiological, and behavioral and environmental assessment as well as educational and ecological assessment of factors affecting health-related behavior and environments. Students will also become knowledgeable about patient education and participation in community activities in the promotion of health and healthy lifestyles and the prevention of illness and injury. Upon completion of the course students are expected to understand wellness theories and implement programs on the individual and community levels.
Credits: 2
Every Fall

PT 880 Prosthetics and Orthotics
Prosthetics and Orthotics is offered during the fall semester of the second year of the DPT program. The course is designed to provide the student an overview of the pathology, evaluation, and interventions of individuals with amputations to include the evaluation and understanding of upper and lower extremity prosthetics. It also emphasizes normal and abnormal gait as it relates to the use of orthotic devices and its prescriptions. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios.
Credits: 2
Every Fall

PT 885 Specific System Diagnosis and Management
Specific Systems Diagnosis and Management is offered during the summer semester of the third year of the DPT program. The course is designed to provide the student an overview of the pathology, examination, evaluation, and interventions of patients with specific system pathologies. Presentation of course material will reinforce earlier course work from anatomy, physiology, and previous examination, evaluation, and intervention courses. The pedagogical approach of the course will include an emphasis on problem-oriented learning in an effort to encourage active student involvement in the education process. Course content has been organized to provide the student with a theoretical knowledge base that can be used in the diagnosis, prognosis, examination, and intervention of individuals with metabolic, endocrine, gastrointestinal, genitourinary, and integumentary pathologies. In addition, content on geriatric rehabilitation and proprioceptive neuromuscular facilitation will be covered. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate clinical decision-making in regard to individuals with specific system pathologies.
Credits: 4
Every Summer

PT 890 Foundations of Therapeutic Exercise
Therapeutic Exercise is offered during the Spring semester of the first year of the DPT program. This course will introduce students to the scientific and theoretical basis as well as the clinical application of therapeutic exercises commonly used by physical therapists such as range of motion, stretching, resistance, and aerobic exercises. Specific course content will include indications, precautions, contraindications, principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions, laboratory activities, and case presentations. In order to critically analyze clinical scenarios presented in this course, students will be expected to integrate and apply information learned from any preceding physical therapy coursework in addition to those learned from this course. At the completion of the course, students will be expected to be able to design an exercise program aimed at improving physical impairments and functional limitations.
Credits: 4
Every Spring

PT 892 Musculoskeletal PT II
Musculoskeletal Physical Therapy II is offered during the Fall semester of the second year of the DPT program. The second of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the lower extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the hip, knee, foot, and ankle. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with lower extremity musculoskeletal pathologies.
Credits: 3
Every Fall

PT 915 Clinical Reasoning
Clinical Reasoning is offered in the fall semester of the 3rd year of the DPT program. The course is intended to foster and enhance students' clinical reasoning in managing various types of patient populations. The majority of classes will be case-based. Students will use a comprehensive clinical reasoning framework to perform in-depth case analyses throughout the five elements of the patient management model. Emphasis is placed on the pillars of evidence-based practice – clinical expertise, patient's values and preferences, as well as best research evidence. Students will need to apply and synthesize didactic knowledge covered in previous and concurrent physical therapy courses as well as clinical knowledge gained from prior clinical education experiences. At the completion of this course, students are expected to demonstrate sound clinical reasoning throughout the patient management process.
Credits: 4
Every Fall

PT 950 Clinical Practice II
Clinical Practice II is a 10-week, full-time clinical practice course under the supervision of a licensed physical therapist during the Summer of the third year of the DPT program. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.
Credits: 7
Every Summer

PT 955 Clinical Practice III
Clinical Practice III is a 10-week, full time clinical practice course under the supervision of a licensed physical therapist during the Spring semester of the third year of the DPT program. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.
Credits: 7
Every Spring

PT 956 Clinical Practice IV
Clinical Practice IV is a 9-week, full time clinical practice course under the supervision of a licensed physical therapist offered during the Spring semester of the third year of the DPT program. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from

previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings.
Credits: 7
Every Spring

PT 960 Instrumented Movement Analysis
Instrumented Movement Analysis is offered during the Fall semester of the third year of the DPT program. This course provides an opportunity for students to become familiar with instruments used in the study of human movement. In addition to lecture presentations, this course includes discussions, demonstrations, and hands-on practice of instrumentation typically found in a human movement laboratory such as electromyography, two-dimensional and three-dimensional motion analysis, metabolic gas analysis, and dynamometry. Upon course completion, students are expected to describe the use of advanced instrumentation in the analysis of human movement, and be able to perform basic setups using the equipment.
Credits: 1
Every Fall

PT 975 Health Care Delivery
Health Care Delivery is offered during the fall semester of the third year of the DPT program. This course is designed to provide the student with the management theory and skills to use human resources effectively, understand the concepts behind cost control, finance, and entrepreneurship. The pedagogical approach of the course includes case studies and didactic lectures. Course content includes introducing the theory and practice of managing and developing employees, interviewing, developing job position descriptions, performance evaluations, conflict resolution, budgeting practices, financial reports, reimbursement concepts, guiding employees through change, marketing, business plan, quality assurance, outcomes management, risk management, and federal/state laws and legal issues.
Credits: 3
Every Fall

PT 995 Musculoskeletal PT III
Musculoskeletal Physical Therapy III is offered during the Spring semester of the second year of the DPT program. The third and final course designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the temporomandibular joint, cervical, thoracic, and lumbosacral spine and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the various spinal regions. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with spinal musculoskeletal pathologies.
Credits: 4
Every Spring

DIVISION OF PHYSICIAN ASSISTANT STUDIES

M.S. Physician Assistant Studies

The 86-credit M.S. in Physician Assistant Studies is a 28-month professional health program that prepares students to work in a wide variety of clinical settings. Physician assistants (PAs) perform medical histories and physical examinations, order and interpret diagnostic studies, manage, and treat patients alongside a supervising physician. PAs may specialize in any area of medicine, surgery, or subspecialty.

At its June 2023 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Long Island University Physician Assistant Program sponsored by Long Island University on Accreditation-Probation status until the program has its next review in June 2025. Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC- PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn. The program's accreditation history can be viewed on the ARC-PA website at https://www.arc-pa.org/accreditation-history-long-island-university/.

During the didactic phase of the PA program, medical courses are augmented with supervised clinical practice experiences (SCPEs). During the clinical year, students are assigned to clinical rotations (SCPEs)for twelve months on a full-time basis, returning to the program every fifth week for instruction and testing of knowledge, competencies, and skills learned on SCPEs. Each clinical year student completes ten (10) clerkships of five (5) weeks in length. Students must rotate in each of the following clerkships during the clinical year: Internal medicine, Surgery, Family Medicine, Emergency Medicine, Pediatrics, Women's Health, and Behavioral and mental health care. Electives are obtained in the areas of Internal Medicine, Surgery, and clinical subspecialties.

Program Requirements: Students may attend LIU Brooklyn on a part-time or full-time basis while completing their prerequisite courses. During this phase students are expected to:

- Complete a minimum of 500 hours of direct patient care experience. Of these 500 hours, a minimum of 400 hours must be completed by the time of submission of the CASPA application. Acceptable types of direct patient care experience include but are not limited to a medical scribe; medical assistant; registered nurse; certified nursing assistant; home health aide; residential aide; emergency medical technician; and volunteer work involving direct patient care with shadowing a physician or PA.
- Hold at least a baccalaureate degree from an accredited college or university no later than at the time of matriculation to the Division of Physician Assistant Studies.
- Maintain a grade point average of 3.0 or above (overall and in all prerequisites) in courses taken at an accredited college or university.
- Complete all prerequisite coursework, which includes: one year (two courses) of no less than 4 credits each in general biology, with a laboratory component; one year (two courses) of no less than 4 credits each in general chemistry, with a laboratory component; one semester (one course) of no less than 4 credits in human anatomy, with a laboratory component; one semester (one course) of no less than 3 credits in human physiology, with or without a laboratory component; one semester of microbiology; and one semester of statistics.
- Successful completion of the Graduate Record Examination (GRE) by the CASPA application deadline. The code for LIU Brooklyn is 2369.

The application to the Division of Physician Assistant Studies is evaluated on the following criteria:

- A cumulative grade point average of 3.0.
- A cumulative grade point average in the prerequisite courses of 3.0.
- A personal statement as to why the applicant wants to become a PA.
- Patient care experiences.
- Three recommendations included in the CASPA application.
- Completion of program requirements as stated above within a specified time limit.
- Successful completion of the GRE (there is no minimum score set by the Division of Physician Assistant Studies for this examination).
- A recommendation for acceptance from the Division of Physician Assistant Studies Admissions Committee, based upon all entities described above.

Applicants are encouraged to apply through the Centralized Application Service for Physician Assistants (CASPA) by visiting www.caspaonline.org. CASPA will collect and summarize all of the applicant's data and requirements that will then be forwarded to the Physician Assistant Studies Program. When all materials are received and reviewed, selected applicants will be invited for a personal interview. If the candidate is accepted to the program, a deposit of $1500 is required to hold a seat for the incoming cohort.

Once in the program, and the student meets all program and degree requirements, a Master of Science degree in Physician Assistant studies is granted upon the graduate student. This enables the graduate to sit for the National Certifying Examination administered by the National Commission on the Certification of Physician Assistants (NCCPA) which is required for certification as a PA.

M.S. Physician Assistant Studies

[Program Code: 06928] {HEGIS: 1299.1}

Must complete all of the following courses:

Didactic Year Courses (Year 1)

MS	500	Anatomy	3.00
MS	501	Physiology	1.00
MS	502A	Pharmacology I	3.00
MS	503A	Art and Science of Medicine I	2.00
MS	504A	Clinical Medicine I	4.00
MS	505	Psychosocial Aspects of Medicine	1.00
MS	506	Pathology	2.00
MS	502B	Pharmacology II	3.00
MS	503B	Art and Science of Medicine II	2.00
MS	504B	Clinical Medicine II	6.00
MS	507	Role Socialization	1.00
MS	508A	Research Methods I: Epidemiology	1.00
MS	509	Preventive Medicine	1.00
MS	510	Clinical Laboratory Science	1.00
MS	504C	Clinical Medicine III	3.00
MS	508B	Research Methods II: Evidence-Based Medicine	1.00
MS	511	Introduction to Medical Literature	1.00
MS	512	Medical Informatics	1.00
MS	513	Surgery	2.00

MS	514	Emergency Medicine	1.00

Clinical Year Courses (Year 2)

MS	601	Internal Medicine	4.00
MS	602	Surgery	4.00
MS	603	Pediatrics	4.00
MS	604	Family Medicine	4.00
MS	605	Emergency Medicine	4.00
MS	606	Obstetrics and Gynecology	4.00
MS	607	Behavioral Medicine	4.00
MS	608	Medical Elective	4.00
MS	609	Surgical Elective	4.00
MS	610	Clinical Elective	4.00
MS	611	Clinical Seminar I	1.00
MS	612	Clinical Seminar II	1.00
MS	613	Clinical Seminar III	1.00
MS	614	Summative Evaluation	1.00
MS	615	Capstone Project	2.00

Credit and GPA Requirements

Minimum Total Credits: 86
Minimum Major GPA: 3.0

Physician Assistant Courses

MS 500 Anatomy
Anatomy is the study of the structure of the human body. During this course, the student is introduced to gross anatomy presented by the regional approach. The student becomes familiar with the back, chest, upper extremity, abdomen, pelvis, lower extremity, neck, head, central nervous system, and internal viscera. Lectures and cadaver labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 3
Every Fall

MS 501 Physiology
The Physiology course is designed to offer foundational training in the principles of physiology that lead to clinical signs and symptoms of diseases. The course also emphasizes normal function, cellular changes, and pathological changes appropriate to each human organ system.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 1
Every Fall

MS 502A Pharmacology I
This course is part one of a two-semester sequence in pharmacology and clinical therapeutics. The course introduces the principles of pharmacokinetics and pharmacodynamics, dosage forms, and dose-response relationships. Classes of pharmaceuticals are studied, with a focus on the mechanisms of drug action in different therapeutic classes, with common side effects of prototypic drugs, drug side effects, and interactions of drugs with regard to disease states. Polypharmacy and reputable resources of information on drugs are reviewed.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 3
Every Fall

MS 502B Pharmacology II
This course is part two of a two-semester sequence in pharmacology and clinical therapeutics. This course continues the consideration of the principles of pharmacokinetics and pharmacodynamics, dosage forms, and dose-response relationships. Additional classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, common side effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable resources of information about drugs.

Prerequisites: Successful completion of the fall semester course of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 3
Every Spring

MS 503A Art and Science of Medicine I
This course is part one of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the technique of performing a physical examination. Areas of focus in the physical examination include the general survey, vital signs, head, ears, eyes, nose, throat, neck, chest, and heart. Students also learn the indications, contraindications, techniques, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 2
Every Fall

MS 503B Art and Science of Medicine II
This course is part two of a two-semester sequence in the art and science of physical diagnosis. Students learn the principles of patient interviewing, the components and practice of conducting the medical history, and the technique of performing a physical examination. Areas of focus in the physical examination include the include abdominal, male, and female genitalia, breasts, rectal, musculoskeletal, and neurological examinations Students also learn the indications, contraindications, techniques, and complications of common clinical procedures. This course contains both lecture and laboratory components.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 2
Every Spring

MS 504A Clinical Medicine I
This course is part one of a three-semester sequence in clinical medicine. This course introduces the student to epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment, and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to Dermatology, Rheumatology, Eye, Ear, Nose, and Throat (EENT), Pulmonology, and Infectious diseases.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 4
Every Fall

MS 504B Clinical Medicine II
This course is part two of a three-semester sequence in clinical medicine. This course introduces the student to epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment, and prognosis of disease processes affecting the human body. Topics reviewed in this semester include but are not limited to Cardiology, Endocrinology, Hematology-Oncology, Nephrology, Neurology, and Women's Health.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 6
Every Spring

MS 504C Clinical Medicine III
This course is part three of a three-semester sequence in clinical medicine. This course introduces the student to epidemiology, incidence, pathophysiology, signs, symptoms, pertinent laboratory studies, diagnosis, treatment, and prognosis of disease processes affecting the human body. Disciplines considered in this semester include but are not limited to Gastroenterology, Pediatrics, Psychiatry, and Radiology. This course also contains a unit of clinical problem-solving skills and case-based learning.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.
Credits: 3
Every Summer

MS 505 Psychosocial Aspects of Medicine

This course is designed to focus on areas of social and behavioral sciences and their application to clinical patients. Topics include but are not limited to cultural competency, ethnicity/race, gender identity, religion/spirituality, medical ethics, substance abuse, human sexuality, social determinants of health, palliative, and end-of-life care.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 1
Every Fall

MS 506 Pathology
This course considers the pathophysiology of disease states at a cellular, structural and systemic level, including cellular dynamics, modalities of death, the cardiovascular, pulmonary, gastrointestinal, hematologic, renal, neurological, endocrine, and reproductive systems. The genetic and molecular mechanisms of health and disease are also included with regard to its application in clinical practice.

Prerequisites: Admission to the graduate program in Physician Assistant Studies.
In order to register for this course, the student must be a graduate student in the Physician Assistant plan.
Credits: 2
Every Fall

MS 507 Role Socialization
This course examines the physician assistant profession from its inception in the mid-1960s to the present. Topics include historical development,credentialing, laws and regulations regarding professional practice and conduct, licensure and certification, health insurance plans/reimbursement of service,the PA relationship with the physician and other health care providers, policy issues that affect practice, and professional organizations.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 1
Every Spring

MS 508A Research Methods I: Introduction to Research
This course is designed as an introduction to the fundamentals of clinical epidemiology that measures health statistics, vital statistics utilized in public health research and interventions, and prevention of medical errors. The relevance of epidemiological concepts to public health and clinical work will be highlighted through the use of case studies and examples of current health research topics.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 1
Every Spring

MS 508B Research Methods II: Evidence-Based Medicine
This course is part two of a two-semester sequence in research methodology. This is a course designed in evidence-based medicine with topics in study design, diagnostic and screening tests, assessment of diagnostic studies,and journal club of clinical medical topics.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.
Credits: 1
Every Summer

MS 509 Preventive Medicine
This course examines health promotion and disease prevention, surveillance, reporting, and intervention, the public health system, patient advocacy, maintenance of population health, occupational health, mental health care, and the importance of behavior, culture, and society in regards to the perception of health accessibility to healthcare resources.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 1
Every Spring

MS 510 Clinical Laboratory Science
This course is designed to introduce students to the science of clinical laboratory medicine. Topics include but are not limited to hematologic laboratory studies, chemistries, urinalysis, cardiac enzymes, and arterial blood gases. The course will examine ways in which these and other laboratory studies inform the understanding of disease states and patient management.

Prerequisites: Successful completion of the fall semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 500, 501, 502A, 503A, 504A, 505 and 506 are all required.
Credits: 1
Every Spring

MS 511 Introduction to Medical Literature
This course prepares students to search, interpret, and evaluate the medical literature to include the use of common databases to access medical literature, the use of medical references, the limits of medical research, sampling methods, formulation of research question(s), and interpretation of basic bio-statistical methods.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.
Credits: 1
Every Summer

MS 512 Medical Informatics
This course considers risk management in healthcare, electronic medical records and the documentation of care, health insurance, including Medicaid and Medicare, coding and billing, health insurance fraud, health literacy, health delivery systems and health policy, and social determinants of health.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.
Credits: 1
Every Summer

MS 513 Surgery
The focus of the course is on the approach to clinical diagnoses, and management of the surgical patient. Topics include but are not limited to anesthesia, preoperative, intra-operative, and postoperative care, hernias, gastrointestinal disorders, liver disorders, pancreatic disease, gallbladder disease, colorectal disorders, cardiothoracic diseases, orthopedic disorders, vascular disorders, urologic disorders, and neurosurgical disorders.

Prerequisites: Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.
Credits: 2
Every Summer

MS 514 Emergency Medicine
This course considers the approach to the emergent patient. Emphasis is placed on creation of a differential diagnosis, patient stabilization, and emergent management of disease. Topics include but not limited to: general approach to patient triage and stabilization, emergency ophthalmology and otolaryngology, chest pain, acute coronary syndrome, myocardial infarction, pericarditis, aortic

dissection, heart failure, pneumonia, asthma exacerbation, COPD,pneumothorax, fractures and sprain recognition and management, wound care, lacerations, animal/human bites, burns, abdominal pain evaluation for biliary tract disease, appendicitis, abdominal aortic aneurysm, and renal colic.

Prerequisites:Successful completion of the spring semester of the didactic year of the graduate program in Physician Assistant Studies.
The pre-requisites of MS 502B, 503B, 504B, 507, 508A, 509 and 510 are all required.
Credits: 1
Every Summer

MS 601 Internal Medicine
The Internal Medicine supervised clinical practice experience (SCPE) is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female adult and elderly patients in an inpatient and outpatient setting. The clinical rotation focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of adult and elderly patients. In this clinical rotation, students have the opportunity to develop skills necessary for appropriate evaluation, treatment, and management of adult and elderly patients in both outpatient and inpatient settings. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 602 Surgery
The General Surgery supervised clinical practice experience (SCPE) is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female patients in an inpatient and outpatient surgical treatment settings including but not limited to preoperative, intraoperative, and postoperative settings. The clinical rotation focus is on the evaluation, treatment, and management of patients presenting with surgical conditions; students will participate in outpatient and inpatient consultations and pre-operative, intra-operative, and post- operative surgical patient evaluations and procedures. Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 603 Pediatrics
The Pediatric clerkship is specifically designed as a 5-week clinical rotation providing students with exposure to and training with pediatric and adolescent patients in an inpatient/outpatient pediatric practice. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling, preventive care, and the treatment and management of pediatric patients. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, evaluation, treatment, and management of pediatric and adolescent patients in a pediatric medicine practice setting.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 604 Family Medicine
The Family Medicine Clerkship is specifically designed as a 5-week clinical clerkship rotation providing students with exposure to and training across the life span to include infants, children, adolescents, adults, and the elderly in the family medicine practice setting. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare specifically related to family medicine in a family practice setting.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 605 Emergency Medicine
The Emergency Medicine clerkship is specifically designed as a 5-week clinical clerkship rotation providing students with exposure to and training with a diverse population of male and female pediatric, adolescent, adult, and geriatric patients in the emergency medicine practice setting. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of patients presenting with acute and emergent medical conditions. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, and initial management of patients with acute and emergent problems in an emergency department setting. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 606 Obstetrics and Gynecology
The Obstetrics and Gynecology (Women's Health) clerkship is specifically designed as a 5-week clinical clerkship rotation providing students with exposure to and training with a diverse population of female patients in outpatient, inpatient, and preoperative settings. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education and counseling, treatment and management specifically related to prenatal care, obstetrical and gynecological conditions, and preventive healthcare. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, evaluation, treatment, and management of patients with prenatal, gynecological, and obstetrical conditions in an Obstetrics and Gynecology setting. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 607 Behavioral Medicine
The Behavioral Medicine (behavioral and mental health care) is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female patients in behavioral medicine and mental health care setting; experiences can take place in the inpatient and/or outpatient setting. The clerkship focus is on

epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare specifically related to behavioral health/psychiatric conditions. In this clerkship students have the opportunity to develop skills necessary for appropriate triage, stabilization, evaluation, treatment, and management of patients with behavioral health/psychiatric conditions in a psychiatric practice setting. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 608 Internal Medicine Elective
The Internal Medical Elective in the discipline of internal medicine is specifically designed as a 5-week clinical rotation providing students with exposure to and training with male and female adult and elderly patients in an inpatient and outpatient setting. The clerkship focus is on epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging, and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of adult and elderly patients. In this clerkship students have the opportunity to develop skills necessary for appropriate evaluation, treatment, and management of adult and elderly patients in both outpatient and inpatient settings. Where possible, students participate in grand rounds, noon conferences, and other clinically relevant didactic presentations.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 609 Surgical Elective
The Surgical Elective is specifically designed as a 5-week clinical rotation in a particular discipline of surgery providing students with exposure to and training with male and female patients in inpatient and outpatient surgical treatment settings. The clerkship focus is on the evaluation, treatment, and management of patients presenting with surgical conditions; students will participate in outpatient and inpatient consultations and pre-operative, intra-operative, and post-operative surgical patient evaluations and procedures.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 610 Clinical Elective
This clinical course is a clinical elective clerkship in a particular clinical discipline of either Internal medicine, surgery, or surgical subspecialty.

The Internal Medicine experience is specifically designed as a 5-week clinical elective rotation providing students with exposure to and training with male and female adult and elderly patients in an inpatient and outpatient setting. The clerkship focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education, counseling and preventative care, and the treatment and management of adult and elderly patients. In this clerkship students have the opportunity to develop skills necessary for appropriate evaluation, treatment and management of adult and elderly patients in both outpatient and inpatient settings. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations.

The Surgery/Sub-surgery specialty is specifically designed as a 5-week clinical elective rotation providing students with exposure to and training with male and female patients in an inpatient and outpatient surgical treatment settings including but not limited to preoperative, intra-operative, and postoperative settings. The clerkship focus is on the evaluation, treatment, and management of patients presenting with surgical conditions; students will participate in outpatient and inpatient consultations and pre-operative, intra-operative, and post-operative surgical patient evaluations and procedures.
Each student is assigned a clinical site and preceptor at the inception of the clinical year.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 4
Every Fall, Spring and Summer

MS 611 Clinical Seminar I
In this seminar, students will draw on their clinical clerkship(s) in Internal Medicine and/or the Internal Medicine elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from Internal Medicine or an Internal Medicine elective before a group of clinical year PA students and faculty member(s).

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 1
Every Fall

MS 612 Clinical Seminar II
In this seminar, students will draw on their clinical clerkship(s) in General Surgery and/or the Surgical elective as well as all material previously learned in the entire PA Studies curriculum to produce and deliver a detailed patient case presentation from General Surgery or a Surgical elective before a group of clinical year PA students and faculty member(s).

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 1
Every Fall

MS 613 Clinical Seminar III
In this seminar, students practice the techniques that will lead to successful completion of the Physician Assistant National Certifying Examination (PANCE). Each student will draw on all material previously learned in the entire PA Studies curriculum and additional PANCE materials to prepare for this examination, which is a prerequisite for PA licensure.

Prerequisites: Successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, and 612.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 1
Every Fall

MS 614 Summative Evaluation
In this course, students will draw on all material learned in the entire PA studies curriculum to complete a summative evaluation. This evaluation is comprised of a written comprehensive examination, an objective structured clinical examination (OSCE), and a practicum in the Division's simulation lab. During the OSCE and in the simulation lab, the student will demonstrate his/her ability to evaluate, stabilize, examine, diagnose, perform clinical procedures, and treat the simulated patient. The student will also demonstrate the ability to collaborate with other members of the health care team in providing culturally competent patient care.

Prerequisites: Successful completion of MS 601, 602, 603, 604, 605, 606, 607, 608, 609, 610 ,611, 612, and 613.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 1
Every Fall

MS 615 Capstone Project
PA students will select material previously learned in the PA studies curriculum to complete a Capstone project. This project fulfills the partial requirement for the Master's degree in Physician Assistant studies. The student will formulate a Capstone project and complete research on a clinical or professional topic of interest. The student will utilize techniques learned in Research Methods I and II, and Introduction to Medical Literature in the didactic year for the completion of the Capstone Project.

Prerequisites: Successful completion of the didactic year of the Physician Assistant Studies curriculum.
The pre-requisites of MS 504C, 508B, 511, 512, 513 and 514 are all required.
Credits: 2
Every Fall

DEPARTMENT OF SOCIAL WORK

SOCIAL WORK

Master of Social Work (M.S.W.)

LIU Brooklyn's 60-credit Master of Social Work (M.S.W.) offers degree candidates three different specializations: child and family welfare, substance use and addictive behaviors, and forensic social work. The program is a collaboration between LIU Brooklyn and LIU Post (Brookville). It is accredited by the Council of Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice social work. The program provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity-sensitive practice. Students select a specific area: child and family welfare; substance use and addictive behaviors, or forensic social work for more specialized education in a particular area of practice. The research curriculum in the second year supports the specialization study by demonstrating the application of research methodology to the student's chosen area of specialization. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in their selected specialization area. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base, and an understanding of the relationship of values, diversity, populations at risk, and promotion of social justice to the social work professional role with systems of all sizes. Further, the program emphasizes the advancement of human rights and social, racial, economic, gender identity and environmental justice in practice, policy and research.

An Interdisciplinary Approach

The M.S.W. program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from LIU will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case management.

MASTER OF SOCIAL WORK – SPECIALIZATIONS

Substance Use and Addictive Behaviors Specialization

The LIU MSW Program offers students the opportunity to simultaneously meet the partial requirements towards the New York State Certificate in Alcoholism and Substance Abuse Counseling (CASAC) while earning their MSW degree. The LIU MSW Program is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider (Provider #: 0586). The Substance Use and Addictive Behaviors specialization satisfies all of the educational requirements for the CASAC credential and issues its own Education and Training Provider Certificate. In addition, the MSW Degree contributes significantly (4000 hours) toward satisfying the 6000 hour work experience requirement for the CASAC certificate. Regardless of where a student in placed for their practicum, they will only have to complete 2000 hours, post MSW, in an OASAS facility to qualify for their CASAC.

Through study in this specialization, students identify the collaborative role for social work in the treatment of substance use and addictive behaviors and acquire knowledge and demonstrate its application in the following areas: Knowledge of substance use and addictive behaviors, alcohol and substance use counseling; assessment, clinical evaluation, treatment planning, case management, and client, family and community education, and professional and ethical responsibilities and documentation.

Child and Family Welfare Specialization

The Child and Family Welfare specialization will provide an educational curriculum to students interested in working in an interdisciplinary context with children and their families. This specialization incorporates the knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple settings. After completing their first-year M.S.W. coursework, students will develop their understanding of policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, at-risk children and youth, and the relationship between child and family welfare systems and the juvenile/criminal justice systems.

Forensic Social Work Specialization

Forensic social workers perform a vital public service in guiding their clients through the complex legal system. These professionals possess a firm grasp of the civil, criminal, and juvenile justice systems, along with a profound understanding of how human rights, racial, socioeconomic, cultural, religious, and other aspects of their client's lives may impact access to legal services.

Graduates of the 60-credit Master of Social Work Program with the specialization in Forensic Social Work will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Forensic Social Work clients may be children or adults, individuals or families, organizations or communities. Their legal challenges may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance use and addictive behaviors. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole. The Forensic Social Work specialization prepares students to serve populations at-risk of, or involved with the juvenile and criminal justice systems, by identifying societal issues and their impact on clients; screening, assessment and counseling; planning and implementing interventions.

Students with a specialization in forensic social work can choose to complete a fifth specialization course to qualify for the Advanced Certificate in Forensic Social Work.

M.S.W., Social Work

[Program Code: 29207] {HEGIS: 2104}

Must Complete All Courses Listed Below.

SWK	601	Policy I: History and Philosophy of Social Work Social Welfare Policy and Services	3.00
SWK	602	Policy II: Social Welfare Policies and Services: Social Provisions & Framework	3.00

SWK	611	Social Work Practice I: Working with Individuals and Groups	3.00
SWK	612	Social Work Practice II: Working with Families	3.00
SWK	613	Social Work Practice III: Social Work Practice with Organizations and Communities	3.00
SWK	621	Human Behavior/Social Environment I: Birth through Adolescence	3.00
SWK	622	Human Behavior/Social Environment II: Young through Late Adulthood	3.00
SWK	623	Human Service Organizations and Administrative Behavior: A context for Soc Work	3.00
SWK	650	Psychopathology	3.00
SWK	701	Field Instruction I: Generalist Practice	3.00
SWK	702	Field Instruction II: Generalist Practice	3.00
SWK	703	Field Instruction III: Specialized Practice	3.00
SWK	704	Field Instruction IV: Specialized Practice	3.00
SWK	790	Capstone Seminar	3.00
SWK	798	Research Methods I: Introduction to Social Research	3.00
SWK	799	Social Work Research II: Advanced Research Methods for Practice	3.00

Child and Family Welfare Specialization

Must Complete All of the Courses Listed Below:

SWK	660	Families and Children: Policy and Services	3.00
SWK	661	Family Violence Across the Lifespan	3.00
SWK	663	Social Work Practice with At-Risk Children & Youth	3.00

Must Complete One of the Courses Listed Below:

SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK	662	Community Based Practice with Children and Families	3.00

Substance Abuse & Mental Health Specialization

Must Complete All Courses Listed Below:

SWK	674	Thrs/Prn:Al/Sub Cnsl	3.00
SWK	675	Intr:Tch Sub Ab Cnsl	3.00
SWK	677	Soclg/Psylg Aspects	3.00
SWK	678	Phys/Pharmlg Effects	3.00

Forensic Social Work Specialization

Must Complete All Courses Listed Below:

SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK	631	Interviewing, Evaluating and Offering Treatment as a Forensic Social Worker	3.00
SWK	632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK	633	Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues in the Criminal and Juvenile Justice Systems	3.00

Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.0

Doctorate of Social Work

The Doctorate of Social Work (DSW) is a prestigious degree that is a steppingstone to building your career. The DSW is an accelerated 45 credit program designed to be completed in two years, including two summer intensives.
The DSW Program at LIU Brooklyn is unique in that students choose from three areas of specialization:

- Teaching in the Academy: This track prepares you to become a professor of social work
- Advanced Practice Management: This track prepares you to build a successful private practice and to build your own social work business
- Organizational Leadership: This track prepares you to move up the career ladder in an organization

The DSW at LIU Brooklyn is a Distance Learning Program.

Social Work D.S.W.

Social Work Core - All of the following are required:

SWK	810	Epistemology: Theories of Knowledge	3.00
SWK	820	Mentorship	3.00
SWK	830	Social Justice, Policy and Ethics	3.00
SWK	835	Critical Imagination in Social Work	3.00
SWK	840	Evidence Based Practice and Implementation Science	3.00
SWK	845	Diversity, Inclusion, and Implicit Bias	3.00
SWK	850	Research Methods I	3.00
SWK	851	Research II	3.00
SWK	870	Capstone I	3.00
SWK	871	Capstone II	3.00
SWK	872	Capstone III/Oral Defense	3.00

Choose one of the following concentrations:

Advanced Practice Management

SWK	828	Healthcare FInancial and Legal Issues	3.00
SWK	833	Management for Non-Profit Organzations	3.00
SWK	825	Healthcare Delivery Systems	3.00
SWK	860	Supervision	3.00

Teaching Social Work in the Academy

SWK	818	Pedagogy of Higher Education	3.00
SWK	808	Teaching with Technology	3.00
SWK	817	Syllabus Development	3.00
SWK	816	Teach a BSW or MSW Course	3.00

Organizational Leadership

SWK	805	Theories of Leadership	3.00
SWK	812	Conflict Resolution and Negotiation	3.00
SWK	826	Grant Writing	3.00
SWK	827	Program Evaluation	3.00

Total Credits required: 45

MSW Social Work Courses

SWK 601 Policy I: History and Philosophy of Social Work Social Welfare Policy and Services
This introductory policy class provides information about the development of social work as a profession and historical and contemporary social welfare policies, services, and institutions. It examines how economic, political, and organizational systems influence how services are created and provided. These themes are discussed within the context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations.
The student must be active in the graduate Social Work plan in order to register for this course.
Credits: 3
Every Fall and Spring

SWK 602 Policy II: Social Welfare Policies and Services: Social Provisions & Framework for Policy Analysis
This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal, and national perspectives and learn about the factors that contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts, such as the basis of social allocations and the nature of social provisions. The course also helps students to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs, including those that address income support, family and child welfare, disability, aging, substance abuse, and health care, are also provided.
The pre-requisite of SWK 601 is required.
Credits: 3
Every Spring and Summer

SWK 611 Social Work Practice I: Working with Individuals and Groups
The first of four practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge upon which social work practice is based.The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walkthrough of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.
A co requisite of SWK 701 is required.
Credits: 3
Every Fall

SWK 612 Social Work Practice II: Social Work Practice with Families
The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied intervention methods. Special emphasis will be placed on psychodynamic, systems, cognitive/behavioral theories, and intervention techniques.
Pre requisites: SWK 611 and SWK 621; Co requisite: SWK 702
Credits: 3
Every Spring

SWK 613 Social Work Practice III: Working with Organizations and Communities
This practice course focuses on macro social work practice within a systems perspective. The course clarifies the common elements of practice with systems of all sizes and identifies the application of micro and mezzo strategies of intervention within the organizational and community context, e.g. work with teams, coalitions, boards.
The course provides an introduction to role theory and its application to collaboration and other forms of multi-disciplinary and interdisciplinary activity. The course begins with an analysis of the worker's role within the organization, starting with the historical antecedents of social work practice in this macro arena.

Practice III demonstrates the relationship of the generalist intervention model (GIM) to work with organizations and the various tasks of the social worker at different phases of intervention. The second half of the course focuses on social work practice with communities. The curriculum includes a systems perspective for understanding communities with an emphasis on ecological and social systems, demographic development, social stratification, and political and economic systems. The course highlights the factors that define power in the community and the worker's role in promoting social and economic justice. The course includes an analysis of the application of the generalist intervention model (GIM) to the change process in communities. The course includes material on value conflicts and value conflict resolution in social work practice with organizations and communities as well as strategies for evaluation of practice.
Co requisites: SWK 611 and SWK 701
Credits: 3
Every Fall

SWK 614 Advanced Principles of Administrative and Clinical Practice within an Interdisciplinary Context
The course is designed to orient advanced standing students to knowledge introduced in the first year of the two-year MSW program. The course provides a theoretical orientation to the interdisciplinary context of social work practice, identifies the components of role conflict resolution, and explores strategies for promoting interdisciplinary collaboration. Building upon the generalist practice model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and intervention techniques with individuals, groups, and families.
Students must be active in the graduate Social Work plan or in the Advanced Standing Social Work student group to register.
Credits: 3
Every Summer

SWK 621 Human Behavior/Social Environment I: Birth through Adolescence
This course, the first of two in this sequence, provides the theoretical and empirical support for several social work values, practice skills, and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person"s right to self-determination, and respect for spirituality and the religious beliefs of others. In addition to biological, psychological, and social development, the course covers moral development. Human behavior and the social environment from birth through adolescence will be examined.
The student must be active in the graduate Social Work plan in order to register for this course.
Credits: 3
Every Fall and Spring

SWK 622 Human Behavior/Social Environment II: Young through Late Adulthood
The second in the sequence of two HBSE courses, this course continues to provide theoretical and empirical support for social work values and ethics while providing the generalist practitioner with the knowledge necessary to work with individuals, groups, communities, and systems of all sizes. With the focus on early, middle, and late adulthood, the social work values that are emphasized in the course embrace larger systems such as family relationships,

communities, organizations, and socioeconomic policies.
A pre requisite of SWK 621 is required.
Credits: 3
Every Spring and Summer

SWK 623 Human Service Organizations and Administrative Behavior: A Context for Soc Work
This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structural theory. Students also consider the function of human service organizations within the context of economic, political, social, and technological factors and the ways in which they influence administration and service delivery. The course provides an overview of the responsibilities necessary to support effective and efficient quality services to clients, including how to manage information, finances, and people.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring and Summer

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems
The course provides an overview of the specialty of forensic social work and its interface with the criminal justice system, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with the competency of the accused and the preparation of the pre-sentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial, and other sub-group involvement will also be discussed and realized.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 631 Interviewing, Evaluation, and Offering Treatment as a Forensic Social Worker
The clinical overview, which leads to an accurate understanding of the underpinnings of pathology and the involvement in the judicial system, is a critical part of the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components of the forensic social work role, e.g., tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a range of criminal and juvenile offenses, with special attention to the specific issues associated with sentencing, diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems
This course focuses on the role of the forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drugs and alcohol-abusing ofenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12-step self-help programs.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring

SWK 633 Frnsc SWK & Domstc Viol-Legl,Cultrl,Ethnc & Religious Issues in Criminl & Juvenle Justice Systms
The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker's role in impacting the institutions associated with the efforts to reduce domestic violence.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring

SWK 650 Psychopathology
This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual, 5th Ed. (DSM-V) classified maladaptive behaviors that are exhibited by many social work clients. It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions. The DSM-V will serve as a backdrop and context for presenting and studying these conditions. The Competency Based-Assessment Model, which follows a process of reviewing and understanding an individual's past in order to distinguish and interpret present concerns (Zide & Grey, 2001), is the theoretical and philosophical framework through which the course's information will flow. Students will become familiar with DSM-V diagnostic criteria and the empirical and epidemiological data that support each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 660 Families and Children: Policy and Services
This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies, and practices that characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children"s services at the federal, state, and local levels and examines the multiple systems that influence the lives of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services, the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 661 Family Violence Across the Lifespan
This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. it explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of

survivors of abuse.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 663 Social Work Practice with At-Risk Children & Youth
This course provides a bio-psycho-social developmental perspective on a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 5th Ed Text Revised. (DSM-V-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children, with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-V will serve as a backdrop and context for presenting and studying these conditions. A developmental-systems (Marsh and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-V diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing childhood disorders that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptations, age appropriateness, clusters, and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in the assessment and treatment of children.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring

SWK 674 Theories and Principles of Alcohol and Substance Abuse Counseling
This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring

SWK 675 Introduction to the Techniques of Substance Abuse Counseling
This course provides students with a foundation in basic techniques of counseling the substance abuse population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counseling intervention methods. The qualities and professional skills for competent and effective practice will also be thoroughly examined.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 677 Sociological and Psychological Aspects of Substance Abuse
This course will offer students a comprehensive view of alcohol and drug use and alcohol and addiction from a historical perspective. Utilizing cultural attitudes, legal sanctions, and normative values regarding alcohol and drug use, students will analyze what addiction is and who is an addict by various disciplines (i.e., medicine, sociology, psychology, etc.) and systems (i.e., family, criminal justice, social services, etc.). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact individuals impacted by alcoholic abuse and/or drug addiction, as well as the substance abuse counselor.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring

SWK 678 Physical and Pharmacological Effects of Substance Abuse
This course will examine how the abuse of alcohol and other drugs affects the body, with emphasis on the central nervous system, organ systems, and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration, and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.
Pre-requisites: SWK 601, 602, 611, 612, 613, 621, 622, 701, 702 and 798 OR must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Fall

SWK 701 Field Instruction I
This is the first course in a four semester Field Instruction sequence in the Master"s in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students (1) to function at a beginning level of competence in a social service delivery system (2) to develop generalist problem-solving and relationship-building skills and (3) to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.
A co requisite of SWK 611 is required.
Credits: 3
Every Fall

SWK 702 Field Instruction II
Field Instruction II is the second course in the field practicum sequence and represents the culmination of the Foundation year. Field Instruction II provides students with the opportunity to further integrate and build upon the knowledge, values and skills assimilated during the previous semester. Students further their proficiency in intervening with diverse problems and multiple sized systems, develop more intensive interactive helping skills, become better adept at writing process records and other agency records, assume more responsibility in supervision and inter-professional collaboration, and utilize research and the skills of policy practice to benefit clients. They are increasingly expected to apply a multilayered understanding of generalist practice concepts and skills to their work with clients. Students gain greater awareness of their own value base and its compatibility to professional social work values, and can utilize more sophisticated expression of their dilemmas through the supervisory and self-evaluative process. They must also demonstrate greater professional responsibility by preparing supervisory agendas; monitor both learning and client goals by evaluating progress made toward both. Learning contracts are further refined, and tasks are operationalized and tethered to the mid-semester field evaluation. Again, students are required to participate in the self-evaluation process continually throughout the semester both in oral and written evaluation sessions, as well as evaluating their field experience and supervisor.
A co requisite of SWK 612 is required.
Credits: 3
Every Spring

SWK 703 Field Instruction III
This is the third course in a four-semester Field Instruction sequence in the Master's in Social Work program. The first two semesters of Field Instruction provide the Foundation, and the second two semesters provide the Specialization. The Specialization year prepares students (1) to gain expertise in child and family welfare, forensic social work or substance and alcohol abuse (2) to function at an advanced level of competence in a social service delivery system (3) to continue to practice problem-solving and relationship-building skills, (4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE, and Research to work with client systems.
Pre requisites: SWK 602, SWK 612, SWK 613, SWK 622 and SWK 702 OR must be active in the

Advanced Standing Social Work student group
Credits: 3
Every Fall

SWK 704 Field Instruction IV
Field Instruction IV is the second course in the Advanced Curriculum/ Specialized Practice Year. It shares its objectives with Field Instruction III. Applying social work knowledge, skills, and values in the practicum is understood as a developmental process. Students make a solid beginning in the Foundation Year, continue to work towards these objectives in the Specialized Practice Year, and continue to grow and develop as master's level practitioners after earning their degree. In this spirit, in Field Instruction IV, students further their developing expertise in their specialization as described above and deepen their understanding of allied disciplines. Collaborations with professional colleagues across disciplinary lines have the opportunity to develop and mature over time.
Pre-requisites: SWK 703 is require or must be active in the Advanced Standing Social Work student group.
Credits: 3
Every Spring

SWK 790 Capstone Seminar
This course is intended to provide students with the academic framework within which they design and implement the capstone project. Students review their knowledge about role conflict within interdisciplinary setting that is related to their respective areas of concentration studies.
Students then choose a topic related to the concentration area and design and carry out a research project that examines role conflict within an interdisciplinary context of social work. Finally, students design a solution to the role conflict that is embedded in interdisciplinary collaborative practice of social work. The course focuses on application of skills that have been taught in previous semesters within a particular area of concentration. Such skills include: Critical thinking, ethical practice, practice skills in systems of all sizes, research skills, communication skills, organizational skills and interdisciplinary collaboration.
Pre requisite: SWK 799 or must be active in the Advanced Standing Social Work student group
Credits: 3
Every Spring

SWK 798 Research Methods I: Introduction to Social Research
This course places significant emphasis on adherence to social work values and ethical standards in research and practice evaluation. It requires the students to ask themselves why be ethical in an effort to help the student realize that a personal moral code is the best defense against unacceptable and unethical conduct. The student is encouraged to ponder the question of ethics with guidance from social work values and guiding principles, as well as the NASW Code of Ethics. Students are presented with practical examples of ethical dilemmas and are required to address the situation using critical thinking skills, technical training, and social work values. This course aims to improve students' understanding of the place research plays and has played in social work practice. Using the Code of Ethics as a foundation for all research ventures, students will be taught the basic concepts of research question formation, psychometrics, and use of measurement instruments. The course will introduce key components of research, including research design, data collection, appropriate communication of research findings, and its relevance to the evaluation of practice, programs, and policies.
The student must be active in the graduate Social Work plan in order to register for this course.
Credits: 3
Every Spring

SWK 799 Social Work Research II: Advanced Research Methods for Practice
Social work values and ethics continue to guide the student's development of technical skills for generating social work knowledge and the evaluation of social work practice. With a greater emphasis on the sensitive development and use of technology with populations at risk, social work values, and ethics continue to be the primary components in the content of this course. Accessing secondary data and the judicious and ethical use of the data, coupled with cultural sensitivity, will be woven into the fabric of the course and frequently discussed and practiced. This course aims to develop students' ability to apply qualitative and quantitative research design to their area of concentration. By offering students an opportunity to design appropriate measurement instruments and identify appropriate sampling methods and differences between group research design and case research design, students will gain the knowledge needed to evaluate research and apply its tenets to social work. Moreover, this course allows students to practice implementing research by familiarizing them with various data collection methods, encouraging their use of secondary data, and teaching them basic psychometric and data analysis processes.
Pre requisite: Must be active in the graduate Social Work plan or active in the Advanced Standing Social Work student group to register.
Credits: 3
Every Fall

SWK 805 Theories of Leadership
This course centers on leadership theories employed in organizations and agencies to guide supervisors and leaders to effectively and efficiently deliver quality social services to employees, clients, community and stakeholders to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.
Credits: 3
Annually

SWK 808 Teaching with Technology
This course is designed to learn essential strategies to integrate technology into the social work curriculum and create an engaging and interactive online learning environment. Core principles of online course development, including design, interaction, and assessment, will be explored. Students will learn to create and develop course content, design learning outcomes and link them to course learning outcomes, and design collaborative and interactive course assignments. Students will practice developing course learning modules and applying innovative techniques and technologies in both synchronous and asynchronous learning environments. A variety of learning activities to elicit active, critical reflection, such as journaling and discussion board will be discussed. Students will learn effective online grading and student feedback practices. Students engage in experiential learning activities that reflect the online learning experience in a blended course platform. A focal point of the course is to guide students through the instructional process and become familiar with the standards and guidelines that produce effective online and hybrid learning.
Credits: 3
Annually

SWK 810 Epistemology: Theories of Knowledge
This course will explore how evidence is established. Epistemology is the study of the development of knowledge and justification. Specifically, the course will explore the assumptions concerning human and social activities that lead to theoretical claims of evidence, with special emphasis on application to social work.
Credits: 3
Annually

SWK 812 Conflict Resolution
Conflict is unavoidable in every organization, agency and community. How conflict is managed is most important for Social Work leaders, clinicians and academicians. In many instances, the embrace of collaboration, mediation, compromise and the use of active listening are paramount to managing challenging issues. In this course, doctoral students will examine psychological and structural factors influencing organizational, agency and community conflict. Through the use of role plays, video lessons, conflict resolution theories and negotiation skills, doctoral students will explore analytical and practice tools necessary to navigate mutually beneficial solutions and agreements to identify, reduce and resolve conflicts.
In this course, students will apply social work practice skills at the micro, mezzo and macro levels to promote a timely responsiveness to unique and emerging conflicts impacting social, economic and environmental dimensions in local, regional, and global professional settings.

Credits: 3
Annually

SWK 816 Teaching a BSSW/MSW Course
This course will engage students in a critical discussion and demonstration of social work education. It calls for the exploration of knowledge-based conceptualizations aligned with skills needed to teach at the Bachelor's and Master's levels. Students will have opportunities to design lesson plans and grading rubrics and create course syllabi and teaching. This course prepares students for opportunities to teach at the adjunct level and/or to apply to full-time faculty positions.
Credits: 3
Annually

SWK 817 Syllabus Development
Building on knowledge of various pedagogical approaches in higher education, and methods of teaching with diverse technologies, this course focuses on syllabus design and development. Students will learn best practices in the development of an engaging, learner-centered syllabus that is responsive to a diverse community of learners. The course examines the various stages of syllabus design, including understanding the purpose and function of the course syllabus, formulation of clear learning goals and learning objectives, and implementation of evidence-based strategies to create effective assignments to support the attainment of student learning outcomes. Teaching methods and strategies that promote active learning, such as case studies, audio/visual material, and role-play activities, will be examined. Emphasis is placed on learning the skills to plan and design a course syllabus grounded in the instructor's teaching philosophy and pedagogical approach and linked to the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards core competencies. Principles of course mapping, learner-centered syllabus design, inclusive pedagogy, active learning, and backward design will provide a framework for constructing an effective syllabus.
Credits: 3
Annually

SWK 818 Pedagogy of Higher Ed
This is the first of three courses in the teaching academy sequence. This course prepares students to be leaders in social work education and teaching. Students will develop knowledge of various teaching philosophies, including constructivist, feminist, inquiry-based, reflective, collaborative, and integrative approaches, to understand the underlying theory of learning and teaching. The course will then focus on developing effective teaching skills, emphasizing strategies for facilitating active, learner-centered, experiential teaching methods. Students will explore practical issues in teaching and learning in social work education, such as course preparation, engaging students in the first class meeting, strategies for stimulating discussion, grading practices, and developing interactive learning activities to prepare students for professional practice. Students will apply knowledge of various teaching methods through in-class role-play and experiential learning activities designed to encourage reflective teaching practices and develop themselves as social work educators.
Credits: 3
On Demand

SWK 820 Mentorship
This course will explore the functions of a mentor at the theoretical, administrative and educational levels in agency settings, higher education and autonomous practice. The multifaceted roles of the mentor as consultant, a trusted guide, a caring responsible adult and a positive role model will be studied from a variety of theoretical perspectives. Issues concerning ethical commitment, personal and professional interests and intersectionality in the areas of race, class, ethnicity, national origin, disability and sexual orientation will constitute major themes for the course.
Credits: 3
Annually

SWK 825 Health Care Delivery Systems
This course is an overview of the political, economic, social, and epidemiological characteristics of health and medical care. The forms of health services financing, organization, and delivery systems in the United States and other industrialized nations, processes of health and disease in individuals, families and communities, and the moral and ethical issues facing health-care decision makers. The course will address how economic and policy issues influence the delivery of quality care and paying for health care, particular attention will be paid attention to accessibility, Medicaid, Medicare, self-pay, and different types of insurance. Inequities in the delivery of services based on race, economic status, gender, disability, and religious affiliation constitute a major concern for the course.
Credits: 3
On Demand

SWK 830 Social Justice, Policy and Ethics
This course will engage students in a critical discussion of social justice, policy, and ethics at the highest educational level in social work. Students will be challenged to increase their knowledge of diversity, social policy, and ethical considerations at the advanced learner level.

This course calls for the exploration of knowledge-based conceptualizations aligned with skills needed to work toward justice at the macro level. Human rights at the macro level, in accordance with the Code of Ethics in social work, will be thoroughly examined and demonstrated during the semester. Students will be challenged to demonstrate skills needed to work towards justice. This includes understanding power and control, social constructions, and ethical considerations.
Pre-requisites of SWK 810, 820, and 850 are required.
Credits: 3
Annually

SWK 833 Management in Not for Profit, Public Administration, and Private Practice Settings
In this course, students will learn to apply human service management competencies to real-world practice settings. Topics to be covered include self-management analysis, the role of empathy in management, evidence-based micro, mezzo and macro practices, and awareness of diversity and inclusion concerning race, ethnicity, gender, disability, and religious affiliation. Hiring and employment, including diversity, inclusion, and equity among staff is addressed.
Credits: 3
On Demand

SWK 835 Critical Imagination in Social Work
This course is inspired by the classic statement of the American sociologist C. Wright Mills in his book The Sociological Imagination. The foundation for the course introduces students to the conceptual understanding of the differences between personal troubles and public issues. Social work as a profession and social workers as practitioners are essential in providing services to individuals, families, communities, and organizations in the present moment and the immediate future. As such, imaginative and innovative approaches must be developed to fulfill the mission of the profession in the areas of health, mental health, poverty, discrimination, climate change, and food insecurity. The approach will allow students to conceptualize these challenges by developing an understanding of the intersection of history and biography and create novel and innovative interventions that identify the processes to advance the biopsychosocial well-being of client systems into the future.
Pre-requisites of SWK 810, 820, and 850 are required.
Credits: 3
Annually

SWK 840 Evidence Based Practice and Implementation Science
This course emphasizes the use of current research evidence in Social Work to promote Evidence-Based Practice with individuals, families, organizations, and communities. The concept of Evidence-Based Practices (EBP) was originally developed in the medical field and has subsequently been adopted by most disciplines in the health professions. It provides foundational knowledge that supports students' abilities to describe and interpret the scope of the profession, appraise new knowledge, create new knowledge, and interpret and apply this knowledge to practice. EBP approach has been adopted by the Council on Social Work Education as a pivotal skill for the training of social

workers. Evidence-based practice stands in opposition to authority-based practice, which relies on opinions and anecdotal accounts to justify a specific practice. An important component of EBP is Shared Decision-Making (SDM), a communication process by which clients and practitioners work together to make optimal care decisions that align with what matters most to each client. The course complements the research courses by providing student with the tools to assess internal and external validity of specific studies of specific practices.
Pre-requisites of SWK 810, 820, and 850 are required.
Credits: 3
Annually

SWK 845 Diversity, Inclusion, and Implicit Bias
This course offers a multidimensional perspective on issues of diversity and bias within social service organizations and historically marginalized communities. The course will provide the opportunity for students to explore the multifaceted roles social work leaders engage in within an ever-changing, diverse world and workplace.
The course allows students to explore how Social Work competencies and relevant theories on diversity can be applied to promote justice in decision-making, addressing implicit biases, microaggressions, race relations, gender, gender identity, social policy development, and individual and group dynamics within community and organizational structures.
Pre-requisites of SWK 810, 820, and 850 are required.
Credits: 3
Annually

SWK 850 Research Methods I
This course introduces students to the scientific method as a way of knowing and provides an overview of the research methods most commonly used in research relevant to social work profession. The course will cover quantitative and qualitative research. The core purposes of this course is to equip DSW students with the knowledge of research methods implicit in organizational leadership functions such as evidence-based management of human services organizations, evaluation of programs and direct practices, management of services tailored to unique practice communities, as well as teaching and professional training of social workers.
Credits: 3
Annually

SWK 851 Research II
This course teaches students about the use of the scientific method to develop, test, and implement interventions and policies relevant to the social work profession, the areas of mental health and social services. The broad research approach most relevant to intervention development, testing, and implementation is experimental clinical trials. Correspondingly, this course is dedicated to introducing doctoral students to the core principles of clinical trials, such as manipulation, causality criteria, the internal and external validity of trials, threats to validity, and ways to address them, as well as quasi-experiments and natural experiments. Students will learn about the Institutional Review Board (IRB) submission process.
Pre-requisites of SWK 830, 835, and 840 are required.
Credits: 3
Every Summer

SWK 870 Capstone I
Capstone 1 is the first of three sequential courses that position the student to meet the capstone graduation requirement. The capstone is the culminating project of the DSW and entails the production of a substantial report on original research or an independent investigation of a topic of significance to the field of study. The capstone project provides the student with the opportunity to develop and demonstrate their ability to clearly define a problem of significance to the social work profession, to articulate a theoretical framework that relates to their topic, to write a literature relevant to the problem, describe prior attempts to resolve the issue, and generate original ideas to address the issue.
Pre-requisites of SWK 830, 835, and 840 are required.
Credits: 3
Annually

SWK 871 Capstone II
Capstone II is the second of three sequential courses that lead to a completed capstone and oral defense. Capstone 2 course provides students with the knowledge and skills to write a capstone proposal. In this course, students build upon the capstone formulation developed in Capstone 1. The objective of a proposal development process enables student to clarify and synthesize the conceptual framework formulated in Capstone I. At this level, students will be constructing the necessary foundation for the successful completion of the capstone. Proposals must have as their ultimate objective a contribution to the knowledge of the different areas of practice of social work.
Pre-requisites of SWK 830, 835, and 840 are required.
Credits: 3
Annually

SWK 872 Capstone III/Oral Defense
Capstone III is the final of three sequential Capstone courses. In this course, students complete their capstone project and present it in an oral defense. This course constitutes the culmination of the Doctoral program. As such, students pull together and synthesize the knowledge and skills acquired during two years of rigorous and intensive study offered by the curriculum. Capstone III builds on the foundation developed in Capstone I and II. In Capstone III, the student builds upon and expands the Capstone proposal. The student is expected to produce a scholarly report on a topic of significance to the social work profession. Students have a variety of options to choose from when deciding how to develop their capstone topic, including systematic/ scoping reviews, quantitative designs including intervention studies and surveys, qualitative studies, and data driven development of practice manuals. The final product may be in the form of a traditional chapter-style manuscript or one publishable article.
Credits: 3
Annually

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

The Department of Psychology and Counseling offers education and training in understanding emotions and behavior, at the undergraduate, master's, and doctoral levels. The department is comprised of 10 full-time faculty members, with specialties including personality assessment, mentalization, and reflective functioning, emotional regulation, psychotherapy process and outcome, cultural and ethnic issues, community violence, the development of aggression, abuse and trauma, racial stereotypes, and prejudice, psychological problems with political refugees and psychodynamic and cognitive-behavioral models of treatment. Full-time faculty members teach at all levels of the department.

The department offers two programs of graduate study, one leading to the Doctor of Philosophy in Clinical Psychology, and the other leading to the Master of Arts in Psychology. Candidates for any graduate degree in psychology may be terminated at any time because of weak academic performance, professional unsuitability, or failure to progress at a satisfactory rate.

Marriage and Family Therapy

Our graduates practice marriage and family therapy following the scope of practice delineated by the Office of the Professions of the New York State Education Department.

- Marriage and family therapists provide individual, couple, family, relational and group therapy. They assess, treat, and implement change in the overall, long-term well-being of individuals, couples, families, and those in other relationships. The traditional emphasis on the individual is expanded to include consideration of the nature and roles of individuals in relation to others, particularly in the family system.
- Marriage and family therapy focuses not only on the individual patient—even if it is a single person seeking therapy—but on the context and relationships in which the person participates. All relationship contexts are considered, including the married or committed couple, family, school, work, social, community, and other relational systems.
- Marriage and family therapists treat a wide range of clinical problems including depression, marital problems, anxiety, nervous and mental disorders, as well as relationship, couple, family, and child-parent problems.
- Marriage and family therapy is often brief and solution-focused and it is designed to achieve specific therapeutic goals of individuals and families. Marriage and Family therapists learn to utilize assessments such as the family environmental scale and the family stress and support inventory. In addition, these clinicians learn how to create family genograms with their clients and learn therapeutic modalities such as systemic family therapy.

The American Association for Marriage and Family Therapy (AAMFT) is a nonprofit professional association in the field of marriage and family therapy representing clinicians across the United States. The association provides support on licensing in all 50 states, develops and curates annual conferences on systemic family therapy, leadership, racial justice, and provides an opportunity to network and connect with approved supervisors.

M.S. Marriage and Family Therapy

Our **60-credit M.S. in Marriage and Family Therapy** provides students with the core knowledge necessary to work with individuals, couples, and families in a variety of settings. The program requires extensive clinical training and satisfies the educational requirements for the New York State Marriage and Family License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy, and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

M.S., Marriage and Family Therapy

[Program Code 36003] {HEGIS: 2104.1}

Marriage and Family Therapy Prerequisite Core Courses

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	707	Foundations in Marriage and Family Therapy	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	700	Family Law	3.00

Marriage and Family Therapy Common Core Courses

CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	639	Therapeutic Interventions with Diverse Children and Adolescents	3.00
CSP	658	Couples Therapy	3.00
CSP	679	Substance Abuse & High-Risk Behaviors	3.00

Marriage and Family Therapy Specialty Courses

CSP	657A	Marriage and Family Counseling: Theoretical Foundations	3.00
CSP	657B	Contemporary Marriage and Family Theories	3.00
CSP	657C	Marriage and Family Counseling: Clinical Knowledge and Skills	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

Marriage and Family Therapy Practice Courses

CSP	661F	Marriage and Family Counseling Practicum	3.00
CSP	665F	Marriage and Family Counseling Internship I	6.00
CSP	666F	Marriage and Family Counseling Internship II	6.00

Credit and GPA Requirements

Minimum Total Credits: 60 Credits
Minimum GPA: 3.0

Advanced Certificate, Marriage and Family Therapy

This 39-credit Advanced Certificate program in Marriage and Family Therapy satisfies the educational requirements for the New York State Marriage and Family Therapy License. To receive licensure, students must complete the educational requirements, 1,500 hours of supervised experience in the practice of marriage and family therapy and a passing grade on the Examination in Marital and Family Therapy developed by the Association of Marital and Family Therapy Regulatory Boards.

Advanced Certificate, Marriage and Family Therapy

[Program Code 36004] {HEGIS: 2104.1}

Marriage and Family Therapy Specialty Courses

CSP	657A	Marriage and Family Counseling: Theoretical Foundations	3.00
CSP	657B	Contemporary Marriage and Family Theories	3.00

CSP	657C	Marriage and Family Counseling: Clinical Knowledge and Skill	3.00
CSP	658	Couples Therapy	3.00
CSP	700	Family Law	3.00
CSP	707	Foundations of Marriage and Family Therapy	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

Marriage and Family Therapy Practice Courses

CSP	661F	Marriage and Family Counseling Practicum	3.00
CSP	665F	Marriage and Family Counseling Internship I	6.00
CSP	666F	Marriage and Family Counseling Internship II	6.00

Credit and GPA Requirements
Minimum Total Credits: 39 Credits
Minimum GPA: 3.0

Mental Health Counseling

Mental Health Counseling is a distinct profession with national standards for education, training and clinical practice. Mental health counselors work with individuals, families, and groups to address and treat mental and emotional disorders and to promote positive overall mental health. They are trained in a variety of therapeutic techniques used to address issues such as depression, anxiety, addiction and substance abuse, suicidal impulses, stress, trauma, low self-esteem, and grief. They also help with job and career concerns, educational decisions, mental and emotional health issues, and relationship problems. In addition, mental health counselors are involved in community outreach, advocacy, and mediation activities. Some specialize in delivering mental health services for the elderly. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors. The field of counseling includes knowledge and awareness of social justice, trauma, racial trauma, and inclusivity.

Mental health counselors work in community health and social service organizations, day treatment programs, outpatient mental health clinics, hospitals, or private and group practices. Mental health counselors are highly skilled professionals who provide a full range of services including assessment and diagnosis, psychotherapy, treatment planning and utilization review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psycho-educational and prevention programs, and crisis management.

The New York Mental Health Counselors Association (NYMCHA) is the state organization that represents the interests of the clinical counselors of New York State and was instrumental in the passage of legislation that created the Mental Health Counselor license (LMHC) in 2002. In addition, the American Counseling Association (ACA) is a membership organization representing licensed professional counselors, counseling students, and other counseling professionals in the United States. It is the world's largest association exclusively representing professional counselors. There are 20 divisions that represent areas including but limited to social justice and multicultural counseling, trauma, PTSD and soldiers, and ethics. Counselor’s code of ethics was developed by ACA.

If you are interested in a challenging career working with individuals, groups, couples, families, the young and the elderly, and you want to help people lead more fulfilling lives, you will find a career in mental health counseling to be enjoyable and gratifying.

M.S. Mental Health Counseling

The 60-credit M.S. in Mental Health Counseling provides students with core knowledge in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and psychopharmacology. Our 60-credit M.S. in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

M.S. in Mental Health Counseling

[Program Code 79432] {HEGIS: 2104.1}

All of the following core courses are required:

CSP	615	Professional Issues and Ethics in Counseling	3.00
CSP	649	Counseling Theories and Applications	3.00
CSP	652	Human Development Across the Lifespan	3.00
CSP	654	Counseling Skills & Processes	3.00
CSP	659	Counseling and A Pluralistic Society	3.00
CSP	660A	Group Work	3.00
CSP	668A	Assessment and Diagnosis in Counseling Diverse Populations	3.00
CSP	682	Career Development and Counseling	3.00

All of the following specialty practice courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00

All of the following specialty courses are required:

CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

A total of 12 credits of electives is required.

Credit and GPA Requirements
Minimum Total Credits: 60 credits
Minimum GPA: 3.0

Advanced Certificate, Mental Health Counseling

The 24-credit Advanced Certificate Program in Mental Health Counseling is for students who already have a master’s degree in counseling and wish to meet the educational requirements to become licensed as a mental health counselor. To enter this program, students’ graduate transcript in counseling must reflect coursework in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, and career development. Building upon these core content areas, the mental health counseling advanced certificate program focuses specifically on the development of knowledge and skills necessary to work in a variety of clinical settings: foundations of mental health counseling, research, evidence-based practice, program evaluation, psychopathology, and

psychopharmacology. Along with a master's degree in counseling, our 24-credit Advanced Certificate Program in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

Advanced Certificate, Mental Health Counseling

[Program Code 33446] {HEGIS: 2104.1}

All of the following courses are required:

CSP	661M	Mental Health Counseling Practicum	3.00
CSP	665M	Mental Health Counseling Internship I	6.00
CSP	666M	Mental Health Counseling Internship II	6.00
CSP	706	Foundations of Mental Health Counseling	3.00
CSP	709	Research, Evidence-Based Practice and Program Evaluation	3.00
CSP	712	Psychopathology and Psychopharmacology	3.00

Credit and GPA Requirements

Minimum Total Credits: 24 Credits
Minimum GPA: 3.0

SCHOOL PSYCHOLOGY

ABOUT THE FIELD OF SCHOOL PSYCHOLOGY

School psychologists work with students individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing the abuse of drugs and other substances, and preventing and managing crises. In addition, most school psychologists provide the following services:

Consultation

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- Help others understand child development and how it affects learning and behavior.
- Strengthen working relationships with teachers, parents, and service providers in the community.

Evaluation

- Evaluate eligibility for special services.
- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.

Intervention

- Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.
- Help families and schools manage crises such as death, illness, or community trauma.

Prevention

- Design programs for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy school environments.

Research and Planning

- Evaluate the effectiveness of academic and behavior management programs.
- Identify and implement programs and strategies to improve schools.
- Use evidence-based research to develop and/or recommend effective interventions.

For more information on the field of school psychology, visit the National Association of School Psychologists' website at www.nasponline.org.

ADMISSIONS REQUIREMENTS

- B.A. or B.S. degree from an accredited college, with a 2.75 GPA.
- Individuals with or without a background in psychology or education are encouraged to apply.
- A written statement of professional goals, including a rationale for why the candidate has chosen the field of school psychology.
- Two professional letters of reference from academic instructors or professional supervisors.

Based on the information that the candidate provides, as well as space limitations, a select number of students will be interviewed.

PROGRAM REQUIREMENTS

Continued enrollment in this program is contingent upon:

- Maintenance of a 3.0 Grade Point Average
- Prompt resolution of any INC or UW Grades
- Satisfactory professional dispositional reviews in the areas of attendance, preparedness, attitude toward learning, response to feedback, reflectiveness, classroom engagement and participation, expressive coherence, and professionalism.

M.S.Ed. School Psychology

The 60-credit M.S.Ed. Program in School Psychology provides students with core knowledge and skills necessary to work in today's schools. Specifically, our program has outlined ten competencies based on what was delineated by the National Association of School Psychologists (NASP). These include data-based decision-making; consultation and collaboration; effective instruction; socialization and the development of life skills; student diversity in development and learning; school and systems organization; policy development and the development of appropriate school climate; prevention, crisis intervention and mental health interventions; home-school collaboration; research and program evaluation; and information technology. Our 60-credit M.S.Ed Program in School Psychology is registered with the New York State Education Department as satisfying the educational requirements for provisional certification as a school psychologist.

In addition to the requirements for the general School Psychology degree, students may elect to take one or both of two specializations, each of which entails another 6 credits of coursework:

1. Early Childhood Specialization prepares school psychologists to work with infants, toddlers and preschoolers, and their families. This sequence consists of two three-credit courses: one that covers the administration and interpretation of infant assessment instruments, and one that explores current theory and research in infant development. This specialization does not lead to a separate New York State certification but is designed to help our graduate students acquire the knowledge base and practical skills for working with a particularly sensitive population.
2. Bilingual Specialization prepares school psychologists to work with linguistically diverse children and their families. It includes two three-credit courses: a course in bilingual education and a course in bilingual assessment. Students who wish to be certified as bilingual school psychologists must also receive passing scores on the Bilingual Education Assessment Test (BEA) of the New York State Teacher Certification Exams (NYSTCE), or the previously administered Target Language Proficiency Assessment (TLPA). Information regarding the BEA exam can be found at www.nystce.nesinc.com/NY_viewSG_opener.asp. (It is recommended that students take the exam after they have taken and completed TAL 823.)

M.S.Ed., School Psychologist

[Program Code 06905] {HEGIS: 0826.01}

The following courses are required:

Developmental Sequence - 6 credits

CSP	633	Developmental Psychology	3.00
TAL/ CSP	xxx	TAL graduate-level elective OR CSP 825 Maintenance of Client Records in Behavioral Analytic Practice	3.00

Diagnostic Sequence - 9 credits

CSP	650	Developmental Psychopathology	3.00
CSP	651	School Neuropsychology	3.00
CSP	702	Diagnosis of Learning Problems	3.00

Assessment Sequence - 15 credits

CSP	704	Research and Measurement in Education	3.00
CSP	721A	Cognitive Assessment I	3.00
CSP	721B	Cognitive Assessment II	3.00
CSP	722A	Personality Assessment I	3.00
CSP	722B	Personality Assessment II	3.00

Intervention Sequence - 15 credits

CSP	655	Applied Behavior Analysis I	3.00
CSP	703	Parent Consultation and Intervention	3.00
CSP	714	Educational Consultation in Multicultural School Settings	3.00
CSP	720	Community School Psychology	3.00
CSP	799/801	Individual and Group Counseling Practices in School Settings OR Behavior Therapy and Autism Spectrum Disorder	3.00

Fieldwork and Professional Issues Sequence - 15 credits

CSP	680A	Issues in School Psychology	3.00
CSP	680B	Fieldwork in School Psychology I	3.00
CSP	680C	Fieldwork in School Psychology II	3.00
CSP	781A, 781B, or 781C	Internship in School Psychology I - General, Bilingual or Early Childhood	3.00
CSP	782A, 782B, or 782C	Internship in School Psychology II - General, Bilingual or Early Childhood	3.00

Students who wish to specialize in bilingual school psychology should take the bilingual internship courses (CSP 781B and CSP 782B) and are also required to take TAL 823 and CSP 724. Total credits = 66.

Students who wish to specialize in early childhood school psychology should take the early childhood internship courses (CSP 781C and CSP 782C) and are also required to take CSP 723 and CSP 733. Total credits = 66.

Credit and GPA Requirements

Minimum Total Credits: 60 Credits
Minimum GPA: 3.0

Counseling Courses

CSP 518 Play Therapy
Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual group and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy and sand try/sand play therapy. Additionally, diversity and multicultural considerations are highlighted.
The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A or CS 706.
Credits: 3
Every Summer

CSP 605 Domestic Violence: Violence and the Family
This course examines the nature of violence, especially against women and children. Three major areas are covered: spouse abuse, child physical abuse and child sexual abuse. Prevalence, factors that foster and mitigate the tendency toward violence, and treatment issues are discussed.
The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.
Credits: 3
Rotating Basis

CSP 615 Professional Issues and Ethics in Counseling
An overview of professional orientation and ethical practice. Examines ethical and legal issues in counseling and the behavioral sciences. Includes theories of moral philosophy and the development and application of professional codes. An exploration of ethical standards of the American Counseling Association, related entities, and applications of ethical and legal considerations in professional counseling. Examination of case law, and the ethical decision-making model.
Credits: 3
Every Fall

CSP 633 Developmental Psychology
This course is intended to review the different stages of human development from birth to age 21. It includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The emotional, cognitive, social and physical challenges that children face as they grow older will be reviewed. Major developmental theories and research findings will be presented such as Neo-Piagetian theory, racial identity development theory, developmental theories based on LGBT issues, immigration issues and second language issues. Theorists such as Bronfenbrenner, Kohlberg, Gardner, and Erickson will also be reviewed. Three credits.
Credits: 3
Annually

CSP 639 Therapeutic Interventions with Diverse Children and Adolescents
This course provides a contextual exploration of today's youth in the urban environment, centralizing foci on the counselor's role as an advocate and the role of resilience in response to youth risk. Critical to this course is an intersectional analysis relative to the effect of race, ethnicity, class, gender/gender expression, sexual identity and orientation, and their ability to shape the lives of young people (ages 5-18) developing in urban communities and schools as members and learners. A focus on therapeutic interventions with children and adolescents individually, in groups, and within school, community and familial contexts to respond to early
and/or complex trauma as well as to support mental health and well-being is engaged. Issues such as substance use and abuse, gang involvement, teen pregnancy, sexually transmitted
diseases, HIV, the role of the media, technology and music will be discussed.
The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.
Credits: 3
Every Fall

CSP 652 Human Development Across the Lifespan
An overview of theories of individual and family development, transitions across the lifespan, and theories of learning and personality development. This course lays the foundation for how the individual develops from conception through old age and provides insight into what the developmental factors are in normal and abnormal development with relation to socialization, cognition, and physical development. The course introduces the student to theories of learning, personality development, etiology of addictions, and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
Credits: 3
Every Spring

CSP 657A Family Counseling: Theoretical Foundation
Marriage and family counseling theories and techniques and their application within a diverse society are presented. Students will explore the major theories of marriage and family counseling and psychotherapy, including psychodynamic, Bowenian, experiential, structural, systemic, and strategic theories, amongst others.
The pre-requisites of CSP 615, 649, 652 and 654 are required.
Credits: 3
Every Spring

CSP 657B Family Counseling: Advanced Theories
This course will focus on post-modern, and contemporary theories in the field of marriage and family therapy. Theories such as Feminist Family Therapy, Narrative Therapy, Solution-Focused Therapy, and Collaborative Language Systems will be explored. Further, the act of therapy as being empowering and just will be discussed. Diverse family configurations will be considered that have recently been included in the field of marriage and family therapy; sexual minority families, families with diverse gender locations, immigrant families etc. Students will engage in critical thinking as a skill in having conversations with clients. From a post-modern perspective, therapy is seen as a personal, professional, and political act.
The pre-requisites of CSP 615, 649, 652, 654 and 657A are required.
Credits: 3
Every Summer

CSP 657C Marriage and Family Therapy: Clinical Knowledge and Skills
Focus is on healthy and unhealthy family functioning, including the recognition of specific problems and appropriate interventions. Attention to the impact of human sexuality on families and couples. Considerationof preventative methods to encourage family wellness. Study of societal trends and treatment issues related to working with multicultural and diverse family systems. Concentration on principles and methods of case conceptualization and assessment with couples and families.
Prerequisites of CSP 657A and 657B are required.
Credits: 3
Every Fall

CSP 658 Couples Therapy
This course will focus on theories and practices of couples therapy. There will be a focus on systemic approaches to working with conflict as well as utilizing strengths and resources of the couple. Strategies in joining, assessment, intervention, and termination will be examined. Contextual issues such as sexual orientation, gender, race and class will be emphasized throughout the course. Students will be introduced to significant literature and research on couples therapy.
Pre requisites: CSP 615 and CSP 652
Credits: 3
Every Summer

CSP 659 Counseling and A Pluralistic Society
An exploration of the context of relationships, issues, and trends in a culturally and linguistically diverse society. Focus on theories of identity development in multiple domains, and multicultural counseling theories and competencies. Investigation into the nature of biases, prejudices, oppression, and discrimination and their effects. This course will provide an overview of the issues involved in social psychology

as well as theories that relate to multiculturalism in our society, especially with regards to the provision of counseling services to culturally diverse clients in the community.
The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.
Credits: 3
Every Fall

CSP 660A Group Work
An introduction to principles of group dynamics, approaches to group leadership and authority, theories and methods of group counseling. Issues of culture, diversity, and identity in groups will be addressed. The course also explores various psychotherapeutic techniques as they apply to decision-making, problem-solving, and resolution of conflict involving groups of people of all ages. Includes an experiential group experience of at least 10 hours and the study of different types and settings of group work, including psychoeducational groups and therapeutic groups with various clinical populations.
The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A, or CSP 705, or CSP 706.
Credits: 3
Every Spring

CSP 661F Marriage and Family Counseling Practicum
Students work 100 hours in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 40 hours in direct service to clients. Audiotaping, videotaping, or live supervision is required.
Pre-requisites of CSP 615, 649, 652, 654, 657A and ALCX 702 are all required. CSP 712 is pre or co-requisite
Credits: 3
Every Fall, Spring and Summer

CSP 661M Mental Health Counseling Practicum
This course gives students the opportunity to integrate their academic learning and classroom interactions with practical fieldwork experiences and helps prepare them for their upcoming internship placements. Students participate in a field experience; receive individual supervision at the practicum site and group supervision in the classroom setting; practice integrating assessment and counseling techniques into case conceptualization and treatment planning, and practice documenting their interactions with clients. Students work 100 hours in a mental health setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 40 hours in direct service is required. Audio-taping, videotaping, or live supervision.
Pre-requisites of CSP 615, 649, 652, 654, 706 and ALCX 702 are all required. Pre- or Co-requisite of CSP 712 is required.
Credits: 3
Every Summer

CSP 665F Marriage and Family Counseling Internship I
Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing, marriage and family counseling, record keeping, attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete at least 120 hours each semester, completing direct service to clients and 180 hours for indirect work. Audiotaping, videotaping, or live supervision is required.
The pre-requistes of CSP 661F and 712 are required and departmental approval.
Credits: 6
Every Fall and Spring

CSP 665M Mental Health Counseling Internship I
Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group, and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester complete direct service and 180 hours indirect work is required. Audio-taping, videotaping, or live supervision. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Mental Health Counseling program and the approval of the chair.
The pre-requisite of CSP 661M and 712 are required and Departmental approval.
Credits: 6
Every Fall

CSP 666F Marriage and Family Counseling Internship II
Students work 300 hours each of two semesters in a setting that provides marriage and family counseling under the supervision of a licensed professional, observing and performing various direct and indirect services including but not limited to intake interviewing; marriage and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. Students complete a minimum of 130 hours each semester in direct service to clients. Audiotaping, videotaping, or live supervision is required.
The pre-requisite of CSP 665F is required and Departmental approval.
Credits: 6
Every Spring and Summer

CSP 666M Mental Health Counseling Internship II
Students work 300 hours each of two semesters in a clinical setting under the supervision of a licensed mental health professional, observing and performing various direct and indirect services including but not limited to intake interviewing; individual, group and family counseling; record keeping; attending treatment team meetings and professional development events; and engaging in testing and assessment. A minimum of 120 hours each semester in direct service is required. Audio-taping, videotaping, or live supervision. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Mental Health Counseling program and the approval of the chair.
The pre-requisite of CSP 665M is required.
Credits: 6
Every Spring

CSP 668A Assessment and Diagnosis in Counseling Diverse Populations
This course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families, and groups. Students focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Focus on the nature and meaning of assessment, social, cultural, and linguistic factors in assessment and diagnosis; ethical issues in instrument selection, administration, and interpretation of assessments. Review and use of DSM classification.
The pre-requisites of CSP 615, 649, 652, 654 are required as well as CSP 657A, or CSP 705, or CSP 706.
Credits: 3
Every Fall

CSP 679 Substance Abuse and High Risk Behaviors
This course will provide an overview of substance use, abuse, and high-risk behaviors, and the role of and their interrelatedness in the contexts of the helping professions of psychology and counseling. The course will also consider the role of trauma in the development and psychology of addiction and recovery. Substance

abuse counseling theories, practices, and treatment will be explored.
The pre-requisites of CSP 615, 649, 652 and 654 are all required and CSP 657A or CSP 706.
Credits: 3
Every Summer

CSP 700 Family Law
An overview of legal issues with regard to marriage and family relationships with a focus on familial trauma that necessitates and results from engagement in court and legal proceedings. Central to this course is the counselor's role in working with various types of families to confront important life decisions, resolving disputes and planning for the future. Attention to issues of consultation with legal professionals and the interaction of the counselor with the legal system are discussed.
The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706.
Credits: 3
Every Spring

CSP 706 Foundations of Mental Health Counseling
Introduction to the history, philosophy, and current trends in mental health counseling. Exploration of the role, function, and professional identity of the mental health counselor, including issues of credentialing, collaboration, and consultation with other treatment providers. This course is designed to provide a comprehensive overview of the foundations of mental health counseling, the scope of practice, and an introduction to Mental Health Counseling and Consultation approaches.
The pre-requisites of CSP 615, 649, 652 and 654 are required.
Credits: 3
Every Fall

CSP 707 Foundations in Marriage and Family Therapy
A conceptual framework will be discussed in the context of the self of the therapist, the professional identity of the marriage and family therapist, issues of credentialing and consulting with other service providers, and ethical and legal issues specific to the practice of marriage and family therapy. The history, philosophy, and current marriage and family therapy trends are explored, and an overview of theoretical concepts, intervention strategies, and research unique to family systems and relational units will be covered. A conceptual framework will be discussed in the context of the self of the therapist, the professional identity of the marriage and family therapist, issues of credentialing and consulting with other service providers, and ethical and legal issues specific to the practice of marriage and family therapy. The history, philosophy, and current marriage and family therapy trends are explored, and an overview of theoretical concepts, intervention strategies, and research unique to family systems and relational units will be covered.
Credits: 3
Every Fall

CSP 709 Research, Evidence-Based Practice and Program Evaluation
Introduction to quantitative and qualitative research methods; the use of technology and statistics, inquiry and analysis in research and program evaluation. A review and analysis of evidence-based practices in mental health counseling with a variety of populations and clinical issues. This course is an introduction to principles, concepts, and operations that are necessary for an understanding of individual and group assessment, and of empirical research methodology; derivation of standard scores and other attributes of normative test construction; correlation; reliability; validity; presentation of data in tables and graphs; descriptive statistics and their computation; fundamentals of inferential statistics, including a comparison of mean differences by t-tests, simple analysis of variance; chi-square; individual differences and their measurement; and reading and interpreting research reports.
The pre-requisites of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706. Student must be active in the Mental Health Counseling plan.
Credits: 3
Every Spring

CSP 712 Psychopathology and Psychopharmacology
This course explores the major diagnostic categories of psychopathology according to the current DSM classification system. The concept of mental health, illness, and wellbeing are explored through socio-cultural formulations utilizing the stress-diathesis and biopsychosocial spiritual models. The focus of this review includes the etiology, prevalence & incidence, signs & symptoms, and criteria for differential diagnosis. The emphasis of this review is on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these theoretical perspectives. As a graduate-level course, this course is at an advanced level and presumes mastery of the content of an undergraduate Abnormal Psychology course. Of specific focus in this course is an emphasis on the relationship of traumatic life experiences and complex traumatic stress on the manifestation of traumatic stress-related disorders and diagnosis secondary to experienced trauma. Additionally, students will develop an understanding of disorders in terms of diagnostic features, associated features, demographic features, prevalence, course, familial pattern, differential diagnosis, and cultural contexts through case study analysis. Commonly prescribed psychopharmacological medications, including uses and side effects, are introduced and considered.
The pre-requities of CSP 615, 649, 652 and 654 are required as well as CSP 657A or CSP 706. Student must be active in the Mental Health Counseling plan.
Credits: 3
Every Spring

CSP 733 Development in Infancy and Early Childhood
This course presents an in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included.
Credits: 3
On Demand

CSP 745 Special Topics in Counseling
Each year the faculty identifies critical areas of interest in counseling. Institutes are planned for intensive study related to those issues, featuring expert speakers on the topic.
The pre-requisites of CSP 615, 649, 652, and 654 are required as well as CSP 657A or CSP 706.
Credits: 3
Rotating Basis

Ph.D. Clinical Psychology

The Doctor of Philosophy degree in clinical psychology is offered to a small and highly select group of full-time matriculated students.

The program has been continuously accredited by the American Psychological Association since 1974 and offers high-quality clinical and research training. Students in the Ph.D. program are prepared to function as clinical psychologists in a variety of settings and are carefully trained in the development of research skills through coursework and mentoring by program faculty members who help them to develop and carry out original research projects. The Ph.D. program operates the Psychological Services Center, in which members of the campus community can receive psychological assessment and treatment at no cost.

Students complete courses and supervised clinical work in a variety of selected practicum settings. Courses are offered in the daytime. Students are expected to maintain steady, full-time progress toward the degree by completing a minimum of 24 credits of course work per year during the first three years of residence, although students in the first year of the program are expected to take a minimum of 17 credits of coursework each semester. Students in the fourth year are expected to work full time on their doctoral dissertations.

A candidate for the Ph.D. may also elect to qualify for the Master of Arts degree by completing the requisite 36 credits of course work.

Program Philosophy and Goals

The philosophy of the Ph.D. program is that a clinical psychologist is a psychologist first, and subsequently a specialist. That philosophy is based on the assumption that all the skills and services a clinician may develop are founded upon, and critically evaluated from, the science of psychology. The training model followed might best be described as a scholar-practitioner model.

The primary goal of such a model is to prepare students to be clinical psychologists who are carefully grounded and competent in the scientific aspects of psychology. To achieve that goal, a variety of clinical courses, seminars and practicum experiences are available to students to develop their knowledge and skills in the areas of psychopathology, assessment and the fundamentals of a variety of intervention techniques with an emphasis on empirically supported treatments.

At the same time, students are exposed to the experimental areas in general psychology and are trained in sophisticated statistical procedures, research design and methodology. Coursework in statistics and basic principles of research design is offered in the first year of training. Students are then expected to begin to develop independent research projects, the second-year research project, under close faculty supervision in the Spring semester of the first year. The research projects should be completed no later than the beginning of the third year. Advanced courses in research design are part of the required curriculum in the second year of training. Students also have the opportunity to participate in other faculty research projects as part of the coursework in both the clinical and general/experimental areas.

Theoretical Orientation

The theoretical orientation of the Ph.D. program is strongly influenced by the spectrum of the various psychodynamic approaches to therapy. Cognitive-behavioral and dialectical behavioral approaches are also emphasized. Students are trained in intervention modalities such as individual, group and family therapy. There are also opportunities for students interested in child clinical/developmental issues to receive more specialized training in that area.

Clinical courses and practicum experiences over the first three years of training are designed to familiarize the student with a variety of approaches to conceptualizing and assessing psychopathology and therapeutic interventions. Thus, graduates are well prepared to function as practicing clinical psychologists and to meet the academic requirements for licensure in psychology as set by the New York State Education Department.

Admission to the Ph.D. Program

The Department of Psychology typically receives several hundred completed applications each year. Evaluation of application materials by the Admissions Committee results in invitations to a selected number of applicants to interview with faculty and meet with current students.

All applicants should ordinarily have completed a minimum of 18 undergraduate credits in psychology, including courses in experimental psychology and statistics. Minimal requirements for consideration for admission to the Ph.D. program include an undergraduate grade point average of 3.2 and a grade point average in psychology of 3.4. All applicants are also encouraged to submit scores on the Graduate Record Examination (GRE) (including the advanced test in psychology). Each applicant should ask at least three professors or supervisors to submit letters of recommendation.

The deadline for all applicants is December 1st, although applications will be formally reviewed beginning in the weeks prior. Applicants are strongly encouraged to submit their applications as early as possible. Students whose applications are favorably reviewed will be interviewed for the program at the beginning of February. Notification of the final decision of the Admissions Committee will usually take place in mid-March and continue through April 15. In accordance with APA standards, acceptance of an offer to the Ph.D. program must be made by April 15 and will be binding thereafter. There are no midyear admissions to the program. At the present time, no candidates are admitted with advanced standing, although students can transfer 6 credits of selected graduate courses from another university with the approval of the director of the doctoral program.

Applicants not accepted into the Ph.D. program may be considered for the M.A. program in psychology for review and possible admission.

The Admissions Process and the Current Student Body

Acceptance into the program is offered on a rolling basis until an incoming class has been filled. The admissions committee accepts applicants solely on the basis of qualifications. Among all doctoral students currently enrolled the age range covers the early 20s to the mid-40s; women account for 70% of the group; 15-20% of the students are from underrepresented groups (racial, ethnic, or sexual minorities; persons with disabilities).

Admission to Ph.D. Candidacy

Admission to Ph.D. candidacy is determined by the successful completion and presentation of the second-year project and passing the clinical qualifying examination.

Degree Requirements and Time Limits

Ordinarily, completion of the requirements for the Ph.D. degree in Clinical Psychology will entail a minimum of five years of full-time academic study. The first three years in residence usually involve full-time course work, while the fourth involves full-time work on the doctoral dissertation before the clinical internship. Full-time work on the dissertation often occupies the year after the internship as well. There is an eight-year time limit on the completion of all requirements. The median time for completing the program has been 6 years over the past decade. During this same time period, approximately one-third of each class has completed the program within five years.

The degree requirements in clinical psychology include a minimum of 90 credits of graduate courses, completion of the second-year project, one full year of clinical internship at an approved installation, satisfactory performance on the clinical qualifying examination paper and oral

exam, and the presentation and satisfactory defense of a doctoral dissertation that represents an original contribution to psychology.

Students who have completed 36 credits receive a M.A. degree in Psychology.

The internship for clinical psychology students ordinarily encompasses one full year of training at an installation approved by the department.

Further regulations concerning maintenance of good standing in the programs will be found in the Graduate Student Handbook issued by the Department of Psychology.

Academic Counseling

All faculty are willing and available to aid students encountering specific difficulties in their academic studies. In addition, the director of clinical training meets with each class in residence on a once-a-month basis to discuss issues relevant to students' academic and clinical experience. Students are also assigned to a specific faculty member who serves as their faculty adviser during their time in the program. In courses such as Statistics and Psychological Assessment, advanced students with special skills hold teaching assistantships and work with students in laboratory sections. In courses such as Research Design, students have ample opportunity to work in a tutorial relationship with the professor, especially on the preparation of designs for research projects. In connection with clinical activities, the program ensures that all treatment and diagnostic activities are carefully supervised.

Graduate Assistantships

Federal work study jobs may be available to students in the doctoral program during the first three years. Teaching assistantships, usually reserved for second-and third-year students, may also be available. Research assistantships within the department can carry partial tuition remission. Information about such assistantships is available at the time of admission to the program.

Housing

The best sources of housing information are current doctoral students, local real estate agents, and online. There is also new graduate housing provided by the university.

Psychological Counseling

The New York City metropolitan area is saturated with possibilities for low-cost counseling, psychotherapy and psychoanalysis, whether through neighborhood clinics or the clinical services attached to the various postdoctoral training institutes that abound in the city. Doctoral students are not required to be in psychotherapy, but such self-exploration is encouraged if it is at all possible.

Ph.D., Clinical Psychology

[Program Code: 06948] {HEGIS: 2003.0}

A minimum of 90 credits required

Required Course Work

PSY	600	Research Design I	3.00
PSY	602	Developmental Psychology	3.00
PSY	603	Contemporary Psychological Theories	3.00
PSY	606	Statistics in Psychology I	4.00
PSY	607	Professional Ethics and Standards	3.00
PSY	611	Cognitive and Affective Issues in Psychology	3.00
PSY	613	Social Psychology	3.00
PSY	614	Cross-Cultural Issues in Psychology	3.00
PSY	620	Tests and Measurements	4.00
PSY	625	Psychological Assessment I	4.00
PSY	655	Psychopathology I	3.00
PSY	660	Intervention Techniques I	3.00
PSY	671	Dynamic Psychotherapy I	3.00
PSY	676	Psychological Assessment II	4.00
PSY	678	Clinical Neuropsychology	3.00
PSY	706	Statistics in Psychology II	4.00
PSY	755	Psychopathology II	3.00
PSY	771	Dynamic Psychotherapy II	3.00
PSY	779	Data Management	1.00

Advanced Research Design (One Course Required)

PSY	700	Research Design II	3.00
PSY	710	Psychotherapy Research	3.00

Clinical Externship (Each Course Repeated, FA and SP)

PSY	776(1)	Externship II	1.00
PSY	776(2)	Externship II	1.00
PSY	777(1)	Externship III	3.00
PSY	777(2)	Externship III	3.00

Clinical Practice I
One Course Required

PSY	630A	Introduction to Clinical Interviewing and Practice I	3.00
PSY	630B	Introduction to Clinical Interviewing and Practice I	3.00

Clinical Practice II
One Course Required

PSY	631A	Introduction to Clinical Interviewing and Practice II	3.00
PSY	631B	Introduction to Clinical Interviewing and Practice II	3.00

Clinical Practice III
One Course Required

PSY	635A	Advanced Clinical Interviewing III	3.00
PSY	635B	Advanced Clinical Interviewing III	3.00

Clinical Practice IV
One Course Required

PSY	636A	Advanced Clinical Interviewing IV	3.00
PSY	636B	Advanced Clinical Interviewing IV	3.00

Clinical Practice V
One Course Required

PSY	691A	Clinical Practice V	3.00
PSY	691B	Clinical Practice V	3.00

Clinical Practice VI
One Course Required

PSY	692A	Clinical Practice VI	3.00
PSY	692B	Clinical Practice VI	3.00

Clinical Internship

PSY	840	Clinical Internship	0.00
PSY	841	Clinical Internship	0.00

Dissertation Courses

PSY	850	Doctoral Thesis Supervision	3.00
PSY	851	Doctoral Thesis Supervison	3.00
PSY	852	Doctoral Thesis Supervison	3.00
PSY	853	Doctoral Thesis Supervison	3.00
PSY	854	Doctoral Thesis Supervision	3.00
PSY	855	Doctoral Thesis Supervision	3.00
PSY	856	Doctoral Thesis Supervision	3.00
PSY	857	Doctoral Thesis Supervision	3.00
PSY	858	Doctoral Thesis Supervision	3.00

Credit and GPA Requirements

Minimum Credits: 90
Minimum Major GPA: 3.25

M.A. Psychology

Students enrolled in the M.A. in Psychology receive a mix of theoretical and applied coursework. The program is designed to provide a broad grounding in psychological principles and practice that prepare the student for work in related fields or for continued education at the doctoral level.

Admission to the M.A. Program

Applicants to the M.A. program must have completed at least 12 undergraduate credits of psychology, including statistics, with a grade point average of at least 2.75. In addition, they must submit letters of recommendation from two professors. Admission to the M.A. program in no way implies acceptance into the Ph.D. program. Nonetheless, outstanding master's degree candidates are admitted into doctoral courses with the permission of the directors of both programs, and some M.A. graduates are accepted into the Ph.D. program. Both graduate programs are committed to increasing the enrollment of aspiring minority students.

All applicants to the Ph.D. program who were not accepted for admission to the Ph.D. program will have their applications automatically forwarded to the M.A. program for review and possible admission.

M.A. Degree Requirements and Time Limits

The M.A. program is ordinarily completed in one and one half to two years of intensive study. The time limit for the M.A. degree is five years. Candidates must have completed 33 credits, which includes an acceptable thesis (10 courses plus Psychology 709M, Master's Thesis Supervision), or 36 credits (12 courses), and pass a written comprehensive examination. These courses must be successfully completed before registering for the comprehensive examination. Credit for courses taken outside the Department of Psychology must be approved by the master's program director and will be limited to a maximum of six credits. The typical curriculum for the M.A. degree consists of 600-level courses designated by the letter M, which are offered in weekday late afternoon, evening or weekend classes. Some psychology courses are open to both M.A. and Ph.D. students without prerequisites.

M.A., Psychology

[Program Code: 06947] {HEGIS: 2001.0}

Core Course Requirements

Twelve (12) Credits Required.

PSY	603M	Contemporary Psychological Theories	3.00
PSY	616M	Statistical and Research Methodology I	3.00
PSY	617M	Stastistical and Research Methodology II	3.00
PSY	665M	Professional Issues and Ethics in Psychology	3.00

Psychology Course Requirements

At least twenty-seven (27) credits from psychology masters courses

M.A. in Psychology Non-Thesis Option

Thirty-six (36) total credits required

Non-Thesis Option

Six (6) additional credits in psychology
Written comprehensive examination

M.A. in Psychology Thesis Option

Thirty-three (33) total credits required

Thesis Option

Three (3) credits from psychology 709M

Credit and GPA Requirements

Minimum Credits (Thesis Option): 33
Minimum Credits (Non-Thesis Option): 36
Minimum Major GPA: 3.0

Psychology Courses

PSY 600 Research Design I
An introduction to the basic theories issues, concepts and constructs of what constitutes sound psychological research. Students are expected to develop the capacity to critically evaluate research, and to formulate research proposals on their own. Students complete a proposal for their second-year research project as part of the course requirement. Prerequisite/Corequisite: Psychology 606
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 602 Developmental Psychology
A consideration of developmental issues from empirical research, interpersonal-psychoanalytic theory and cognitive theory. Major theorists discussed include Piaget, Bowlby, and others. The aim of the course is to look at developmental issues from differing points of view and to examine points of convergence and divergence.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 603 Contemporary Psychological Theories
A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined with an emphasis on history and systems of current psychological theories.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 603M Contemporary Psychological Theories
A survey of the transformation of psychological thought from nineteenth century philosophy, physiology and medicine to modern psychology as a scientific discipline. Implications for behavioral science and its variety of disciplines and schools of thought are examined. Required of all candidates for the M.A. in Psychology.
Credits: 3
Every Fall

PSY 606 Statistics in Psychology I
This course is designed to provide you with a statistical knowledge base and teach you how to apply this knowledge to your own data. This course will review basic descriptive statistics, mean comparisons (t-tests, ANOVA, ANCOVA, MANOVA), correlations, bivariate regression, hierarchical regression, and ways of testing mediation and moderation. Three hours lecture; one hour laboratory. Prerequisite: Undergraduate course in psychological statistics.
Must be a student in the Doctoral Psychology program
Credits: 4
Annually

PSY 607 Professional Ethics and Standards
An examination of the broad spectrum of contemporary ethical issues encountered by psychologists as teachers, researchers and practitioners and a forum for increased ethical awareness and analysis. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 609M Independent Study
Prerequisites: Completion of the 12-credit core, at least one required course in the area of specialization, and other courses as determined by the faculty supervisor.

An opportunity for practicum experience or an independent project for the advanced student. The course and its specific requirements are under the supervision of a faculty member. Successful completion requires submission of a final paper documenting the process and outcome. Requires the permission of the Chair of the Department and the Dean. May be repeated; maximum six credits.
The pre-requisites of PSY 603M, 616M, 617M and 665M are required.
Credits: 3
Every Semester

PSY 611 Cognitive and Affective Issues in Psychology
This course will examine contemporary issues centering on the intersection of emotion, motivation, and cognition. Topics will include basic research from social, cognitive, and neuroscientific perspectives, as well as research relevant to understanding these topics in an applied context. We will examine core topics in which students will be exposed to essential questions and dimensions about: basic emotions; basic emotions and neuroscience; cognitive appraisals; higher-order cognition (interpretation, judgment, decision making and reasoning); unconscious processes; repression-dissociation; the intersection of self, culture, and emotion; emotion and cognition in psychotherapy; and other similar topics. The course will draw upon primary sources, and will be conducted in a composite seminar-lecture style that encourages active student participation in integrating the current literature with individual scholarly interests.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 613 Social Psychology
An analysis of fundamental concepts in interpersonal and group relations, with consideration of the application of social psychology to contemporary human problems; for example, personality development and adjustment, ethnic attitudes and conflicts, social movements, and propaganda.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 613M Social Relations
An examination of the forms and meanings of social relations that individuals have with other individuals and with groups and of the advantages and disadvantages such relations may have.
Credits: 3
Alternate Years

PSY 614 Cultural Diversity in Psychology
An examination of key issues related to cultural and individual differences in professional psychology. A major goal of the course is to have students gain an appreciation of the impact of cultural factors on attitudes and behavior of those who are recipient of services as well as the service provider. Emphasis is placed on clinical and community psychology constructs and applications.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 615M Personality
A critical examination of the leading theories of personality, with the purpose of evolving a comprehensive conceptualization.
Credits: 3
Alternate Years

PSY 616M Statistical and Research Methodology I
A study of how to design and conduct experiments, interpret obtained results, and refine the succeeding design and procedures, as well as how to read and critique a problem, design and execute a small-sample experiment, and interpret and critique the outcome. Required of all candidates for the M.A. in Psychology.
Credits: 3
Every Fall

PSY 617M Statistical and Research Methodology II
This course is the second in the series for Statistical

and Research Methodology. See description for PSY 616M (the first in the series). Required of all candidates for the M.A. in Psychology.
The pre-requisite of PSY 616M is required.
Credits: 3
Every Spring

PSY 618M Modalities of Therapeutic Intervention
A discussion of various therapeutic strategies and tactical alternatives in a variety of settings.
Credits: 3
Alternate Years

PSY 620 Tests and Measurements
A consideration of the principles of psychometric theory. Issues of test construction, validity and reliability are discussed. Principles of administration, scoring and interpretation of the Stanford-Binet, the Wechsler series, and a survey of personality inventories, occupational tests and neurocognitive tests are covered. Cultural differences related to test biases and performances are covered. Three hours lecture; one hour laboratory.
Must be a student in the Doctoral Psychology program
Credits: 4
Every Fall

PSY 620M Introduction to Clinical Assessment
An introduction to the use of interviews, projective techniques and other semistructured instruments in psychological research, assessment and occupational settings. Classroom demonstrations of techniques are included, and each student is required to gain some practical experience with at least one assessment procedure.
Credits: 3
Alternate Years

PSY 625 Psychological Assessment I
A study of the basic principles of assessment, including interviewing and psychological testing, with an emphasis on individual differences. Introduction is made to the Rorschach and other projective tests, as well as continued work with neurocognitive tests. Three hours lecture; one hour laboratory. Cultural differences are covered. Prerequisite: Psychology 620 or its equivalent.
Must be a student in the Doctoral Psychology program
Credits: 4
Annually

PSY 630A Introduction to Clinical Interviewing and Practice I
An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience,role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 630B Introduction to Clinical Interviewing and Practice I
An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience,role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 630M Practica
Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.
Credits: 3
On Occasion

PSY 631A Introduction to Clinical Interviewing and Practice II
An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Spring

PSY 631B Introduction to Clinical Interviewing and Practice II
An introduction to clinical interviewing techniques and didactic material across a range of intervention strategies, with a focus on cognitive-behavioral techniques. The seminar also addresses ethical issues in clinical practice and offers students the opportunity to learn through direct practicum experience, role playing or observation of other students clinical experience. The empirical literature on psychotherapy outcome studies is also presented as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Spring

PSY 631M Practicum
Supervised experience in an area that relates to students' interests or specialization. On-site experiences are employed during the weekly seminar to focus on students' concerns and basic issues of ethics, theory and practice. Students must find their own placements.
Credits: 3
On Occasion

PSY 635A Advanced Clinical Interviewing III
An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 635B Advanced Clinical Interviewing III
An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 636A Advanced Clinical Interviewing IV
An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance

building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Spring

PSY 636B Advanced Clinical Interviewing IV
An intensive case seminar taken in conjunction with a two-day per week practicum placement. The seminar uses the practicum experiences to focus on issues in clinical interviewing, therapeutic alliance building, treatment planning and psychotherapy as well as empirically supported therapies. Topical readings related to each of these areas are assigned regularly for discussion as well as cultural and ethnic factors affecting the clinical process. Issues related to the identification and reporting of child abuse and maltreatment are also addressed. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Spring

PSY 648M Developmental Psychology I: Childhood and Adolescence
A consideration of issues that concern the development of the individual from conception to late adolescence. Theories of development are surveyed. Attention is given to the impact of biological and social factors that influence the course of development.
Credits: 3
Alternate Years

PSY 649M Developmental Psychology II: Adulthood and Aging
A study of development from early adulthood through the last years of a person's life. Special attention is given to the impact of family, work and personal relationships on the nature and course of development.
Credits: 3
Alternate Years

PSY 655 Psychopathology I
An introduction to the core concepts and major research findings in psychopathology, including how major mental disorders are defined, explained, and classified by the DSM-5. The course will emphasize major etiological and sociocultural factors contributing to these disorders, as well as how to apply these diagnostic categories to clients presenting in clinical practice.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 655M Psychopathology
A study of the genesis, course, conceptualization, diagnosis and treatment of mental illness.
Credits: 3
Alternate Years

PSY 657 Childhood Psychopathology
A study of the essentials for understanding the diagnosis of childhood psychopathology and its assessment. The empirical literature of a range of diagnostic categories is reviewed as well as the impact of cultural factors. Prerequisite Psychology 655.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 658 Family Psychotherapy
An in-depth study of the theory and practice of family psychotherapy. Emphasis is on family systems theory as well as some application of behavioral management and psychodynamic approaches, working with children, couples and groups. The empirical literature in this area is also examined.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 660 Intervention Techniques I
This course is designed to orient students to current theory and research in intervention techniques, including cognitive behavioral models, psychodynamic models, interpersonal models, and humanistic models with a particular emphasis on short-term psychotherapies. This course will elucidate why (or for what purpose) therapists of different orientations use certain intervention techniques as opposed to others and will focus on areas of convergence as well as discrepancies between the various models. Finally, this course will provide an overview of important issues facing contemporary clinical psychologists, including cultural competence, psychotherapy integration, and empirically supported treatments. Corequisite: Psychology 655
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 665M Professional Issues and Ethics in Psychology
A seminar devoted to discussions and the evaluation of various theoretical and practical issues in psychology. Problems of ethics and the roles of the psychologist receive particular attention. Required of all candidates for the M.A. in Psychology.
Credits: 3
Every Spring

PSY 668M Ethnic Cultural, and Minority Issues in Psychology
An examination of the impact upon gender, racial, ethnic, religious and other minorities of stereotyping, discrimination, and efforts to ignore differences or compel uniformity.
Credits: 3
Alternate Years

PSY 669M Seminars in Special Topics
Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.
Credits: 3
On Occasion

PSY 670M Seminars in Special Topics
Consideration of special areas of interest in psychology at the master's level by intensive study in a seminar format.
Credits: 3
On Occasion

PSY 671 Dynamic Psychotherapy I
This course examines the theory and techniques of dynamic psychotherapy with the neurotic and character disordered individual. The emphasis is on the beginning phase of treatment, the therapeutic alliance, transference, resistance and other key issues in dynamic psychotherapy. While focusing on common principles shared by varied schools of dynamic psychotherapy, we will also look at areas of difference between schools, at empirically supported techniques, and at treatment issues raised by clients with diverse cultural backgrounds. Concurrent supervised experience (Clinical Practice III) is required.
The pre-requisite of PSY 655 is required and the co-requisite of PSY 635A or B is required and is only open to students in the PhD program.
Credits: 3
Annually

PSY 672M Forensic Psychology
This graduate course considers a range of topics that are of concern to both psychologists and members of the legal profession including 1) psychological assessment of competency, malingering, and criminal responsibility, 2) jury selection process and jury decision making, and 3) psychological treatment for crime victims and perpetrators. Critical thinking skills will be developed in this course.
Credits: 3
On Occasion

PSY 673 Empirically-Supported Psychotherapies
This course is designed to orient students to current techniques utilized in empirically-supported treatments for personality disorders. While theory and research will be discussed, the focus will be on application of treatment techniques in clinical practice. Empirically-supported treatment techniques will be primarily derived from dialectical behavior therapy (DBT), transference focused

psychotherapy (TFP), and mentalization based therapy (MBT), with a focus on case conceptualization and how to select and implement appropriate intervention techniques with diverse populations
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 676 Psychological Assessment II
The purpose of this course, which is a continuation of Psychology 625, is to provide participants with the theoretical knowledge and practical skills necessary to conduct an individual, comprehensive psychological assessment in a mental health setting. Participants will learn about test selection, as well as approaches to working with a multi-method test battery. Tests covered will include cognitive (e.g., WAIS-IV), self-report personality tests (e.g., MMPI-2), and projective (or performance-based) personality tests (e.g., TAT; Rorschach). While participants will learn test administration and scoring, a major goal of the course will be on interpretation and integration of findings in the context of writing a comprehensive report for use in diverse clinical settings. The course will consist of weekly class meetings in a composite lecture-seminar format, and weekly lab meetings. Three hours lecture; one hour laboratory. Prerequisite: Psychology 625
Must be a student in the Doctoral Psychology program
Credits: 4
Every Fall

PSY 678 Clinical Neuroscience
An introduction into clinical neuroscience covering the interrelation between human biology, physiology, neurology and human behavior. The literature and research concerned with the assessment of organicity or pathology, conceptions of the physiological basis of abnormal behaviors, and related topics are presented.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 691A Clinical Practice V
An intensive case seminar taken in conjunction with a two to two-and-a-half day per week practicum placement. This advanced seminar utilizes student practicum experiences to focus on more complex clinical issues in psychodynamic psychotherapy primarily through specific clinical case presentations. The empirical literature on clinical supervision is also discussed as are empirically supported therapies. Pass/Fail only
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 691B Clinical Practice V
See the description for Psychology 691A for a full description of this clinical case seminar. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Fall

PSY 692A Clinical Practice VI
This case seminar is a continuation of Psychology 691A. Pass/Fail only
Must be a student in the Doctoral Psychology program
Credits: 3
Every Spring

PSY 692B Clinical Practice VI
This clinical case seminar is continuation of Psychology 691B. Pass/Fail only.
Must be a student in the Doctoral Psychology program
Credits: 3
Every Spring

PSY 700 Research Design II
This seminar, an extension of Psychology 600, involves a detailed examination of methods used in experimental psychology that have implications for conducting research related to psychodynamic theory and treatment. Drawing upon specific studies in social, cognitive, and clinical psychology, participants will examine a variety of approaches that rely on explicit and/or implicit methods. In doing so, participants will examine different topics, including: self/self-descriptions, object relations, unconscious processes, attachment, and personality. Emphasis is placed on learning practical skills both to assess existing studies, and to develop future studies (including a doctoral dissertation research proposal). Prerequisites: Psychology 600 and 606
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 706 Statistics in Psychology II
This course is designed to advance your statistical knowledge base and teach you how to apply this knowledge to your own data. Most psychological research examines relationships among multiple variables at the same time. You want to understand how variables are related to one another and how they work together to explain or predict an outcome. There are many multivariate statistical approaches but this course will focus on multivariate regression analysis, factor analysis, principal components analysis, path analysis, and structural equation modeling. We will begin with a review of some univariate techniques but then forge ahead to multivariate statistics. Three hour lecture; one hour laboratory. Prerequisite: Psychology 606
Must be a student in the Doctoral Psychology program
Credits: 4
Annually

PSY 709M Master's Thesis Supervision
Master's degree candidates receive assistance in completing their theses.
Prerequisite: Permission of the Chair of the Department. Pass/Fail only.
Credits: 3
Every Semester

PSY 710 Psychotherapy Research
An examination of the history of psychotherapy research that focuses on such major topics as therapeutic alliance, alliance ruptures and treatment failures, common versus specific factors, and differential treatment outcome. Significant psychotherapy research studies and programs (e.g., the NIMH depression study), and empirically validated treatments are reviewed. A number of psychotherapy research assessment instruments that measure different change mechanisms in therapy are demonstrated using vignettes of videotaped sessions. Students interested in pursuing psychotherapy research are thus provided some hands-on experience with a number of measures. This course is the equivalent of Research and Design II. Prerequisite: Psychology 600
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 750 Individual Research I
Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.
Credits: 1 to 3
Annually

PSY 751 Individual Research II
Individual research projects under supervision. Pass/Fail only. Prerequisites: Psychology 600 and 700 or 710.
Credits: 1 to 3
Annually

PSY 755 Psychopathology II
A study of contemporary theory and research in psychopathology with a special emphasis on developmental etiological factors, biosocial contributions, symptom formation and the rationale for different interventions. Psychodynamic and cognitive behavioral theories are emphasized as is the interaction of psychopathology with cultural factors. Discussion of the literature related to the DSM is also considered.
Prerequisite: Psychology 655
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 771 Dynamic Psychotherapy II
A study of the way in which principles of psychodynamic psychotherapy may be applied to severe psychopathology and to short-term therapies.

The application of such principles to the psychoses, and borderline conditions is discussed. The empirical literature related to such psychotherapeutic issues is discussed as are the interactions with cultural and ethnic factors. Empirically supported therapies for these more severe disorders are also discussed. Concurrent supervised clinical practice is required.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 775 Seminar in Special Topics
An intensive study in special areas of interest in Clinical Psychology (not necessarily the same topics each year). Examples of topics are computer research technology, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.
Must be a student in the Doctoral Psychology program
Credits: 3
Annually

PSY 776 Clinical Externship II
Study in topics are related to a doctoral student's clinical externship. Examples of topics include brain and behavior relationships, psychopharmacology, issues of social stress, and the study of anxiety.
Must be a student in the Doctoral Psychology program
Credits: 1
Annually

PSY 777 Clinical Externship III
An intensive study in special areas of interest in Clinical Externship. Examples of topics are advanced assessment, brain and behavior relationships, psychopharmacology, issues of social stress, special statistical techniques, and the study of anxiety.
Pre requisite: PSY 776
Course open to students in Doctoral Program.
Credits: 3
Annually

PSY 779 Data Management and Research
An examination of different topics centered on data management, statistics, and beginning research in the PhD Program in Clinical Psychology. The course will also involve a review of current research groups active in the Program.
Must be a student in the Doctoral Psychology program
Credits: 1 to 3
Annually

PSY 840 Clinical Internship
Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit. This course has an additional fee.
Credits: 0
Every Fall

PSY 841 Clinical Internship
Each candidate for the doctorate in clinical psychology must spend one year full-time or two years half-time as an intern in an approved installation, such as a mental hospital or mental hygiene clinic. Services performed concentrate on diagnostic testing and staff conferences, and supervised individual or group psychotherapy. Pass/Fail only. No credit.
Credits: 0
Every Spring

PSY 849A Dissertation Topic Seminar
Students develop the conceptual rationale and methodology for a dissertation topic. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.
Credits: 3
Every Fall

PSY 849B Dissertation Topic Seminar
Students develop the conceptual rationale and methodology for a dissertation topic. Each student has the opportunity to present his or her own research proposal, to receive feedback from other students and the instructor, and to critique the proposals of other students. Students may register for this course for one or more semesters. Required of those students in their fourth year who are not yet in dissertation committee. Pass/Fail only. Psychology 849A offered every Fall; Psychology 849B offered every Spring; Psychology 849C offered every Summer.
Credits: 3
Every Spring

PSY 850 Doctoral Thesis Supervision
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only.
Credits: 3
Annually

PSY 851 Doctoral Thesis Supervison
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.
Credits: 3
Annually

PSY 852 Doctoral Thesis Supervison
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students received an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

PSY 853 Doctoral Thesis Supervison
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

PSY 854 Doctoral Thesis Supervision
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

PSY 855 Doctoral Thesis Supervision
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

PSY 856 Doctoral Thesis Supervision
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress.

Pass/Fail only. Students recieve an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

PSY 857 Doctoral Thesis Supervision
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

PSY 858 Doctoral Thesis Supervision
Each doctoral candidate conducts doctoral thesis research under the guidance of a committee, which may be a standing committee or one assembled with consent of the clinical director. The enrollment and fee for this course registration is repeated as long as the study is in active progress. Pass/Fail only. Students receive an Incomplete until the dissertation is completed.
Credits: 3
Every Fall and Spring

LIU PHARMACY

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers the Bachelor of Professional Studies (BPS) in Pharmaceutical Studies as well as an entry-level, Doctor of Pharmacy (Pharm.D.) degree. Master of Science degrees are awarded in Pharmaceutics: Industrial Pharmacy, Pharmaceutics: Cosmetic Science, Drug Regulatory Affairs, Pharmacology/Toxicology, and Pharmacy Administration. For the Doctor of Philosophy in Pharmaceutical Sciences (Ph.D.) degree, there are two tracks to choose from Pharmaceutics, and Pharmacology/Toxicology.

Detailed information on the pharmacy programs is provided in the LIU Pharmacy Catalog.

For information, please visit the website at www.liu.edu/pharmacy.

APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

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.
Pharmacy Administration	1211	MS

College of Science

SCHOOL OF NATURAL AND LIFE SCIENCES

Major	Hegis Code	Degree
Biochemistry	0414	BS
Biology	0401	BS, MS
Health Science	1201	BS

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

Major	Hegis Code	Degree
Artificial Intelligence	0701	BS, MS
Computer Science	0701	BS, MS
Computational Science and Artificial Intelligence		PhD
Digital Engineering	0901	BE

Harriet Rothkopf Heilbrunn School of Nursing

Major	Hegis Code	Degree
Family Nurse Practitioner	1203.10	MS, ADV CRT
Nursing	1203	BS

LIU Global

Major	Hegis Code	Degree
Global Studies	2210	BA

Polk School of Communications

Major	Hegis Code	Degree
Acting for Theater, Film and Television	1007	BFA
Communications	0601	BA
Creative Writing and Publishing	1507	MFA
Film and Television	1010	BFA
Journalism	0602	BA

RocNation School of Music, Sports and Entertainment

Major	Hegis Code	Degree
Music Technology, Entrepreneurship & Production	1099	BFA
Sports Communication & Marketing	0601	BA
Sports Management	0599	BS, MS
Vocal Performance	1004	BM

Roosevelt School

Major	Hegis Code	Degree
Health Administration	1202	MPA
International Relations & Diplomacy	2210	BA, CRT
Political Science	2207	BA
Public Administration	2102	MPA
Public Health	1214	MPH

School of Business

Major	Hegis Code	Degree
Accounting	0502	BS
Business Administration	5004	AAS, BBA
Business	0506	MBA
Culinary Arts	0508	BS
Data Analytics	0703	BS, MS
Entrepreneurship	0501	BS
Fashion Merchandising	0509	BS
Finance	0504	BS
Marketing	0509	BS

School of Health Professions

Major	Hegis Code	Degree
Clinical Psychology	2003	PhD
Exercise Science	1201	MS
Exercise Science and Wellness	1299	BS
Forensic Social Work	2104	Adv.Crt.
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
Psychology	2001	BA, MA
Respiratory Care	1299	BS
School Psychologist	0826	MSeD
Social Work	2104	BS, MSW, DSW

Speech-Language Pathology (Bilingual Extension available)	1220	MS

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